



GLS 116-4: INTERNATIONAL RELATIONS

Global Studies Department

Bentley University

Fall 2022

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Office Hours: Wednesdays Noon – 2pm, Thursdays 11am – 1pm, and by appointment

Class Meeting Day & Time: Mondays and Wednesdays 8am – 9:20am

Class Location: Smith Technology Center 320

COURSE DESCRIPTION:

The study of international relations (IR) is an attempt to understand the circumstances under which conflict and cooperation occur in the world. This course offers a broad introduction to international relations, assuming no prior knowledge. Over the course of the semester, you will become familiar with the core theoretical underpinnings explaining recurring patterns in IR, develop an understanding of how to apply these theories, as well as analyze the extent to which they explain—or fail to explain—historical and current events.

We will explore the different ways we can analyze basic problems of international relations—conflict or cooperation—whether by studying the “big picture” of the international system, the inner workings of countries’ domestic politics, or human psychology and decision-making of individual leaders. As part of this theoretical discussion, we will explore the conditions that shaped dominant IR theories themselves, and how current scholarship seeks to update and improve upon them.

While the focus of this course is neither history nor current events, both will be pivotal to understanding how IR theories apply to the “real world”—and the events that shaped them. We will discuss defining events of the 20th century, including as World War I, World War II, the Cold War, and the collapse of the Cold War order, and how they helped shape institutional pillars of today’s world order— such as the United Nations, the Bretton Woods monetary system, and the world trading system. The final section of the course considers a variety of contemporary challenges for international governance, including humanitarian interventions, trade liberalization, terrorism, environmental degradation, and global health crises.

This class will give you a basic understanding of IR theories, but it will also help you make sense of the exciting, sometimes scary times in which we live—and the ways in which international affairs affect our daily lives, both for better and for worse. The skills you gain in this course will

make you an informed consumer of news and policy, helping you navigate the global landscape both as citizens of the world and in your future careers.

COURSE LEARNING OBJECTIVES:

By the end of the semester, students should have improved upon: 1) their knowledge and understanding of global politics; 2) critical thinking skills; 3) analytical writing skills; 4) public speaking/debating skills.

The primary student learning outcomes for this course include:

- ❖ Demonstrate an understanding of major actors, institutions, and events comprising and shaping the international political system
- ❖ Demonstrate an understanding of the theoretical schools of IR and the historical forces that shaped them
- ❖ Synthesize, analyze, and critique the explanatory power of major arguments in IR in relation to historical and contemporary political debates
- ❖ Apply theoretical tools to interpret, analyze, and evaluate issues in international politics; make analytical arguments supported with evidence; and identify and discuss counter-arguments
- ❖ Develop a tool kit for informed consumption of both academic literature and news stories relevant to international politics
- ❖ Communicate effectively in written and oral formats relevant to the study of international relations

COURSE REQUIREMENTS:

Students are expected to complete all readings, assignments, and exams in a timely manner. **Readings should be completed in advance of the first class meeting for each week**, and students should come to class prepared to ask questions and engage in discussion and analysis. As noted below, engagement with current events is also an important element of the course; students are expected to regularly review major international news stories featured in the *New York Times*, BBC News, and other international outlets.

I. Course Readings

- a. Mingst, Karen A.; Heather Elko McKibben; Ivan M. Arreguín-Toft. 2019. *Essentials of International Relations*, 8th edition (New York: Norton). **Referred to as the “Text”**
- b. Mingst, Karen A.; Jack L. Snyder; Heather Elko McKibben. 2019. *Essential Readings in World Politics*, 7th edition (New York: Norton). **Referred to as the “Reader”**
- c. Other selected readings, posted on Blackboard and/or accessed via direct links

II. Current Events: Regularly review international news stories in the *New York Times*, BBC News, and other international outlets. Suggested news sources to be provided in class.

