

Introduction to International Politics
POLS 1600-04
McGannon Hall 122
MWF 10:00-10:50am
Spring 2019

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“In anarchy there is no automatic harmony.” -- Kenneth Waltz (Man, the State, and War)

COURSE DESCRIPTION

This course examines the complexities of the international system and the growing number of actors that participate in this system. A key theme we will explore is anarchy and its effects on the behavior of state and non-state actors alike. We will also explore major themes and issues related to international organizations, international law, the global economy, globalization, the changing nature of global violence, international peacebuilding, and transnational problems that threaten to challenge state sovereignty in an increasingly interconnected world. To link this course to current challenges and themes in the study of international politics, a focus is placed on trade tensions between the US and China, North Korea and Iran's nuclear programs, the protracted civil wars in Syria and Yemen, and the role of the US as a leading, yet limited hegemon on the international stage.

A parallel objective of this course is to provide you with the analytical tools necessary to understand the rapidly changing and often confusing events occurring in the world around us. In today's era of globalization, we can no longer fall prey to the popular myth that we are isolated from world politics. On the contrary, places and events once regarded as far away now affect us in so many different ways ranging from our personal safety, to our finances and standard of living, to the types of jobs available to us, and to the goods we consume on a daily basis.

There are no prerequisites for this class. Have fun with the course material!

COURSE OBJECTIVES

Given the diversity of students, this course has a number of interrelated objectives:

1. Introduce students to the study of International Relations as a subfield of Political Science;
2. Provide an introduction to major themes and concepts found in the study of international politics;
3. Provide students with an introduction to different theoretical frameworks in the study of international politics, including realism, liberalism, constructivism, feminism, and class systems theory;
4. Introduce and allow students to critically assess cultural, economic, political, and social aspects of contemporary international issues; and
5. Enable students to demonstrate active learning through an in-class simulation that requires critical analysis and application of course readings, oral discussions, and analytical writing.

SOCIAL SCIENCE CORE REQUIREMENT

This course fulfills the Social Science Core Requirement. Students will acquire conceptual tools and methodologies to analyze and understand their social world. With these tools, they will be able to act in their world more effectively and become forces for positive change. They will gain a better understanding of human diversity. Students will be able to think and write critically about human behavior and community. They will become aware of the various methodological approaches used by social scientists.

CORE GLOBAL CITIZENSHIP REQUIREMENT

This class fulfills the core Global Citizenship requirement. The Global Citizenship requirement is designed to educate students about global and transnational problems and to provide students with the tools to address issues of social justice beyond the United States. Students who complete the Global Citizenship requirement will gain a substantial subset of the following capabilities:

1. Identify sources of and strategies to address conflict, cooperation or competition in a global or regional context.
2. Investigate how people and nations confront inequality and claim a just place, whether in their own societies or in the world.
3. Identify how perceptions of “otherness” impact leaders, communities, and community-building in areas beyond the U.S. through the examination of such factors as race, ethnicity, gender, religion, economic class, age, physical and mental capability, and sexual orientation.
4. Understand the impact of their lives and choices on global and international issues.
5. Understand how their values are related to those of other people in the world.

REQUIRED TEXTBOOK

The following textbook is required:

Mingst, Karen, Heather Elko McKibben, and Ivan Arreguín-Toft. (2019). *Essentials of International Relations*, 8th Edition. New York: W.W. Norton.

This book is available in paperback and ebook format (the ebook version is considerably cheaper). In addition to this textbook, supplemental readings are assigned and posted on Backboard under the Course Materials tab for each respective learning module. These additional readings are marked (Bb) in the course schedule. Since we will discuss current events on a weekly basis (usually every Friday), please keep up with local, national, and world news on daily basis. Here are some news sources you can use:

www.nytimes.com

www.washingtonpost.com

www.npr.org

www.csmonitor.com

www.economist.com

www.pbs.com

www.realclearpolitics.com

www.theatlantic.com

www.foreignaffairs.com

www.foreignpolicy.com

www.the-american-interest.com

www.nationalinterest.org

I also wish to make you aware of the following periodicals/journals that are relevant to the study of international politics, which you may want to refer to when conducting research in the course or seeking a more in-depth explanation of topics. These periodicals/journals should also be relevant for those of you who want to pursue a degree in the field.

