

(25936) INTL 3200  
Introduction to International Relations  
**Spring 2024**  
**1:50 – 2:40 pm Caldwell 204**

**Instructor:** Dr. Gulcan Saglam  
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**Open Lab Hours:** Monday, 1:50 – 2:40 pm, and by appointment  
**Meeting link:** <https://zoom.us/my/gsaglam>

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#### **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.

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 READINGS

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

## COURSE FORMAT

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

- **Mondays** will be open lab days, where you are expected to watch the bulk of the lecture videos for the module, complete the required readings alone or in small groups, and work on the module assignments.
- **On Wednesdays and Fridays**, we will have mini lectures going over important concepts, address the module discussion question, and apply the module content to current events in class.

This course consists of six modules, including a Welcome Module, each covering various topics and learning materials. Each topic (week) within the modules will include the following:

1. Short lecture videos.
2. Required readings.
3. A collection of supplementary materials and video links for further exploration (including lecture slides for note-taking and review).

At the end of each module, students will submit the following:

1. Module discussion board contributions (one original response to the prompt and one response to a classmate)
2. A module quiz (online, open notes, multiple choice)

To ensure a well-structured and organized learning experience, each module will adhere to a specific schedule. Typically, modules will open on a Monday at 10:00 am and remain accessible until all related topics have been covered, with closure on the last Monday at 9:00 am. Please refer to the Course Schedule for individual module availability and due dates.

**Your active engagement with the course material (both online and in class) is crucial for your success in this class.** It is essential to participate in the online lectures and complete the assigned readings. Moreover, regular attendance in class meetings scheduled for Wednesdays and Fridays, is vital. These in-person sessions will offer valuable activities that complement, rather than duplicate, the online content. By following these guidelines, you will enhance your learning experience and make the most of this course.

#### GRADING

Your course grade is calculated from the following components:

Assignment	Description	% of Final Grade	Due Date
<b>Module Quizzes</b>	Six module quizzes, one for each module including the Welcome Module	35%	Thursday at 9:00 am (EST) On the week it is assigned
<b>Module Discussion</b>	Six module discussions, one for each module including the Welcome Module	35%	Thursday at 9:00 am (EST) On the week it is assigned
<b>Statecraft Simulation</b>  30% of your final grade	<i>Foreign Policy Attitude Survey</i>		Monday Jan 22nd at 9 am due to Statecraft
	<i>Manual Quiz 1</i>	2.5%	Monday Jan 22nd at 9 am (EST) due to Statecraft
	<i>Manual Quiz 2</i>	2.5%	Monday Jan 29th 9 am (EST) due to Statecraft
	<i>Simulation Memo</i>	10%	Monday at 9:00 am (EST) each week
	<i>Performance</i>	5 %	

			When the simulation ends
	<i>Final Essay</i>	10%	Monday April 15 at 9:00 am (EST) due to eLC Dropbox

*~ Module Quizzes (35%) ~*

At the end of each module, there will be a short (around 10 questions) multiple-choice quiz for you to complete. These quizzes will be graded automatically within eLC. Reading the required readings, attending the class lectures and activities, watching the short videos, and reviewing the longer set of slides for each module's topics should prepare you for each quiz. The quizzes are open notes and open books.

These quizzes will allow **two attempts** to give students the opportunity to learn from and improve their comprehension of the material. After the final quiz attempt is submitted, the **average attempt score** will be counted toward that student's quiz score. Thus, for example, if a student gets 95% and 85%, the student's quiz score for that quiz will be 90 percent. Please note that if a student chooses to take the quiz only one time, that score will be their final score. Be aware that quiz questions for each attempt are randomly drawn from a large question pool, which means there is a high probability that you will get a completely different set of 10 questions for each quiz attempt. Please also note that quizzes in which no attempt was made will not be accepted past the deadlines (mentioned in the schedule below), so please be sure to work well ahead of these deadlines.

*~ Discussion Board Contributions (35%) -*

There will be a discussion board for each module. I will start off the discussion board with some questions about the topics for that week. **For each module, you will contribute at least one thoughtful response (a minimum of 300 words) to the discussion board question referencing the course materials and one response to another student's post.** Your response is to be grounded in the assigned materials. To ensure that everyone has the opportunity to engage with colleagues and consider alternative perspectives, students must also respond to another student's post (so, for each module discussion, you will need to post one original response to the discussion question and one response to a classmate). 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.

- To earn credit for answering the discussion question, you must submit one original post and one response to a classmate for each discussion question before the end of the module. This will give everyone the opportunity to engage with colleagues and consider alternative perspectives.
- You must 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.
- A rubric can be found on eLC.