III. Assignments & Grading

Midterm Exam	20%	During Week 8 (October 19th)
Final Exam	25%	Exam TBA (during final exam week)
Paper	25%	Due on December 2; submit electronic copy to Blackboard
Quizzes and Participation	15%	Attendance (5%), participation (10%). Participation also includes weekly Pass/Fail quizzes posted on Blackboard.
Group Reading Summary & Presentation	10%	Students will take responsibility for an article to summarize and teach in class. Summaries will be shared with the class as review material.
Model UN simulation	5%	Students will prepare their country's position on a chosen theme and debate during the class simulation.____

Exams: The Midterm Exam will cover all material up to that point, and consist of multiple choice and short answer questions. The Final Exam will synthesize material from the entire class. Students will have an opportunity to review for each exam in class.

Paper: Students will apply theoretical frameworks covered in class to one of several provided topics in a short 4-5 page paper. The paper should advance a primary argument, and analyze two additional competing arguments drawing, each drawing on a theoretical perspective. Papers should be appropriately cited and include citations for scholarly sources. Students will submit an outline for feedback in advance of the final paper deadline. Further details will be announced in class.

Weekly Quizzes: Most weeks, there will be a multiple-choice quiz posted to Blackboard for students to complete by the end of the week. This quiz will be graded Pass/Fail and included as part of the participation grade. Students are expected to complete quizzes on time and give their best effort, but it is ok not to answer everything correctly. These quizzes serve both as a comprehension check for students, and as a way for me to get a sense of what material we need to spend more time on as a class.

Participation and Attendance: Students are required to attend and participate in class unless they have contacted me in advance about an extenuating circumstance. Missing more than 2 classes unexcused may jeopardize student's participation grade. Participation lends itself to success in other components of the class—the more you engage with your classmates and the material, the more you will learn! Participation can take multiple forms. It can include speaking in full class or small group activities, asking questions, responding to questions, and engaging in class activities.

Reading Summary & Presentation: Students will be asked to access the full text of one assigned article from the Reader (which includes abridged versions of full articles), and compose a summary of the article, its approach, and its main argument. Each student will present their summary to the class, and all summaries will be made available via Blackboard to assist with exam review. Articles will be assigned at the beginning of the semester.

Model UN Simulation: At the end of the semester, we will hold a Model UN simulation in which students are assigned a country and required to prepare to represent that country's position on a

negotiated resolution. The simulation topic and details of the assignment will be announced in class.

Grading Rubric for Class Participation

Points	Level of Participation
100	Actively participates (in some form) during almost every class. Demonstrates excellence in grasping key concepts; ability to critique readings and ideas; stimulates discussion; consistently provides evidence from class readings for support of opinions.
85	Participates during most classes. Demonstrates understanding of most major concepts; often supports ideas with evidence.
75	Minimal participation in class. Demonstrates shallow understanding of course material; does not support claims with evidence.
50	No participation in class. Does not engage with material or classmates.
0	No participation in class and has missed more than 2 lectures without a previously discussed excuse.

Final grades will be determined using the following percentage scale:

A = 93-100	A- = 90-92	B+ = 87-89
B = 83-86	B- = 80-82	C+ = 77-79
C = 73-76	C- = 70-72	D+ = 67-69
D = 63-66	D- = 60-62	F = 60 or below

CLASSROOM POLICIES & ETIQUETTE

Mandatory Mask Policy: I ask that you wear a mask over your mouth and nose in our classroom for the duration of the semester. This will help us keep each other safe—along with friends, family, and loved ones who we may spend time with outside of class. It will also increase the likelihood that we will be able to continue meeting in person, especially as we are likely to see new COVID-19 variants circulating this fall.

Name Placards: Please bring a name placard displaying the name by which you wish to be called to class each day. I will provide placards on the first day. As we all get to know each other, this will ensure that everyone in the room is addressed appropriately by both the instructor and other students. I make every effort to learn students’ names early in the semester. If for some reason I call you by a name other than your preferred name, please do not hesitate to let me know so I can correct myself.

Laptops and Cellphones: Please use laptops only for note-taking during designated times, and not for any other purpose during class. Cell phones should remain out of view (in your bag rather than on the desk or in your lap) in order to minimize distractions.

Appealing a Grade: If you have concerns about a grade, you have one week to appeal your grade from the date the assignment is returned to you or grades are posted. Appeals must be submitted to me in writing via email, outlining your concerns and explaining why you are requesting a re-grade.

