

INTL 3200 (25936)

Introduction to International Relations

Caldwell Hall 102 / MW 8:15-9:35 am

Instructor: Dr. Gulcan Saglam

E-mail: gsaglam@uga.edu

Office Hours: Wednesday, 11:45 -12:45 pm and by appointment

<https://calendly.com/gulcansaglam/saglam-office-hours>

COURSE DESCRIPTION AND OBJECTIVES

The purpose of this course is to introduce students to the theories and concepts that scholars use to study international relations. We will examine the various actors that play a role in international politics (e.g., states, leaders, intergovernmental organizations, NGOs, norms), what their interests are, and how they interact with each other in conflict, economic relations, and in building institutions for cooperation.

The course provides an overview of the major theoretical lenses that are used to interpret the behavior of international actors. With this foundation in place, we will examine questions tied to specific issue areas, such as: Why do states go to war? Why are some states allowed to have nuclear weapons and not others? Why do some groups resort to terrorism? What is the United Nations and what can it do? Why do states cooperate (sometimes) and join international institutions like the World Trade Organization or the International Criminal Court? What are the benefits and costs of free trade? How does climate change pose a national security threat? Students will be exposed to different perspectives on these issues with the intention that they will leave the course able to think and argue critically about international relations.

~ LEARNING GOALS ~

Upon completion of this course, you should be (better) able to:

- Develop a foundational understanding of the global political system, including the basic structures, norms, and mechanisms that govern international interactions
- Evaluate the roles and impacts of key actors and institutions within the international system, demonstrating an understanding of their influence on global governance.
- Critically assess major theoretical approaches to the study of international relations, articulating their strengths and limitations in explaining global phenomena
- Apply theoretical knowledge and critical analysis skills to real-world problems, demonstrating the ability to propose viable solutions to contemporary challenges in international relations

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 (\$39.75)].***
- 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

I recognize that each of you learns differently, and that matters to me. To provide flexibility and autonomy in the learning process, this course uses a discussion-based format. You'll engage with required readings and videos before class, and class time will focus on applying the material through discussions, case studies, and hands-on activities. This format allows us to prioritize active learning rather than traditional lectures, helping you explore concepts at your own pace in a supportive environment. Both research and my own teaching experience show that students learn significantly more in active learning settings. **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 before coming to class. Moreover, regular attendance in class meetings is vital. These in-person sessions will offer valuable activities that complement, rather than duplicate, the online content.

- **Mondays** will be structured content days focused on engaging with core concepts from the module. With instructor guidance, you'll work individually or in small groups, reflect on key ideas, and participate in discussions using provided guiding questions to deepen your understanding.
- **Wednesdays** are dedicated to application. We'll apply the module's concepts to historical and current case studies through mini-lectures, clarification of misconceptions, and exploration of additional relevant topics. These sessions will include in-depth discussions and practical exercises that connect course material to real-world contexts.

This course consists of six modules, including a Welcome Module, each covering various topics and learning materials. Each topic 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 substantive 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)

Typically, module assignments and quizzes will be due on the Thursday at 9:00 am following the end of the last topic of a module. Please refer to the Course Schedule for individual module availability and assignment due dates.

GRADING

Your course grade is calculated from the following components:

Target Learning Areas	Weight	Assignment Types	Due Dates
Process skills: Work completed by students while being exposed to content, potentially with instructor support	15%	Participation In class: Active engagement in group discussions, reflections, simulations, debates, polls, and other in-class learning tasks. These assignments help you build necessary skills to succeed in the final exam and require genuine effort and presence.	By the end of the class period they are assigned unless otherwise instructed by the professor.
	20%	Seven Module Quizzes • Module 1 Quiz (Welcome Module) • Module 2 Quiz 1 • Module 2 Quiz 2 • Module 3 Quiz • Module 4 Quiz • Module 5 Quiz • Module 6 Quiz	• Jan 22, 9:00 am • Feb 12, 9:00 am • Feb 26, 9:00 am • March 19, 9:00 am • April 2, 9:00 am • April 16, 9:00 am • April 26, 11:59 pm
	20%	Six Module Discussions • Module 1 Discussion (Welcome Module) • Module 2 Discussion • Module 3 Discussion • Module 4 Discussion • Module 5 Discussion • Module 6 Discussion	• Jan 22, 9:00 am • Feb 26, 9:00 am • March 19, 9:00 am • April 2, 9:00 am • April 16, 9:00 am • April 26, 11:59 pm

