

INTL 3200: Introduction to International Relations

University of Georgia – Spring 2026
Caldwell 102, MW 9:55am-11:15am

Dr. Maryann E. Gallagher

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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 how they interact 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 assumptions do they make about 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 states (not) develop nuclear weapons? Why do some non-state actors engage in terrorism? What is the United Nations and what can it (not) do? Why do states (sometimes) cooperate 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 politics 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:

- ****PLEASE REGISTER FOR ANNOUNCEMENT NOTIFICATIONS!**
 - Click on your name in the top right corner on the class ELC page > Notifications > Instant Notifications > Announcements
- **Readings & Materials:** 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 participation during class discussions and in-class submitted reflections.
 - There is **1 Required Textbook** – the 13th Edition of Goldstein and Pevehaus’s *International Relations* (ISBN: 9780138118914)
 - A 6-month subscription (\$54.96) is available directly [HERE](#) or through the UGA Bookstore.
 - All readings from the text are noted “G&P” on the syllabus
 - ****All other readings will be posted in the “Readings” folder on the class ELC page** (unless otherwise noted). If a link on the syllabus does not work, first check the Readings folder for a PDF, then email me or the GTA if you have access problems.
 - 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.
 - Students are **required to purchase a subscription to Statecraft Simulation** (see below).
- **Grading**

Your final course grade will be determined by the following assessments:

 - Syllabus Quiz (completed by 11pm 1/21) – 2%
 - Midterm Exam – 25%
 - Final Exam – 30%
 - Class Participation – 10% (5% first-half semester + 5% second-half semester)
 - 4 Application Assignments – 12%
 - Simulation – 21%
 - Participation –16% (2% quiz + 10% memos + 4% peer evaluations)
 - Performance – 5% (based on QOL) ****Possible +3% EC**

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 assigned 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 <https://www.statecraftsims.com/> and create a student account. You will then enter the course code based on your LAST NAME. **INTL3200_Sp2026_NamesA2L** ***if your LAST name starts with A to L OR* **INTL3200_Sp2026_NamesM2Z** ***if your LAST name starts M to Z.* You will then need to pay the semester subscription fee of \$39.75 using a credit card or PayPal through the website. ***You MUST REGISTER by 11pm Sat 2/7.** 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) using the memo board 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** (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 conceptual 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 five 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. They are not tutors – they are there to support active learning in class.
 - *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 should plan to **supplement your in-class 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 lead to a reduction of your participation grade.**

- You will complete 4 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 usually *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 Statecraft Days:** You must also contact **your group** in advance if you are going to be absent on a Statecraft day. ***More than 3 absences on a Statecraft day 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.
 - Most importantly, stay in touch! If you are going to be out for a prolonged period due to extenuating circumstances, I will encourage you to contact Student Care and Outreach (sco@uga.edu) as they can offer support and resources.

AI Tools Policy:

TLDR: *If you use AI, you must complete the Google Form on ELC within 48 hours.*

I'm open to you using AI in this course if you adhere to the following 3 principles:

- **Originality of YOUR Ideas.** It is most important that the ideas and analysis presented are your own. AI may be useful in this course for editing purposes, but if you use it as your starting point - if it is generating the ideas and analysis - then you are not developing the communication and critical analysis skills at the heart of this class. Do not undermine yourself and weaken your skills development for the sake of a minor grade improvement (trust me, you can earn a high grade without AI). It's not worth it.
- **Openness.** If using AI, you must be open about doing so and document your use. **Using AI without documenting that you did so will be considered a VIOLATION of UGA'S Honor Code.** I will have a link to a Google form on ELC. **EACH TIME** you use AI for an assignment in this course, you **MUST COMPLETE THE GOOGLE FORM on ELC within 48 hours of submitting the assignment.** As a course that centers Active Learning, the form is there to help you (and me!) learn how AI was (or wasn't) useful for your assignment.
 - The form will ask you for (1) the site used, (2) **specific prompt/commands used** (copy and pasted) (4) a copy and paste of the output in response to your prompt

and (5) any changes to those prompts/commands, explaining why the changes were made and what the effect was on the output.

- **Referencing and validating.** You take full responsibility for any AI-generated information included in your work. This means all ***ideas*** must be attributed to an actual source (not AI) with a citation that you have checked, and facts must be true and cited. AI can present some issues that you should be aware of before using it. (1) All AI relies on existing language/materials, which can be out of date, so be sure you know the most up-to-date information on a situation. Outdated information will lead to poor analysis. (2) AI can "hallucinate" by misattributing a reference (so be sure to go to the original source) or may not cite sources (but you must). (3) AI can produce biased outputs as it relies on data that is not fully representative, especially of marginalized communities. You will be held accountable for the information you provide and thus must validate all information included in your work.