Late Assignments & Incompletes: Students are expected to meet deadlines listed in the syllabus and reach out to me in advance if extenuating circumstances will prevent them from doing so. Barring such extenuating circumstances, **assignments submitted after the deadline will be marked down at least ½ grade per day late, and I will not accept assignments more than one week late.**

In general, Incompletes will not be granted for this course except under extraordinary circumstances. In cases where Incompletes are approved, I will work with the student to come up with a contractual agreement for completion of coursework, in compliance with university policy.

These policies are in place to ensure your success and encourage timely completion of coursework for all students. I strongly encourage you to **meet with me early to discuss any challenges or extenuating circumstances you are facing**, so we can work together to come up with a plan to help you enjoy and succeed in the course.

Make-Up Exams: Make-up exams will only be scheduled if a student reaches out to me in advance with a valid excuse for missing the exam. In general, if you miss an exam without contacting me in advance about an extenuating circumstance, you will not be able to make-up or receive credit for the exam.

Academic Honesty & Plagiarism: In adherence with Bentley's Honor Code, students are expected to submit professionally written academic work. This requires thorough research and collection of evidence, as well as analysis. In all aspects of this process, students are expected to cite their work. Plagiarism may occur either deliberately or by accident. Including any ideas that are not common knowledge without citation constitutes plagiarism. So, when in doubt cite—and if you are uncertain about a specific situation, please reach out to me. Over-citing is always preferable to under-citing.

I will accept any citation style so long as you are consistent. I encourage you to look into citation trackers such as Zotero or Mendeley to help keep track of your sources.

Classroom Respect: Be civil to your fellow students and your professor. In the spirit of open debate and intellectual curiosity, I ask that you approach our classroom discussions with an open mind, be willing to consider new evidence, and challenge your previously held beliefs. To create a space where all students feel comfortable engaging with new ideas, please be thoughtful in your questions and comments.

Classroom Engagement: You will get out of this class what you put into it. Don't be afraid to speak up and ask questions if you don't understand something—chances are, you are not alone. Questions and informed opinions are always encouraged.

Email Etiquette: Please address all emails appropriately (e.g., “Dear Professor X,”). I do my best to respond to student emails within 24 hours Monday through Friday, though there may be times I require slightly longer due to other responsibilities. I do not generally check my email over the weekends or on holidays.

Since you've made it to this point, here is a fun fact: In the rock band Van Halen's concert contract, they include a clause specifying that there must be M&Ms backstage...but, no brown M&M's (hint: you may want to remember this). Why do they do this? As a test, to be sure the organizers read the entire contract. The syllabus is a contract, and if you've made it this far, you are doing great. Congratulations! Don't stop now...

UNIVERSITY RESOURCES & POLICIES

Academic Integrity: All students are expected to adhere to Bentley's Academic Integrity policy which includes Bentley's Honor Code (details on the policy can be found in the Undergraduate Student Handbook, the Graduate Catalog, and Bentley's academic integrity course page on Blackboard into which all students and faculty are enrolled). The essence of the policy is that you should not represent someone else's work as your own (no plagiarism, no cheating on exams, no illicit collaboration on projects, etc.). Failure to adhere to the policy can have serious consequences, including course failure, suspension, or even expulsion from the university—and could furthermore have negative ramifications for your future career. Please be sure to familiarize yourself with Bentley's policy and consult with me (and your other instructors) before taking any action if you have questions about whether it constitutes a violation.

Bentley Core Values: This class will be conducted in full accordance with The Bentley Core Values. Please reread the Values, which can be found at <https://www.bentley.edu/about/mission-and-values>

Disability Services: Bentley University abides by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 which stipulate no student shall be denied the benefits of an education solely by reason of a disability. If you have a hidden or visible disability which may require classroom accommodations, please call Disability Services within the first 4 weeks of the semester to schedule an appointment – **781-891-2004, Jennison 336**. Disability Services is responsible for managing accommodations and services for all students with disabilities. More information: <https://bentley.edu/offices/disability-services>.