Relevant periodicals/journals:

International Organization

International Studies Quarterly
International Security
American Political Science Review
World Politics
European Journal of International Relations
Journal of Conflict Resolution
Foreign Policy
Security Studies
International Studies Review
Journal of Peace Research
Review of International Political Economy

**These are just a few examples -- please let me know if you have questions or need help locating relevant research.

COURSE ASSESSMENTS

Your grade is based on the following: Participation/Attendance (5%); Simulation: Crisis on the Korean Peninsula (15%); Labs (10) (20%); Exam 1 (20%); Exam 2 (20%); Exam 3 (20%)

Participation/Attendance (25 points)

Please attend class. If you do not come to class, you cannot participate in lecture, and thus frequent absences will be factored into your final grade. Participation is recorded based on class discussion (thoughtful comments, active participation, etc.). Attendance is also recorded for each class, and constitutes a portion of your overall participation grade. You can miss one class, no questions asked, with no penalty. In the absence of exceptional circumstances, all subsequent missed classes will be reflected in your participation score.

Participation & attendance points are calculated at the end of the semester. The following scale is used: 22.5-25 (A); 20-22 (B); 17.5/19 (C); 15-16 (D); 14 or below (F).

Simulation: Crisis on the Korean Peninsula (75 points)

The research project for this course is a “simulation” involving North Korea’s nuclear program. Over the course of the semester, you will complete several aspects of the simulation leading up to a mock special United Nations Security Council (UNSC) session on a developing crisis situation during Week 15. During Week 2, you will randomly pick a country serving as a permanent or nonpermanent member on the UN Security Council (along with the DPRK and ROK and possibly a country that has aspirations to become a permanent member depending on the number of students in the course). You are tasked with filling the “shoes” of your country by advancing the national interests of that country on the UNSC. For this to work, you must do diligent research and, more importantly, have fun with the simulation. More instructions (and discussion on the overall project) is provided in class.

Simulation requirements (3 parts, 25 points each):

1. Create a summary profile for your actor (profile summary of representative to the UN, background on the political and economic system of your actor, background on the relations between your actor and North Korea, key information that is relevant (e.g., sanctions implemented by your country, UNSC voting record of your country, stated position on North Korea in international talks, etc.). **Due on March 1, 2019.**
2. Create an exhaustive timeline of key domestic developments in North Korea’s nuclear program as well as international responses (e.g., sanctions) to these domestic developments. **Due on April 1, 2019.**

3. Develop a position summary detailing your assigned country's position on the hypothetical crisis situation:
 - a. Explain how this crisis situation is significant to your country's national interests and security considerations.
 - b. Articulate the policy objectives of your country in relation to the crisis situation (i.e., what does your country want?).
 - c. Explain who your allies and adversaries are and how you would work to cooperate with your allies and to possibly appease your adversaries on the UNSC.
 - d. Set forth at least three policy strategies (e.g., use of limited airstrikes, participation in multilateral efforts to enforce an economic blockade) your country could adopt as it relates to the crisis situation.
 - e. Rank these three policy strategies/tools based on their feasibility and capability to achieve desired outcomes.
 - f. Identify domestic agents (e.g., military, interest groups) who support and oppose these policy strategies and provide a glimpse of overall public opinion toward North Korea's nuclear program.
 - g. Articulate your final recommendation to the international community (via the UNSC) and outline your country's desired recommendation for our mock UNSC special meeting.
 - h. **Due on April 29, 2019.**

Labs (100 points)

There are 10 labs in the course, each worth 10 points. These labs are structured in such a way for you to think critically about key terms, concepts, and topics discussed in lecture in a more personal and informal manner. Some labs are group-oriented and have an in-class presentation or discussion component. Other labs require you to complete them outside of class individually. Further instructions and details will be provided in class near the start-date for each lab. **You cannot make up a lab unless you make alternative arrangements with me in advance.**