Other important information:

- **Current Events:** Students are **REQUIRED** to stay up to date on world politics for class discussions. I suggest skimming the "international politics" headlines of a major newspaper (e.g. *New York Times*, *Wall Street Journal*) or news website such as *BBC daily*.
 - **Life Hacks:**
 - *Make your web browser home page an (international) news source.
 - *Sign up for the daily newsletter from the [Council of Foreign Relations](#).
- **Technology:**
 - **Laptops** are **not** welcome in class unless I instruct you to bring one. Should you need to use a laptop please provide proper documentation from UGA's Accessibility & Testing (A&T).
 - If you've read the syllabus this closely, you deserve an extra point on your midterm. Send your GTA an email by Jan 21 with your name and course number in the subject line and a 1 sentence explanation for why pineapple does not belong on top of pizza. Please, no questions about this in class. Late submissions not accepted.
 - 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 and AI!), without giving proper credit. I will post a link to the Chicago Manual of Style citation format on ELC.
 - ****Reminder about Generative AI tools.** The use of Generative AI tools for any assignment in this course must be documented within 48 hrs using the link on ELC (see above for details). Suspected uses of AI when the form has not been submitted 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.
- **Accessibility:** 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 Accessibility & Testing located at 114 Clark Howell Hall (for more information visit <https://accessibility.uga.edu/>) and should make an appointment to see me with their appropriate paperwork from A&T within the **first two weeks** of classes.
- **Prohibition on Recording Lectures/Discussions.** In the absence of written authorization from the UGA Accessibility & Testing, students are prohibited from making 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
 - **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

WEEKS 1-5: Introduction to Studying IR - Actors & Theories in IR

Monday, January 12 (class 1) Introduction

- TURN NOTIFICATIONS ON FOR COURSE!
- Read the Syllabus – SYLLABUS QUIZ Due by 11pm 1/21
- Extra Credit Introduction

Wednesday, January 14 (class 2) Who are the Actors in IR? States & Levels of Analysis

- “Palestinians Gaining Momentum in Quest for Statehood” *NYT* (ELC)
- “ISIS Transforming into Functioning State that Uses Terror as a Tool” *NYT* (ELC)
- G&P Ch. 1 (p. 1-17)

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.npr.org/2015/04/10/398824579/microcon-2015-leaders-of-self-proclaimed-nations-meet-in-southern-california>

Jan 19 - Last day to add/drop

Monday, January 19 – NO CLASS: Martin Luther King, Jr. Day

Wednesday, January 21 (class 3) – Cooperation, Collective Action, and Creating IR

- G&P Ch. 1 (p. 17-38)
- “What is the World Health Organization?” *CFR*.
<https://education.cfr.org/learn/reading/what-world-health-organization>

***Complete Syllabus Quiz & Introduction on ELC by 11pm 1/21*

Monday, January 26 (class 4) – Realist Theories, Power & Strategic Behavior

- G&P Ch. 2
- Watch “Strategic Behavior” Video on ELC
- “What is Soft Power?” *CFR Education*. <https://education.cfr.org/learn/reading/what-soft-power>

***Application Assignment #1 due on ELC discussion board before the start of class, 1/28*

Wednesday, January 28 (class 5) – Reciprocity & Liberal Theories

- G&P Ch. 3 (p. 70-81)
- “[What is NATO?](#)” *CFR Background*.
- “[What is the Liberal World Order?](#)” *CFR Education*.

Monday, February 2 (class 6) – Comparing Realism & Liberalism: US-China

- 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*

Wednesday, February 4 (class 7) - Constructivism and Social Theories

- G&P Ch. 3 (p. 81-92)
- 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/>

***Register for Statecraft by 11pm Saturday, Feb 7*

Monday, February 9 (class 8) – Gender Theories

- G&P Ch 3. (p. 93-105)
- Carol Cohn. 2013. “Women and Wars: Toward A Conceptual Framework” from *Women & Wars*.
 - *Read only pgs. 1-20 (for now!)
- Valerie Hudson. 2012. “What Sex means for world peace.” *Foreign Policy*.

**Statecraft Manual Quiz completed on ELC by 11pm Tues. Feb 10*

***Application Assignment #2 due on ELC discussion board before the start of class, 2/11*

Wednesday, February 11 (class 9) – Introduction to Statecraft Simulation & Turn 0

- READ: Statecraft Manual (on Statecraft)
- READ: Statecraft Grading Doc (ELC)
- **NO MEMO DUE!**

WEEK 6: Foreign Policy Analysis

Monday, February 16 (class 10) – Decision-Making and Domestic Institutions

- G&P Ch. 4

Wednesday, February 18 (class 11) Leaders' Personalities in IR & Statecraft Turn 1

- 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*.