Bentley University Library: The Bentley Library supports the research and learning needs of the Bentley community through our spaces, technology, collections, teaching, and expertise. Open 99 hours per week during the semester, the Library provides spaces for quiet study and group collaboration, as well as computers, printers and other equipment. Research assistance is available until 9:00 p.m. most nights in-person at the Reference Desk and via email (refdesk@bentley.edu), phone (781.891.2300), text (781.728.0511), and live chat

(<https://www.bentley.edu/library/research/help>). Reference Librarians can help you develop research questions and topics, select databases and other resources, evaluate information, and properly cite sources. Research consultations for individuals and small groups are available in-person and via Zoom by appointment. For more information about the Library's hours, services, and resources visit our website library.bentley.edu.

Writing Center: The Writing Center offers one-on-one tutoring for writing **and presentations**. They help students of all years and skill levels. Located on the lower level of the Bentley library (room 023), the Writing Center provides a welcoming and supportive environment in which students can work on writing or presentations from any class or discipline. Students are encouraged to visit at all stages of the process; they can bring a draft of a paper or come **get feedback on a practice presentation**. They can come in to brainstorm, work on an outline, or just discuss some initial thoughts and questions.

Staffed by highly skilled student tutors, the Writing Center is open six days a week. Our conferences are available online or in-person. They take walk-ins, but encourage students to make appointments in advance. Hours and additional information are available on the [Writing Center SharePoint site](#). Appointments can be made at bentley.mywconline.net.

The ESOL Center: The ESOL Center offers online appointments for helping undergraduate and graduate students strengthen their writing and English language skills. Our ESOL faculty tutors specialize in working with international and multilingual students to provide one-on-one support for all courses writing at any stage in the writing process. Along with individualized help for writing, the ESOL tutors provide guidance and feedback for documenting sources, oral presentation practice, and pronunciation/fluency enrichment.

The ESOL Center offers real-time video appointments Monday through Friday between 7:30 a.m. and 10:00 p.m. These can be reserved through our website: <https://bentleyesol.mywconline.net>. The complete information about booking appointments and uploading papers is clarified on the website's announcement page.

Bentley's Commitment to Diversity, Equity, and Inclusion: Our university does not discriminate on the basis of race, gender, age, disability, veteran status, religion, sexual orientation, or national origin. Any suggestions as to how to further a more positive and open environment in this class will be appreciated and will be given serious consideration. Personal and professional courtesies are especially important to me. My class roster has your preferred name, but I will happily address you by an alternate name and/or pronoun that you include in my survey form sent at the start of the term. You can also read about Bentley's commitment to equity, diversity, and inclusion concerning the newly formed Racial Justice Task Force, Strategic Initiatives for Racial Justice, and the Black at Bentley on Instagram alumni group demanding change to make Bentley a more actively anti-racist community: <https://www.bentley.edu/offices/diversity-inclusion/racial-justice>.

Title IX & Gender-Based Harassment and Discrimination: The Title IX Coordinator works to ensure that all members of the campus community flourish in a supportive and fair climate. Visit the Gender-Based Harassment and Discrimination Policy [website](#) to learn more regarding all resources for survivors.

Ally Network: Bentley has an active Ally network that strives to create a safe environment for LGBTQIA faculty, staff, and students. You can find information about the Ally Network and on-campus resources here: <http://www.bentley.edu/campus-life/student-life/lgbtq>

You can also find information on Gender and the LGBTQ community at Bentley here:

<https://www.bentley.edu/university-life/diversity-equity-inclusion/gender-and-lgbtq-community>.

Bias Incident Reporting: The Bias Incident Response Team (BIRT) provides students affected by bias or bias-related incidents with access to appropriate resources. Where appropriate, BIRT assists the University in its response to situations that may impact the overall campus climate related to diversity and inclusion. Working closely with appropriate students, faculty, committees, organizations, and staff, BIRT plays an educational role in fostering an inclusive campus community and supporting targeted individuals when bias or bias-related incidents occur. More information about BIRT and how to file a bias incident report can be found at: <https://www.bentley.edu/offices/student-affairs/birt>

Health and Wellness: These are difficult times and it's important that you provide yourself with self-care throughout the semester. It's equally understandable that attending this semester may feel overwhelming, be rife with the unexpected, or have you feeling uncertain in how to approach new challenges. Here are some further resources to help you:

Center for Health and Wellness: <https://www.bentley.edu/university-life/student-health>

Counseling and Student Development: <https://www.bentley.edu/university-life/student-health/counseling-center>

Ombuds Office: <https://www.bentley.edu/offices/ombuds-office>

COURSE SCHEDULE

*Subject to change; instructor will provide advance notice.