Examinations (300 points)

There are three exams in the course, each worth 100 points. Each exam consists of three parts: 30 true/false questions worth one point each, 25 multiple choice questions worth two points each, and one essay question worth 20 points. Each exam will test your knowledge of the material we have discussed for the respective topics leading up to that exam. The third exam will act as the final exam in the course and 10 percent of the exam is cumulative. This 10 percent exam consists of questions drawn from the previous two exams (word-for-word).

Here is an example of how the true/false questions are structured in the first part of each exam:

We discussed the theoretical framework of institutional liberalism in lecture. Mark whether the following statements are true (A) or false (B).

1. John Mearsheimer, as an institutional liberal, argues that global institutions can promote cooperation between states by reducing the adverse effect of imperfect information.
 2. Offensive realists argue that regimes can combat free-riding by promoting repeated interactions.
 3. Promoting economic interdependence is an essential goal of institutional liberals.
- (You would answer "B" for "false" for all three questions on your answer sheet.)*

Here is an example of how the multiple choice questions are structured in the second part of each exam:

51. Anarchy, in the study of international politics, means that _____.

- a. There is constant war and chaos
- b. There is no central political authority above states
- c. Left-wing political activists have invaded a country
- d. Political power is devolving from national units to subnational units
- e. This is not a term that is used in the study of world politics

(You would answer “B” on your answer sheet.)

Here is an example of how an essay question is structured in the third part of each exam:

1. In lecture we examined the Levels of Analysis framework created by Kenneth Waltz to understand highly complex problems in world politics. What is the individual-level of analysis, and what factors or variables are important at this level? What is the state-level of analysis, and what factors or variables are important at this level? What is the system-level of analysis, and what factors or variables are important at this level? Base your response on one of the case studies we examined in class.

You can prepare for the exams by completing the study guides in advance and attending the review session before each exam. Study guides will be provided at least one week in advance of each exam. These exams are not just meant to be “grades” or summative assessments; the purpose of these exams is to make sure you understand the material as we progress in the course. These exams represent a useful tool to measure your performance, as well as mine, throughout the course.

Please make sure you are on time on exam days. Those who arrive late will be required to take an exam that is 80 percent essay and 20 percent multiple choice. Make-up exams are only allowed if you contact me in advance and present proper documentation excusing your absence (vacations are not excused absences). Furthermore, make-up exams must be scheduled within one week of an exam being administered.

GRADING

Your overall grade for the course is comprised of the following:

Exam One	100 points
Exam Two	100 points
Exam Three	100 points
Labs	100 points
Simulation	75 points
Participation/Attendance	25 points
Total Points	500 points

Final grades are assigned according to the following grading scale:

465 – 500	=	A (93-100)
450 – 464	=	A- (90-92)
435 – 449	=	B+ (87-89)
415 – 434	=	B (83-86)
400 – 414	=	B- (80-82)
385 – 399	=	C+ (77-79)
365 – 384	=	C (73-76)
350 – 364	=	C- (70-72)
300 – 349	=	D (60-70)
0 – 299	=	F (below 60)

Success in the course requires performing well throughout the course of the semester, not just passing the final exam or receiving a satisfactory grade for the simulation. Students are advised to keep graded assignments and copies of submitted work until they receive their final grades in the course. I will entertain any questions or concerns regarding grades within one week of the return of an assignment -- I do not engage in end-of-semester grade bargaining.

COURSE POLICIES & REQUIRED STATEMENTS

Attendance Policy

Students are expected to attend class regularly and to participate actively in class discussion. If you do not come to class, you cannot participate, and thus frequent absences will affect your performance on key class assessments. You will not be able to make-up labs or exams if you are not in attendance the day they are administered. If you know that you are unable to make class on a given date, please let me know in advance.