*~ Statecraft Simulation (30%) ~*

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

- a) A foreign policy **attitude survey** (due Jan 22<sup>nd</sup> 9:00 am (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 9:00 am January 22<sup>nd</sup>
  - 2<sup>nd</sup> Manual Quiz due by 9:00 am January 29<sup>th</sup>
- c) **Simulation participation – 10% of course grade:** Your participation in the Statecraft simulation, as well as your contribution to your group work, is closely monitored and will affect your Simulation grade. Free riding will significantly decrease your individual simulation grade even if your group comes at the top with the highest QOL score. The bulk of your participation grade will come from weekly simulation memos (although this can change if free riding becomes a problem in the simulation.) Each student must submit a memo of at least 300 words each week BEFORE the turn ends (i.e. Monday at 9:00 am) using the link on Statecraft. In general, these memos should reflect on your activity that week, the dynamics of the statecraft world that relate to the theories we've read about and discussed in class, and the connections between your statecraft world and current events, however some weeks you will be given a specific prompt. These memos are intended to ensure that you are actively participating and thinking about the simulation each week and will hopefully provide some foundation for your final simulation essay. Your grade will be based on completion (not content), however memos that indicate a lack of seriousness on your

part will not be counted. Late memos submitted at 00:01am and later, and memos shorter than 300 words will not be counted.

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

More details on guidelines and grading for the simulation can be found on the eLC course page.

### *~ 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, please let me know so that I can help you as much as possible. I cannot help you after deadlines have passed and the semester is over.

A	94 – 100 points		C	73 – 76.99 points
A-	90 – 93.99 points		C-	70 – 72.99 points
B+	87 – 89.99 points		D+	67 – 69.99 points
B	83 – 86.99 points		D	63 – 66.99 points
B-	80 – 82.99 points		D-	60 – 62.99 points
C+	77 – 79.99 points		F	59 and below

## COURSE POLICIES

### *~ Communication and Email ~*

I will keep you updated about the course and any changes to the syllabus through the “ANNOUNCEMENTS” board on the class ELC page.

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

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

- ***Before emailing me, please check the syllabus, welcome module, and the ELC site announcements page to ensure your question has not been previously addressed.*** ELC problems are no excuse for having missed quizzes or announcements!
- Sign your name as you are enrolled in the course – sometimes UGA email header does not include your name.
- 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/Emaila-Professor>
- During the workweek, I generally respond to emails in a timely manner (usually within 24-48 hours). On weekends, I do not check emails regularly. Please do not expect a response before the beginning of the workweek.

#### *~ Accessing Course ~*

Course materials will be hosted primarily on eLC, though I may use other online tools to communicate with you. If you are traveling, make sure that you have sufficient internet access time and unfettered access to the course site hosted on eLC and relevant services.

*Please note that 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.*

#### *~ The Use of Technology ~*

All phones should be **shut off** or set to **silent** (not vibrate) before arriving at class. The use or interruption of these devices during regular class time will result in a reduction of your final grade, and during test periods will be treated as cheating.

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.

### *~ 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 caring and flexible way, I am implementing a “life token” policy, which means **you may miss one module quiz, one module discussion, and one simulation memo without a grade penalty. In other words, I will drop the lowest module quiz, module discussion, and simulation memo grade.** You can use this as you like (e.g., illness, sports travel, interviews, sleep, conferences). Please contact me or Student Care and Outreach immediately if there are extenuating circumstances that may lead you to miss more than one of these assignments.

### *~ 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 module and simulation assignments 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.

To ensure the timely and efficient evaluation of your academic work, it is imperative that the Final Simulation Essay be submitted punctually. Late submissions will regrettably not be accepted or considered for review.

Beyond the one life token, extensions and make-ups are subject to the UGA class attendance policy, proper documentation, 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.

### *~ AI Tools Usage Policy ~*

#### ***Incorporating AI Tools in Assignments***

As part of this course, you are allowed to use AI tools for editing and refining your assignments. However, it is essential to remember that AI tools can carry inherent biases and inaccuracies due to various factors, including biased training data, algorithmic limitations, and potentially outdated information. **Therefore, the primary focus of your assignments should be your original ideas and critical thinking.**

#### ***Understanding AI Tool Biases:***

Data Bias: AI tools learn from datasets that might not be fully representative. Biases present in historical data can influence the content generated by AI.

Cultural and Linguistic Bias: AI tools may reflect specific cultural or linguistic norms, potentially leading to content that is not universally accurate.