<i>Application of Knowledge:</i> Cumulative assessment or project completed by students after being exposed to the class content	25%	Statecraft Simulation • FP Attitude Survey • Sim Participation (14%) ○ Manual Quiz 1 (1%) ○ Manual Quiz 2 (1%) ○ Memos (10%) ○ Peer Evaluations (2%) • Performance (5%) **Possible +3% EC • Final Essay (6%)	Due on the Statecraft website • Jan 26, 9 am • Sim participation: ○ Jan 26, 9 am ○ Feb 2, 9 am ○ Mondays, 9 am ○ April 20, 9 am • End of sim • April 20, 9 am on eLC
<i>Application of Knowledge:</i> End of semester cumulative assessment or project completed by students after being exposed to the class content	20%	Final Exam – Cumulative	• In class, May 4th 9:00 – 11:00 am

~ Class Participation (15%) ~

Participation is a core component of this course and supports your development as a critical thinker, communicator, and globally aware student. In-class participation is designed to help you build core conceptual and analytical skills through interactive, collaborative learning. Activities include group discussions, simulations, quick writes, polls, and other structured exercises that reinforce course content.

- Be present and prepared to engage with both material and peers.
- Complete all in-class tasks on time with your name clearly indicated. These papers are due at the end of each class period.
- Contribute meaningfully by offering relevant insights, building on others' ideas, and referencing course concepts.
- Listen actively and respectfully.
- All sessions are essential—each class is designed to build your skills and deepen your understanding of global politics.

~ Module Quizzes (20%) ~

Module quizzes assess your comprehension of course material and reinforce your learning. At the end of each module, you will complete a 10-question multiple-choice quiz on eLC. Quizzes are open-note and open-book, but questions are randomly drawn from a large question pool, meaning each attempt will likely feature different questions. Use the quizzes as practice — not just for points, but to build your analytical skills and prepare for the cumulative assessment.

- You are allowed **two attempts** per quiz. Your **highest score** will be recorded as your final grade.
- Review all required readings, videos, and slide sets before attempting the quiz to maximize your success. Use feedback from your first attempt to identify areas for improvement and refine your study strategy for the second attempt, if necessary.
- Complete quizzes by the deadlines specified in the course schedule. Late submissions will **NOT** be accepted, so plan ahead.
- **Questions on the final exam will be drawn from and build on these quizzes.** Students who neglect to take the quizzes seriously often struggle significantly on the final.

~ Discussion Board Contributions (20%) -

The discussion board is designed to foster engagement with course topics, encourage dialogue, and explore diverse perspectives. By contributing thoughtful responses and interacting with peers, students deepen their understanding and strengthen their critical thinking skills. For each module:

1. Submit one **thoughtful response** (minimum **400 words**) to the discussion board question provided by the instructor.
 - Responses must reference course materials, including readings, lecture videos, or other required content.
2. Respond to **at least one classmate's post** to promote meaningful interaction and discussion (minimum **150 words**).
 - Responses must be typed directly into the discussion board dialogue box (attachments are not accepted).
 - Cite sources accurately and consistently (lecture videos excluded). Use any citation style you are familiar with.

A detailed grading rubric is available on eLC for reference.

~ Statecraft Simulation (25%) ~

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 25% of your final grade. To register, go to www.statecraftsim.com, create a student account, and enter the simulation code **Saglam_Spring26_25936**. As part of your simulation grade, you will need to complete:

- a) A foreign policy **attitude survey**: You must complete this quick survey to get assigned to a country,
- b) **Simulation Participation (14% of course grade)**:
 - **Two manual quizzes**: You must take both of these manual quizzes to be prepared for the simulation.

- * 1st Manual Quiz due by 9:00 am January 26th
- * 2nd Manual Quiz due by 9:00 am February 2nd
- **Simulation Memos – 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 9:01am and later, and memos shorter than 300 words will not be counted.**
- **Peer Evaluations (2%):** You will complete a peer evaluation to assess your teammates' contributions in the areas of participation, reliability, quality of contributions, teamwork, and leadership. Additionally, you will reflect on your own performance. This activity promotes accountability and provides an opportunity for constructive feedback within the team. Here is the Google doc for the evals:
<https://forms.gle/JX6DtRyd8dLeD8Br7>
- c) **Performance - 5% of course grade** (based on your country's Quality of Life score)
 **Possible +3% Extra Credit
- d) **Final Essay - 6% 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.