WEEK 1 (September 7) – Course Introduction & Core Concepts

Why does studying international relations matter? How do we know what we know?

Reading:

Read the Syllabus!

Reader:

- Ch. 1 Snyder

Articles:

- Powner, Leanne. 2007. "Reading and Understanding Political Science." (Blackboard)

Optional:

- Resnick, Brian. 2016. "What journalists get wrong about social science," *Vox*. [Link](#)

WEEK 2 (September 12, 14) – Historical Context: The State System and Power

How is the field of International Relations informed and shaped by: 1) the rise of the Westphalian System, 2) the post-Westphalian World, and 3) the post-Cold War Order?

Reading:

- Reader: Ch. 1 Thucydides; Ch. 2 Wilson, Ikenberry
- Articles:
 - Zvobgo, Kelebogile, and Meredith Loken. 2020. “Why Race Matters in IR,” *Foreign Policy*. [Link](#)
- Text: Skim Ch. 1 & Ch. 2 for basic concepts and historical overview.

Optional:

- Acharya, Amitav. 2022. “Race and racism in the founding of the modern world order,” *International Affairs*. (on Blackboard)

THEORIES OF IR

WEEK 3 (September 19, 21) – Realism

Unitary, Self-Interested States: Anarchy, Power, and Self-Help
Why are cooperation and peace so elusive in the international sphere?
What about non-Western IR theory?

Reading:

- Reader: Ch. 3 Morgenthau, Mearsheimer
- Text: Ch. 3 pp. 67-80 only; Ch. 4 pp. 107-116 only

Optional:

- Kania, Elsa. 2021. “The US Can’t Stay a Great Power without Beating Threats at Home.” *Foreign Policy*. [Link](#)
- Henderson, Errol. 2013. “Hidden in plain sight: racism in international relations theory.” *Cambridge Review of International Affairs* 26.1: 71-92. [Link](#)

WEEK 4 (September 26, 28) – Liberalism & Critical Perspectives

How do we make sense of cooperation, norms, and identity IR?

Reading:

- Reader: Ch. 3 Doyle, Wendt; Ch. 9 Keohane
- Articles:
 - Tickner, J. Ann. 1988. "Hans Morgenthau's principles of political realism: A feminist reformulation." *Millennium* 17.3: 429-440. [Link](#)

- Text: Finish Ch. 3; Ch. 4 pp. 116-123

Optional:

- Reader: Ch. 1 Hopf (on constructivism)
- Ashford, Emma. 2021. "America Can't Promote Democracy Abroad. It Can't Even Protect it at Home." *Foreign Policy*. [Link](#)
- Musgrave, Paul. 2020. "The Beautiful, Dumb Dream of McDonald's Peace Theory." *Foreign Policy*. [Link](#)

GLOBAL ACTORS

WEEK 5 (October 3, 5) – Levels of Analysis & the State & Tools of Statecraft

How can we analyze mechanisms by which various actors wield power in the international system?

System Level: Security Dilemma, Balance of Power, and Hegemony

State Level: Democracy, Sovereignty, Regime Type

Individual Level: Foreign Policy Elites, Decision-Making, Mass Politics, and Human Nature

Reading:

- Reader: System: Ch. 4 Morgenthau; State: Ch. 5 Putnam; Individual: Ch. 4 Jervis, Yarhi-Milo
- Text: System: Ch. 4 pp. 107-123; State: Ch. 4 pp. 124-131, Ch. 5 (*Skim*); Individual: Ch. 4 pp. 132-146

Optional:

- Hudson, Valerie M. "The History and Evolution of Foreign Policy Analysis." *Foreign Policy: theories, actors, cases* (2008): 11-29. [Link](#)
- Monten, Jonathan et al. 2020. "Americans Want to Engage the World: The Beltway and the Public Are Closer Than You Think," *Foreign Affairs*. (on Blackboard)
- Reader: Ch. 4: Christensen

GLOBAL ISSUES

October 10: INDIGENOUS PEOPLES' DAY / COLUMBUS DAY (no class)

WEEK 6 (October 12) – War & Security

Are states inherently conflictual? What are the causes of war? How can we prevent wars?