Course Website & Technology

Students are required to access the course website on Blackboard regularly. Lecture outlines, study guides, grades, web links, and other supplemental materials are only made available through this forum. If you do not have a copy of Microsoft Office, you can download a free version at: www.slu.edu/its/new-to-slu/free-office-365-for-slu. Please let me know if you are having problems accessing or navigating Blackboard or contact ITS if you cannot download an up-to-date version of Microsoft Office.

Late Policy

Late assignments are accepted but with a letter grade penalty for each day an assignment is late (e.g., two letter grades (20%) are automatically deducted from an assignment if it is due on Monday but turned in on Wednesday). All assignments must be handed in on time unless you provide a University accepted excuse. If you suspect that you might have a problem submitting an assignment on time, please let me know!

Lectures

This course utilizes a mixture of lectures, in-class discussions, and in-class labs. Typically, I will lecture on a topic first and then use an in-class lab or discussion to allow you to think about important concepts or topics in a more informal and personal manner. Often the best way to learn about a complex topic is to actually discuss the information with your peers or your professor. Simply memorizing information for an exam does not constitute active learning or promote intrinsic motivation.

I expect you to listen attentively, take notes, and ask questions if you do not understand the course material during lecture. I also expect everyone to contribute to class discussions on a regular basis. Avoid coming to class late or leaving class early. If you must do so, please let me know in advance.

Lecture outlines for each class period are available on the course website. I encourage you to print these outlines out in advance for each class. Doing so will enable you to take notes effectively. There are also review questions on each outline, which should prove to be very helpful when studying for the exams.

Course Reading Material:

In order for the class to function smoothly, students are expected to be familiar with all assigned readings *before the class meeting* for which they are assigned. With this being said, there is no expectation on my part that you will understand the reading material completely. All I expect is that you try to keep up with the assigned readings since the lectures substantially expand on the course reading material. It is important to note that the lectures and the assigned readings complement each other; they are not substitutes. Further, most lectures do not cover the readings beyond our class discussions, which may not do justice to the main arguments, data, or results/findings in them. Students are responsible for all assigned readings, even if the material is not explicitly discussed in the classroom.

Rules of Behavior:

1.) In order to foster an open learning environment, please behave in a respectful manner toward others. The lectures, course material, and discussions on current events are intentionally structured to encourage debate and I am sure many of you do not share the same opinions or beliefs. Since it is important that everyone feels comfortable participating in class, please do not insult others or their point of view. I reserve the right to remove students from the class who do not abide by this rule.

2.) Please refrain from using laptops, tablets, and/or smart phone devices for non-educational purposes (e.g., games, web-browsing, Facebook, Twitter, texting, etc.) during class (it's pretty obvious if you're doing so). Also, please turn your cell phone either off or on silent before class starts. **Finally, you may not use your cellphone, laptop, or tablet to take pictures or record lectures without my permission.** Failure to abide by these rules may be grounds for removal from class -- as is failing to laugh at my jokes. If cell phones or laptops become a distraction, I reserve the right to prohibit students from bringing them to class.

Academic Integrity:

Academic integrity is honest, truth and responsible conduct in all academic endeavors. The mission of Saint Louis University is “the pursuit of truth for the greater glory of God and for the service of humanity.” Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service through which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy was adopted in Spring 2015, and can be accessed on the Provost's Office website here: <http://www.slu.edu/provost/policies.php>.

Additionally, each SLU college, school and center has adopted its own academic integrity policies, available on their respective websites. All SLU students are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions, and appeals. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program, or the dean/director of the college, school or center in which your program is housed.

Specific College of Arts and Sciences Academic Honesty Policies and Procedures may be found here: <http://www.slu.edu/arts-and-sciences/student-resources/academic-honesty.php>.