~ *Final Exam (20%)* ~

The final exam, which constitutes 20% of your final grade, is designed to evaluate your understanding of the key concepts, theories, and topics covered throughout the course. This *in-*

person, cumulative exam will test your ability to synthesize material and apply your knowledge to analyze global issues critically. The exam may consist of a mix of multiple-choice, short-answer, and essay questions to assess both your recall of important information and your ability to think critically about course topics. The exam will include questions that span all modules, readings, lecture videos, and in-class activities. Be prepared to engage with key concepts, major case studies, and important theories discussed throughout the semester

Date & Time: May 4th 9:00 am – 11:00 am

~ 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 you email 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/Email-a-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.

~ The Use of Technology ~

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

It is important that you have a 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. If you experience technical issues, you can contact the EITS Help Desk at: 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. 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.

~ Assignment Deadlines & Late Work Policy ~

The due dates in this class are intentional and designed to ensure steady and productive progress toward achieving the course's learning objectives. To succeed, it is important to be

aware of all deadlines for assignment and work ahead of deadlines to account for unexpected challenges.

- All assignments will automatically lock at their designated due time. **No late submissions will be accepted.**
- Submissions not received due to unapproved absences, technical issues, or other unforeseen circumstances may fall under the *life token policy*.
- Beyond the life token policy, extensions and make-ups will only be granted in accordance with the UGA class attendance policy and require proper documentation, and my discretion based on the situation.

Participation Activities:

- Due to the interactive nature of these assignments, there will be no make-ups for missed participation activities (except for absences due to university sponsored events.)

Please plan ahead, stay on top of deadlines, and communicate proactively if you encounter any issues.

~ 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, one simulation memo and three in-class participation activities without a grade penalty**. In other words, I will drop the lowest scores for one module quiz, one module discussion, one simulation memo along with your three lowest in-class participation scores. **Please note that** the life token policy **does not apply** to **simulation quizzes**. Please plan accordingly.

You may utilize these tokens for any reason—be it illness, competitions, travel for sports or interviews, personal rest, transportation issues, doctor appointments, or attending conferences. It's important to note that this policy is designed to cover typical unforeseen circumstances, and no additional individual exceptions will be granted beyond these tokens. If you encounter severe or extenuating circumstances that might cause further absences, please reach out to me and the Student Care and Outreach promptly to discuss your situation. This proactive communication helps ensure that we manage your course commitments effectively while addressing your personal challenges.

~ 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) 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 ~

I encourage you to use AI tools to explore the field and help you study. However, you must take full responsibility for any AI-generated materials you incorporate in your course assignments. Information must be verified, ideas must still be attributed, and facts must be true. You **may not** use AI to complete your discussion posts.

Key Guidelines:

1. **Original Work:** You may not present GAI-generated output as your own work. Your assignments must reflect your personal analysis, interpretation, and understanding.
2. **Proper Citation:** Any use of GAI output must be **appropriately cited** or disclosed. Direct quotes require quotation marks and in-line citations. Uncited or misrepresented GAI-generated content will be treated as **academic misconduct** and reported to the Office of Academic Honesty in line with UGA's "*A Culture of Honesty*".
 - For proper citation guidelines, refer to the APA Style article: *How to Cite ChatGPT*.
3. **Best Practices for Using GAI:**
 - Do not have both your assignment and the GAI tool open at the same time.
 - Take notes in your own words while interacting with the tool, then use those notes to inform your assignment.
 - Never copy and paste GAI output directly into your work. Treat it as a **learning tool** to deepen your understanding.
4. **Accuracy and Bias:** GAI tools are highly prone to **errors** and **bias**. Assume GAI output is incorrect unless you can verify it through a reliable source. It is your responsibility to critically assess the validity and relevance of any GAI content you engage with.
5. **AI-Integrated Tools:** The advice above applies equally to **AI assistants** integrated into grammar, composition, or other writing tools.

Final Note:

- If you are unsure about the boundaries between collaborating with GAI and copying from it, **err on the side of caution**. When in doubt, ask for clarification. This course values your critical thinking and unique contributions above all else.