WEEK 7: Conflict

Monday, February 23 (class 12) What is War and Why Does it 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

Wednesday, February 25 (class 13) Intrastate Conflicts & Statecraft Turn 2

- 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

WEEK 8: State Security

Monday, March 2 (class 14) – Traditional and Non-Traditional Threats

- G&P Ch. 6
- Kenneth Waltz. 2012. "Why Iran Should Get the Bomb." *Foreign Affairs*.

Wednesday, March 4 (class 15) – Terrorism & Statecraft Turn 3

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

SPRING BREAK: *Statecraft Turn 4 still happens during Spring Break! Must submit memo by Sat. March 14 11pm (EDST) We will not meet in class but if the simulation continues!**

WEEK 9: Wrapping up First Half & Midterm Exam

Monday, March 16 (class 16) – Gender and Terrorism & Statecraft Turn 5

- Lindsey O'Rourke. 2009. What's Special About Female Suicide Terrorism? *Security Studies*. 681-718.
 - **Read only pages 681-700

Wednesday, March 18 (class 17) - Midterm Exam

WEEK 10: International Political Economy (IPE) – Trade & Investment

Monday, March 23 (class 18) – Principles and Institutions of Trade

- G&P Chapter 8
- WTO Says Canada, Mexico Can Slap \$1 Billion in Tariffs on US Over Meat Labels” 12/7/15. *Wall Street Journal*. (listed as WTOCOOL on ELC)
- The Globe-trotting Journey of a Sneaker. *CFR*.
<https://education.cfr.org/learn/video/globe-trotting-journey-sneaker>
- “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/>

Wednesday, March 25 (class 19) - Global Finance and Business & Statecraft Turn 6

- G&P Chapter 9
- A Global Semi-Conductor Shortage. *CFR Education*.
<https://education.cfr.org/learn/reading/global-semiconductor-shortage>
- Swanson, Ana. Aug 9, 2024. US Vies with Allies and Industry to Tighten China Tech Controls.” [NYT](#).

WEEK 11: International Political Economy – Development

Monday, March 30 (class 20) – Global North/South & International Development

- G&P Ch. 12
- David Damberger. 2011. TED Talk “[What Happens When an NGO Admits Failure.](#)” (video)

***Application Assignment #3 due on ELC discussion board before the start of class, 4/1*

Wednesday, April 1 (class 21) – Development and Foreign Assistance & Statecraft Turn 7?

- G&P Ch. 13
- 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*
- Sam Vigersky. 2025. “[The Great Aid Recession.](#)” *CFR Expert Brief*.
- Diana Roy. 2025. “[What is USAID and Why is it At Risk?](#)” *CFR Article*.

Week 12: Global Governance & the UN

Monday, April 6 (class 22) – IGOS & Collective Action

- G&P Ch. 7 (p. 204-224)
- Shashi Tharoor. 2011. “Security Council Reform: Past, Present and Future.” *Ethics and International Affairs*.

Wednesday, April 8 (class 23) – A Case Study of the UN & Statecraft Turn 8?

- [The UN Security Council](#). CFR Backgrounder.

*April 9 - UGA Withdrawal Deadline

Week 13: International Law

Monday, April 13 (class 24) – Sources of International Law

- G&P Ch. 7 (p. 224-249)
- Kenneth Roth. 2004. The Law of War in the War on Terror. *Foreign Affairs*. (ELC)
- Amanda Taub. Oct. 12, 2023. “Israel, Gaza and the Laws of War.” *NYT*. (ELC)
- Ferragamo and Klobucista. 2025. “The Role of the ICC.” [CFR Backgrounder](#).

Wednesday, April 15 (class 25) –Development of IHL & Statecraft Turn 9?

- Gallagher, Maryann E., Deepa Prakash, Zoe Li. 2019. “Engendering Justice: Women and the Prosecution of Sexual Violence in International Criminal Courts.” *International Feminist Journal of Politics* 2(22): 1-23.

Week 14: Human Rights & Environmental Security

**Application Assignment #4 due on ELC discussion board before the start of class, 4/20

Monday, April 20 (class 26) – Human Rights: Types & Measurement

- TBD
- 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/>
- NYT Debate “Have Human Rights Treaties Failed?” (ELC)

Wednesday, April 22 (class 27) – Environmental Security

- G&P Ch. 11
- 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).
- “As Miners Chase Clean-Energy Minerals, Tribes Fear a Repeat of the Past” 12/27/21. *NYT*. (link on ELC)

Week 15: Wrapping Up

Monday, April 27 (class 28) – Global Challenges and Governance

- TBD

FINAL EXAM – WED. APRIL 29 AT 8AM