Plagiarism and Academic Dishonesty

The University is a community of learning, whose effectiveness requires an environment of mutual trust and integrity. Academic integrity is violated by any dishonesty such as soliciting, receiving, or providing any unauthorized assistance in the completion of work submitted toward academic credit. While not all forms of academic dishonesty can be listed here, examples include copying from another student, copying from a book or class notes during a closed book exam, submitting materials authorized by or revised by another person as the student's own work, copying a passage or text directly from a published source without appropriately citing or recognizing that source, taking a test or doing an assignment or other academic work for another student, securing or supplying in advance a copy of an examination or quiz without the knowledge or consent of the instructor, sharing or receiving the questions from an on-line quiz with another student, taking an on-line quiz with the help of another student, and colluding with another student or students to engage in academic dishonesty.

All clear violations of academic integrity will be met with appropriate sanctions. In this course, academic dishonesty on an assignment will result in an *automatic grade of 0 for that assignment* and a report of academic dishonesty sent to the Academic Honesty Committee of the College of Arts and Sciences. In the case of Class B violations, the Academic Honesty Committee may impose a large sanction including, but not limited to, assigning a failing grade in the course, disciplinary probation, suspension, and dismissal from the University.

Students should refer to the following SLU website for more information about Class A and B violations and the procedures following a report of academic dishonesty:
<http://www.slu.edu/x12657.xml>.

Title IX

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g., sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX coordinator, Anna R. Kratky (DuBourg Hall, Room 36; akratky@slu.edu; 314.977.3886) and share the basic fact of your experience with her. The Title IX coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK. To view SLU's sexual misconduct policy and for resources, please visit the following web address: <https://www.slu.edu/about/safety/sexual-assault-resources.php>.

Student Learning & Student Success Center

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. The Student Success Center, a one-stop shop, which assists students with academic and career related services, is located in the Busch Student Center (Suite, 331) and the School of Nursing (Suite, 114). Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, department resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring services, university writing services, disability services, academic coaching, career services, and/or facets of curriculum planning) by visiting the Student Success Center or by going to www.slu.edu/success

Disability Services Academic Accommodations

Students who believe that, due to a disability, they could benefit from academic accommodations are encouraged to contact Disability Services at 314.977.8885 or visit the Student Success Center. Confidentiality will be observed in all inquiries. Course instructors support student accommodation requests when an approved letter from Disability Services has been received and when students discuss these accommodations with the instructor after receipt of the approved letter.

Writing Services

Please take advantage of the University Writing Services; getting feedback benefits all writers! Trained writing consultants can help with any assignment, multimedia project, or oral presentation. During one-on-one consultations, you can work on everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. These services do fill up, so please make an appointment! Also, bring your assignment description, and a few goals, to the consultation. For more information, or to make an appointment, call 314.977.3484 or visit www.slu.edu/writingservices.xml.

Course Evaluations

Please do your best to complete the course evaluation at the end of the semester. This evaluation is your opportunity to provide feedback regarding the course content, the professor, and your overall impression of how the material was presented. These evaluations are anonymous, yet extremely valuable. Help me know what you think works and does not work for you in the course (and be completely honest)!

COURSE SCHEDULE

***Tentative and subject to change. Key dates, University holidays, discussion topics, readings, and assignments are bolded.

Module 1: The Study of International Politics

Week 1 (1/14-1/18): What is International Relations (IR)? Who are the Key Players in World Politics? What is Anarchy, and Why Does It Matter?

Discussion: Icebreakers, introduction to course, introduction to key players & approaches, key concepts, the anarchic international system, and basic features of the post-Cold War international system.

Read: Mingst, Ch. 1

1/18

Lab 1: Thinking about world politics: What are three important issues in your opinion? Who's leading and not leading on these issues? What does this say about the current state of world politics? (10 points)

Week 2 & Week 3 (1/23-1/30): How Did We Get Here? The Rise and Evolution of the Westphalian International System.

Discussion: How has the international system evolved? How are the Treaty of Westphalia, European colonialism/imperialism, the Concert of Europe, World War I and World War II, the Cold War, and 9/11 important "critical junctures" for the study of world politics? Why are these critical junctures important for understanding key terms, such as the "state," "nation," "polarity," "balance-of-power," "sovereignty," "development," "hard power/soft power," and "non-state actors"? What will the future of world politics look like?