Traditional international security vs. human security

Reading:

- Reader: Ch. 2 Huntington; Ch. 6 Fearon, Clausewitz
- Text: Ch. 6
- Articles:
 - Said, Edward. 2001. "The Clash of Ignorance." *The Nation*. [Link](#).

Optional:

- Fazal, Tanisha. 2014. “Dead Wrong? Battle Deaths, Military Medicine, and Exaggerated Reports of War’s Demise,” *International Security*. (on Blackboard)
- Danso, Kwaku and Kwesi Aning 2022 “African experiences and alternativity in international relations theorizing about security” (on Blackboard)
- Vince, Bryony. 2018. “How Global is Security Studies: The Possibility of Non-Western Theory.” *E-IR*. [Link](#)

WEEK 7 (October 17, 19) – Terrorism & Arms Proliferation / Midterm Review

Growing importance of non-state actors, asymmetrical warfare, new technologies.

Nuclear weapons: do they balance or destabilize the system?

What motivates terrorists to commit violence against civilians?

Reading:

- Reader: Ch. 6 Waltz, Sagan & Valentino, Fortna
- Articles:
 - Hewitt, Steve. Terrorism by the State is still Terrorism. University of Birmingham. [Link](#)
 - Moore, Daniel. 2017. “Struggling with Cyber: A Critical Look at Waging War Online,” *War on the Rocks*. [Link](#)
- Text: No new reading, but review this week’s readings in the context of Ch. 6.

Optional:

- Reader: Ch. 6 Borghard & Lonergan (on cybersecurity)
- Tannenwarld, Nina. 2005. “Stigmatizing the Bomb: The Origins of the Nuclear Taboo,” *International Security* (on Blackboard)
- Asad, Talal. 2010. “Thinking About Terrorism and Just War.” *Cambridge Review of International Affairs*. (on Blackboard)

October 19: MIDTERM EXAM

WEEK 8 (October 24, 26) – Regional & Global Integration: IGOs & NGOs

Understanding the role of the United Nations (UN) and other global governance actors and institutions.

Is the European Union (EU) and example for the world or a regional phenomenon?

What is the reach and influence of international NGOs?

Reading:

- Reader: Ch. 9 Mearsheimer, Keck & Sikkink, Barnett & Finnemore
- Text: Ch. 7 pp. 243-246; Ch. 9 (skim section on EU)

Optional:

- Shaw-Bond, Michael. 2000. "The Backlash Against NGOs." *Prospect Magazine*. [Link](#)
- Donno, Daniela. 2010. "Who is punished? Regional intergovernmental organizations and the enforcement of democratic norms." *International Organization* 64.04: 593-625. [Link](#)
- Maurer, Dan. 2022. "A UN Security Council Permanent Member's De Facto Immunity From Expulsion: Russia's Fact or Fiction?" *Lawfare*. [Link](#)

WEEK 9 (October 31, November 2) – Human Rights & International Law

Why is international law so difficult to enforce?

Are there Universal Human Rights?

Just War and the debate over international humanitarian intervention

Reading:

- Reader: Ch. 9 Power; Ch. 10 Sen, Simmons
- Text: Ch. 7 pp. 246-266; Ch. 10

Optional:

- Reader: Ch. 10 Roth
- Espinosa, Maria Fernanda. 2020. "Peace Is Synonymous With Women's Rights." *United Nations*. [Link](#)
- E. Tendayi Achiume. 2020. "Black Lives Matter and the UN Human Rights System: Reflections on the Human Rights Council Urgent Debate." [Link](#)
- Fazal, Tanisha. 2012. "Why States No Longer Declare War," *Security Studies*. (on Blackboard)

November 4: PAPER OUTLINE DUE (upload to Blackboard by 5pm ET)

WEEK 10 (November 7, 9)– IPE: Global Trade & Finance in an Era of Globalization

What is the relationship between politics and economics?