*Societal and Political Bias:* Biases present in society and politics can find their way into AI-generated content, potentially influencing objectivity.

*Confirmation Bias:* Some AI tools learn from existing data, which could result in content that aligns with pre-existing beliefs.

*Misinterpretation of Nuances:* AI tools might struggle with understanding complex nuances, emotions, or sarcasm in language.

*Outdated Information:* Additionally, please note that the information AI tools are trained on might not be up to date. For example, the knowledge ChatGBT has been trained on is current only up until September 2021. Therefore, any developments or changes that have occurred after that date might not be accurately reflected in AI-generated content.

### ***Mitigating Biases:***

To address biases and outdated information in your assignments:

*Critical Evaluation:* Cross-reference AI-generated content with reliable sources to verify accuracy, identify potential biases, and ensure information is current.

*Diverse Sources:* Seek information from various trusted sources to counteract potential bias from a single source, human or AI-generated.

*Contextual Analysis:* Consider the broader context and multiple perspectives to identify and address bias and outdated information.

*Awareness and Education:* Stay informed about AI tool biases and the limitations of outdated information to make informed content decisions.

### ***Guidelines for this course:***

*Independent Thought:* Your assignments should reflect your independent ideas and analysis. AI tools can aid in refining your work, but solutions and arguments should originate from your understanding.

*Bias and Fact-Checking:* Critically evaluate AI-generated content, cross-reference with reliable sources, fact-check for accuracy, and verify the currency of information.

*Citations and References:* Properly cite and reference all sources, including AI-generated content. Relying solely on AI-generated citations is not acceptable as AI tools are known to generate fake citations.

*Fake Citations:* Verify all citations manually to ensure accuracy and legitimacy.

*Academic Integrity:* Uphold academic integrity; AI tools should complement, not replace, your own understanding and analysis.

By considering these guidelines, understanding AI tool biases and potentially outdated information, you will ensure the integrity and reliability of your assignments. Your independent thinking and critical analysis remain vital to your academic success.

*~ 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>Week 1 - Welcome Module: <i>Course Introduction</i></b> <b>(Jan 10 - Jan 15)</b>
Lectures: <ul style="list-style-type: none"><li>• Course Introduction</li></ul>
Readings: <ul style="list-style-type: none"><li>• Syllabus</li></ul>
<b>MODULE 2: PERSPECTIVES AND APPROACHES TO THE STUDY OF INTERNATIONAL POLITICS</b>
<b>Week 2: The Nature of the International System</b> <b>(Jan 15 – Jan 22)</b>
<b>Jan 15 – MLK – No Class</b>
<u>Deadlines:</u> Thursday Jan 18, 9:00 am <ul style="list-style-type: none"><li>• Module 1 Quiz and Discussion (Syllabus Quiz and Getting to Know You Discussion Post)</li></ul>
Lectures: <ul style="list-style-type: none"><li>• Emergence of IR<ul style="list-style-type: none"><li>◦ Peace of Westphalia</li><li>◦ Imperialism</li></ul></li><li>• Actors and Level of Analysis</li><li>• Anarchy and Collective Action</li></ul>
Readings: <ul style="list-style-type: none"><li>• Ringmar, Erik. (2017). The Making of the Modern World</li><li>• Kelebogile Zvobgo and Meredith Loken (2020). Why Race Matters in International Relations.</li></ul> <p>*** If you're a bit lost about World History, these <a href="#">Crash Course World History</a> videos on YouTube might be very helpful, especially episodes 35-40. You can also check out this <a href="#">free online course on World History</a>. Of course, these two resources are not required reading, but might be helpful.</p>
<b>Week 3: Realism</b> <b>(Jan 22 – Jan 29)</b>
<u>Deadlines:</u> Monday Jan 22, 9:00 am <ul style="list-style-type: none"><li>• Statecraft Foreign Policy Attitudes Survey</li><li>• First Statecraft Manual Quiz</li></ul>

Lectures:

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

Reading:

- McGlinchey, Walters, & Gold. "Getting Started with International Relations Theory" [Introduction](#), *International Relations Theory*. S. McGlinchey, R. Walters, & C. Scheinpflug (Eds.).
- Antunes, Sandrina & 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

**Week 4: Liberalism**

(Jan 29 – Feb 5)

Deadlines:

Monday Jan 29, 9:00 am

- Second Statecraft Manual Quiz
- Statecraft Simulation Turn 0 – in class

Lectures

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

Reading:

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

**Week 5: Critical Theories: Constructivism and Feminism**

(Feb 5 – Feb 12)

Deadlines:

Monday Feb 5, 9:00 am

- Statecraft Simulation Turn 0 Country Set Up

Lectures

- IR is socially constructed.
- Constructivism – Main Assumptions
- Feminism – Main Assumptions

Reading:

- [Sarina Theys. 2018. Introducing Constructivism in IR Theory](#)

- Valerie Hudson. 2012. "What Sex means for world peace." Foreign Policy (eLC)
- Laura Sjoberg "'Mansplaining' International Relations" Available at: <http://relationsinternational.com/mansplaining-international-relations-walt/>

## Week 6: Critical Theories: Marxism and Post Colonialism (Feb 12 – Feb 19)

### Deadlines:

Monday Feb 12, 9:00 am

- Statecraft Simulation Turn 1 Memo

### Lectures:

- World Systems Theory
- Dependency Theory
- Orientalism

### Reading:

- Maia Pal. (2018). Introducing-Marxism-in-International-Relations-Theory
- Stuart Hall. (1992) The West and the Rest
- Sheila Nair. (2017). Introducing-Postcolonialism-in-International-Relations-Theory

## **MODULE 3: THEORY IN ACTION**

## Week 7: Making Foreign Policy (Feb 19 – Feb 26)

### Deadlines:

Monday Feb 19, 9:00 am

- Statecraft Simulation Turn 2 Memo

Thursday Feb 22, 9:00 am

- Module 2 Quiz and Discussion

### Lectures:

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

### Reading:

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

**March 4 – March 8 Spring Break**

**Week 8: Will China and US fight for global leadership?  
(Feb 26 – March 11)**

**Deadlines:**

Monday Feb 26, 9:00 am

- Statecraft Simulation Turn 3 Memo

**Lectures:**

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

**Reading:**

- Chinese Rise from the US Perspective: China – Power and Prosperity
- Chinese Rise from the Chinese Perspective: The Roots of the US-China Tensions

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

**Week 9: International Conflict  
(March 11 – March 18)**

**Deadlines:**

Monday March 11, 9:00 am

- Statecraft Simulation Turn 4 Memo

Thursday March 14, 9:00 am

- Module 3 Quiz and Discussion

**Lectures:**

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

**Reading**

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

**Week 10: International Security  
(March 18 – March 25)**

March 21 – Withdrawal Deadline

Deadlines:

Monday March 21, 9:00 am

- Statecraft Simulation Turn 5 Memo

Lectures:

- Nuclear Weapons
- Intrastate Wars
- Terrorism
- Cyberwarfare

Reading:

- Andrew Kydd and Barbara Walter. (2006). The Strategies of Terrorism
- Robert Pape. (2003). The Strategic Logic of Suicide Terrorism

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

**Week 11: International Organizations  
(March 25 – April 1)**

Deadlines:

Monday March 25, 9:00 am

- Statecraft Simulation Turn 6 Memo

Thursday March 28, 9:00 am

- Module 4 Quiz and Discussion

Lectures:

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

Reading:

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

**Week 12: International Law and Human Rights  
(April 1 – April 8)**

Deadlines:

Monday April 1, 9:00 am

- Statecraft Simulation Turn 7 Memo??????



Lectures:

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

Reading:

- Krause, U. 2021. "Colonial roots of the 1951 Refugee Convention and its effects on the global refugee regime." Journal of International Relations and Development (eLC)
- 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>

**MODULE 6: UNDERSTANDING INTERNATIONAL POLITICAL ECONOMY**

**Week 13: Globalization of Trade and Finance  
(April 8 – April 15)**

Deadlines:

Monday April 8, 9:00 am

- Statecraft Simulation Turn 8 Memo??????

Thursday April 11, 9:00 am

- Module 5 Quiz and Discussion

Lectures:

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

Reading:

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

**Week 14: The North – South Relations and the Development Gap  
(April 15 – April 22)**

Deadlines:

Monday April 15, 9:00 am

- Statecraft Simulation Turn 9 Memo??????
- Simulation Final Essay is due on eLC.

Lectures:

- The North-South Gap
- The Foreign Aid Paradox

Reading:

- Daren Acemoglu, Simon Johnson, and James Robinson. (2000). The Colonial Origins of Comparative Development
- Ayse Zarakol. (2019). Rise of the Rest as Hype and Reality

## Week 15: Climate Change and Sustainable Development

(April 22 – April 29)

### Deadlines:

Thursday, April 25, 9:00 am

- Module 6 Quiz and Discussion

### Lectures:

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

### Readings:

- Joseph Stiglitz. 2017. Globalization and Its Discontents Revisited (eLC)
- John Cassidy. 2020. Can we have prosperity without growth? (eLC)