Read: Mingst, Ch. 2; Acemoglu, "Root Causes: A Historical Approach to Assessing the Role of Institutions in Economic Development" (Bb); Kennan (X), "Sources of Soviet Conduct" (Bb); Huntington "The Clash of Civilizations" (Bb); Kaplan, "The Coming Anarchy" (Bb); Fukuyama, "The End of History?" (Bb)

1/30

Lab 2: History storyboard (10 points)
Bring Mingst text & laptop to class!

Week 3 Finish (2/1): Levels of Analysis (LOA) Framework: How Can We Approach Something as Messy as International Politics?

Discussion: What is the LOA framework? What are the different levels? What are the key explanatory variables at each level? How useful is the LOA? Does it help clarify, or is it too parsimonious?

Read: Mingst, Ch. 4; Genest, "Levels of Analysis" (Bb); Waltz, "Man, the State, and War" (Bb)

Week 4 (2/4-2/8): What's in a Worldview? Realism & Liberalism as Mainstream IR Theories.

Discussion: What is IR theory? What are the key assumptions and schools of realism? What are the key assumptions and schools of liberalism?

Read: Mingst, pp. 67-86; Walt, "One World, Many Theories" (Bb); Waltz, "Why Iran Should Get the Bomb" (Bb); Deudney and Ikenberry, "Liberal World: The Resilient Order" (Bb)

Lab 3: Realist versus liberal survey & case study (10 points)

Week 5 and Week 6 (2/11-2/18): What's in a Worldview? Class System Theory, Constructivism, & Feminism as Critical Perspectives.

Discussion: Are critical approaches actually theories? What's the aim of these critical approaches? What's the key unit of analysis? Do these critical approaches help or hinder our understanding of IR?

Read: Mingst, pp. 86-104; Lenin, "Imperialism, the Highest Stage of Capitalism" (Bb); Wendt, "Anarchy is What States Make of It" (Bb, pp. 391-407); Campbell, "Structural Adjustment Policies: A Feminist Critique" (Bb)

Lab 4: Documentary: Lioness (10 points.)

2/20 Review session for Exam 1

Bring study guide to class

2/22 **Exam 1 (100 points)**

Module 2: Foundations of International Politics

Week 7 (2/25-3/1): International Conflict, Just War Doctrine, & Changing Conflict Trends

Discussion: Why war? What are different types of "war"? How do states fight? What predicts armed conflict? Is there anything to "govern" warfare? What is the Just War Doctrine? In what ways are contemporary wars "new," and how are they playing havoc with our understanding of armed conflict?

Read: Mingst, Ch. 6; Thucydides, "Melian Dialogue" (Bb); Walzer, "Just and Unjust Wars" (Bb); PRIO, "Trends in Armed Conflict 1946-2017" (Bb); Kaldor, "In Defense of New Wars" (Bb)

Lab 5: Conflict Minerals, Rebels, and Child Soldiers (10 points)

3/1 **Simulation Part One (25 points)**

Week 8 (3/4-3/8): Global Governance: International Organizations (IOs) & International Law

Discussion: What are IGOs, INGOs, and MNCs as IOs? Why have these non-state actors proliferated in response to transnational issues? How have they evolved? In what ways are IOs challenging state sovereignty in areas of collective action? In what ways do IOs remain subservient to powerful states? What is international law? How is different than domestic law? What are the sources? Who enforces? What areas of international law are the strongest? What areas of international law are the weakest?

Read: Mingst, Ch. 7 & 9; Barnett and Finnemore, "The Politics, Power, and Pathologies of International Organizations" (Bb)

March 11-16, 2019 -- No classes - Spring Break

Week 9 (3/18 & 3/20): The International Human Rights Regime & Responsibility to Protect (R2P)

Discussion: Are there universal human rights that apply to everyone? What should the world do about human rights abuses, if anything? What does history tell us about responses to atrocity? Is sovereignty absolute? What is R2P, and What Does It Imply? Is R2P universally accepted?