What roles do international economic institutions play? (e.g., World Bank, IMF, WTO)

Reading:

- Reader: Ch. 8 Gilpin, Alden
- Articles: *Skim* Gartzke "Capitalist Peace" (on Blackboard)
- Text: Ch. 8 pp. 269-295

Optional:

- Shan, Weijian. 2019. "The Unwinnable Trade War: Everyone Loses in the U.S.- Chinese Clash-but Especially Americans." *Foreign Affairs*. [Link](#)

- Lankina, Tomila, and Lullit Getachew. 2012. "Mission or Empire, Word or Sword? The Human Capital Legacy in Post-Colonial Democratic Development." *American Journal of Political Science*. (on Blackboard)

WEEK 11 (November 14, 16) – IPE: Global Poverty & Development

What is development? What is the optimal pathway to development?
Corrosive legacies of colonialism and imperialism

Reading:

- Articles:
 - Milner, 2005. Globalization, development, and international institutions (on Blackboard)
 - Tilley, Lisa, and Robbie Shilliam. 2018. "Raced Markets: An Introduction." *New Political Economy* 23.5: 534-543. [Link](#)
- Text: Ch. 8 pp. 295- 315

Optional:

- Behera, Navnita Chadha. 2021. "Globalization, deglobalization, and knowledge production" (on Blackboard)
- Margalit, Yotam. 2012. "Lost in Globalization." *International Studies Quarterly*. 56: 484-500. [Link](#)
- Reader: Ch. 8 Drezner, Zakaria

WEEK 12 – (November 21) Human Security: Migration, The Environment, & Global Health

Revisiting traditional vs human security paradigms
Understanding the Tragedy of the Commons, critiques, and implications

Reading:

- Reader: Ch. 11 Hardin, Hudson & Matfess
- Articles:
 - Ostrom et al. 1999. "Revisiting the Commons" (on Blackboard)
- Text: Ch. 11

Optional:

- Reader: Ch. 11 Cronin-Furman
- Davies, Sara E. 2010. "What contribution can international relations make to the evolving global health agenda?" (on Blackboard)
- Menjivar, Cecilia et al. 2018. "Migration Crises: Definitions, Critiques, and Global Contexts," Chapter in *Oxford Handbook of Migration Crises* (on Blackboard)
- Tuchman Matthews, Jessica. 1989. "Redefining Security." *Foreign Affairs*. (on Blackboard)

- Schewe, Eric. 2018. “Why Climate Change is a National Security Issue,” JSTOR Daily. [Link](#)
- Christie, Ryerson. 2010. “Critical Voices and Human Security: To Endure, to Engage, or to Critique?” *Security Dialogue*. (on Blackboard)

November 23: THANKSGIVING BREAK (no class)

WEEK 13 (November 28, 30) – WEEK 12 CONT’D + COVID-19 & IR

How does IR help explain state responses to global health challenges?

What explanations can IR bring to bear to help us understand the COVID-19 pandemic? What are its weaknesses?

- November 28: (continued) **Human Security: The Environment, Migration, & Global Health**
- November 30: **Special Topic - COVID-19 & IR**

Reading:

Articles:

- Busby 2020. “What International Relations Tells Us About COVID-19” (on Blackboard)
- Johnson 2020. “Ordinary Patterns and Extraordinary Crisis: How International Relations Makes Sense of the COVID-19 Pandemic” (on Blackboard)
- Saksena 2021. “Global Justice and the COVID-19 Vaccine: Limitations of the Public Goods Framework.” (on Blackboard)

Optional:

- Fazal 2020. “Health Diplomacy in Pandemical Times” (on Blackboard)
- Peterson 2002. “Epidemic Disease and National Security” (on Blackboard)
- Fenner 2020. “State, Regime, Government, and Society in COVID-19 Response: Establishing Baseline Expectations.” [Link](#).
- Youde 2020. “Does the World Health Organization Have the Freedom to Do What It Needs to Do about Covid-19?” [Link](#).

DECEMBER 2: FINAL PAPER DUE (Upload to Blackboard by 5pm ET)

WEEK 14 (December 5, 7)– Simulation Preparation & Review/Simulation

Reading: Simulation preparation materials (Blackboard)

DECEMBER 7: SIMULATION (in class)

WEEK 15 - Review: December 12 (Last Day of Class)

FINAL EXAM (TBA)