Finally, GAI is highly vulnerable to inaccuracy and bias. **You should assume GAI output is wrong unless you either know the answer or can verify it with another source.**

~ *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

MODULE 1: WELCOME MODULE	
1.1 Course Introduction (Jan 12 – Jan 19)	
Lectures:	• Course Introduction
Readings:	• Syllabus
MODULE 2: PERSPECTIVES AND APPROACHES TO THE STUDY OF INTERNATIONAL POLITICS	

2.1 The Nature of the International System (Jan 19 – Jan 26)

Deadlines:

Thursday Jan 22, 9:00 am

- Module 1 Quiz (Welcome Module)
- Module 1 Discussion (Welcome Module)

Lectures:

- Emergence of IR
 - Peace of Westphalia
 - Imperialism
- Actors and Level of Analysis
- Anarchy and Collective Action

Readings:

- Ringmar, Erik. (2017). The Making of the Modern World
- Kelebogile Zvobgo and Meredith Loken (2020). Why Race Matters in International Relations.

*** If you're a bit lost about World History, these [Crash Course World History](#) videos on YouTube might be very helpful, especially episodes 35-40. You can also check out this [free online course on World History](#). Of course, these two resources are not required reading, but might be helpful.

2.2 Realism (Jan 26 – Feb 2)

Deadlines:

Monday Jan 26, 9:00 am

- Statecraft Foreign Policy Attitudes Survey
- First Statecraft Manual Quiz

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

2.3 Liberalism (Feb 2 – Feb 9)

Deadlines:

Monday Feb 2, 9:00 am

- Second Statecraft Manual Quiz

Wednesday Feb 4

- 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)

2.4 Critical Theories: Constructivism and Feminism (Feb 9 – Feb 16)

Deadlines:

Monday Feb 9, 9:00 am

- Statecraft Simulation Turn 0 Country Set Up

Thursday Feb 12, 9:00 am

- Module 22 Quiz 1

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/>

2.5 Critical Theories: Economic Structuralism and Post Colonialism (Feb 16 – Feb 23)

Deadlines:

Monday Feb 16, 9:00 am

- Statecraft Simulation Turn 1 Memo

Lectures:

- Orientalism
- Dependency Theory
- World Systems Theory

Reading:

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

MODULE 3: THEORY IN ACTION

**3.1 Making Foreign Policy
(Feb 23 – March 2)**

Deadlines:

Monday Feb 23, 9:00 am

- Statecraft Simulation Turn 2 Memo

Thursday Feb 26, 9:00 am

- Module 2 Quiz 2
- Module 2 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)

**3.2 Will China and US fight for global leadership?
(March 2 – March 9)**

MARCH 9 – MARCH 16 SPRING BREAK

Deadlines:

Monday March 2, 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 COOPERATION AND GLOBAL GOVERNANCE

**4.1 International Organizations
(March 16 – March 23)**

Deadlines:

Monday March 16, 9:00 am

- Statecraft Simulation Turn 4 Memo

Thursday March 19, 9:00 am

- Module 3 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

**4.2 International Law and Human Rights
(March 23 – March 30)**

Deadlines:

Monday, March 23, 9:00 am

- Statecraft Simulation Turn 5 Memo

Lectures:

- International Law and Human Rights
- Humanitarian Intervention and R2P

- International Crimes and International Courts

MODULE 5: UNDERSTANDING INTERNATIONAL (IN)SECURITY

5.1 International Conflict (March 30 – April 6)

Deadlines:

Monday March 30, 9:00 am

- Statecraft Simulation Turn 6 Memo ??????

Thursday April 2, 9:00 am

- Module 4 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)

5.2 International Security (April 6 – April 13)

Deadlines:

Monday April 6, 9:00 am

- Statecraft Simulation Turn 7 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 6: UNDERSTANDING INTERNATIONAL POLITICAL ECONOMY

6.1 Globalization of Trade and Finance April 13 – April 20)

Deadlines:

Monday April 13, 9:00 am

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

Thursday April 16, 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)

6.2 The North – South Relations, Climate Change, and Sustainable Development (April 20 – April 27)

Deadlines:

Monday April 20, 9:00 am

- Statecraft Simulation Turn 9 Memo??????
- Statecraft Final Essay
- Statecraft Peer Evaluations

Lectures:

- The North-South Gap
- Sustainability and the Environment
- The Politics of Climate Change

Reading:

- Ayse Zarakol. (2019). Rise of the Rest as Hype and Reality
- Joseph Stiglitz. 2017. Globalization and Its Discontents Revisited (eLC)
- John Cassidy. 2020. Can we have prosperity without growth? (eLC)

Deadlines:

Sunday, April 26, 11:59 pm

- Module 6 Quiz and Discussion