Read: Mingst, Ch. 10; Power, "Bystanders to Genocide" (Bb); Harris, "Trump Administration Withdraws US from UN Human Rights Council" (Bb); Rieff, "R2P, RIP" (Bb)

Lab 6: The Rwandan Genocide and "Never Again" (10 points)

Week 9 (3/22) & Week 10 (3/25-3/27): International Political Economy (IPE)

Discussion: What are key features of international trade regimes and economic IGOs? What is the World Bank? IMF? World Trade

Organization? How has the post-World War II trade regime evolved? Where do we stand with further efforts are trade liberalization? What is “development,” and what is thought to fuel the process? What is the “political” in IPE? What is causing the deepening tit-for-tat trade war between the US and China, and why does this trade dispute matter when thinking about IPE?

Read: Mingst, Ch. 8; Baldwin, “The World Trade Organization and the Future of Multilateralism” (Bb); Humphreys, Sachs, and Stiglitz, “What Is the Problem with Natural Resource Wealth?” (Bb)

Lab 7: Apples to Pears? (10 points)

Week 10 Finish (3/29) & Week 11 (4/1-4/3): Globalization & the Populist Backlash

Discussion: What is globalization and its “discontents”? What are the political ramifications of anti-globalization sentiments?

Read: Stiglitz, “Globalization & Its Discontents” (Bb); Bhagwati, “Anti-Globalization: Why?” (Bb); Zakaria, “Populism on the March” (Bb)

Lab 8: Personal Inventory & Position Statement (10 points)

4/1 Review session for Exam 2

Bring study guide to class

Simulation Part Two (25 points)

4/3 **Exam 2 (100 points.)**

Module 3: Special Issues in International Relations

Week 11 Finish (4/5) & Week 12 (4/8-4/10): Topic 1: International Terrorism

Discussion: What is terrorism? How is it different than war? Crime? What are the key features of terrorism (i.e., how do we know something is terrorism when we see it)? What plagues counter-terrorism efforts?

Read: Mingst, Ch. 6 (pp. 198-204); Kydd and Walter, “The Strategies of Terrorism” (Bb); Fortna, “Do Terrorists Win? Rebels’ Use of Terrorism and Civil War Outcomes” (Bb)

Lab 9: What’s in a term? Terrorism as a contented concept (10 points)

Week 12 Finish (4/12) & Week 13 (4/15-4/17): Topic 2: The Syrian Endgame & Humanitarian Disasters in Yemen & South Sudan

Discussion: What major issues are salient in the protracted civil wars in Syria, Yemen, and South Sudan? Why are these conflicts so detrimental for contemporary world politics? What do they illustrate, and how do they impact the United States today?

Read: TBD

April 19-22, 2019 -- No class - Easter Break

Week 14 (4/24-4/26) & Week 15 (4/29): Topic 3: ABC Proliferation & Simulation (Crisis on the Korean Peninsula)

Discussion: Where do we stand on ABC proliferation? What are the obstacles? Successes? What does the North Korean case illustrate for the current non-proliferation regime?

Read: CFR, “The Global Nuclear Nonproliferation Regime” (Bb); CFR, “North Korea Crisis” (Bb); CFR, “North Korean Nuclear Negotiations: A Brief History”

4/29 **Simulation Part Three (25 points)**

Week 15 Finish (5/1-5/3) & Week 16 (5/6): Topic 4: US-China Trade Tensions & Russia's Growing Orbit: A "Reverse Kissinger"?

Discussion: What is causing the deepening trade war between the US and China? What is Russia's grand strategy, and does it involve countering the US through balancing? Are these trade tensions and growing Russian aggression symptoms of American decline? What does the future hold for American power in the 21st century?

Read: Gilpin, "War & Change in World Politics," Nye, "The Future of American Power," Christensen, "The China Challenge"; CFR, "US-China Trade Dispute" (Bb)

Lab 10: US-China Trade War (10 points)

Final Exam (Exam 3) -- Wednesday, May 8, 12-1:50pm