

Political Science 103: Introduction to International Relations  
Fall 2019

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TA Camica Sanderson

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M, W, F 9:00am

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### **DESCRIPTION**

This course offers an introduction to international relations. Its' goal is to familiarize students with major tools and theories that are useful in understanding the contemporary debates and challenges in global politics. Throughout the course, we will use historical and modern examples as we survey a number of topics, including: war and peace, terrorism, international organizations, international trade, human rights, and the global environment. My goal is not for you to memorize "facts," but rather to take the concepts and theories we discuss in class and evaluate their usefulness in explaining how actors interact across national borders. This means critically assessing the strengths and weaknesses of different theories as applied to different cases and engaging in debates about the issues confronting society and the policy responses that have been mounted by political leaders. By the end of the course, students should have the intellectual tools necessary to critique common academic and policy arguments about global affairs and offer creative solutions.

While I recognize that not all of you will become political science majors, you are all global citizens. I respect that each of you brings a different perspective and multitude of interests; yet each of you confronts issues in your daily lives that cannot be solved within the confines of a single national border. Climate change, terrorism, trade, and global equality, are just a few items on the international agenda that affect all of us. Following current events in world politics and having the tools to understand them has never been more important.

### **COURSE LEARNING OBJECTIVES**

By the end of the course students should be able to:

1. Know and understand the major theories and analytical perspectives that policy makers and political scientists use to interpret international relations
2. Evaluate and judge theories of international relations in light of historical and contemporary events.
3. Develop critical reading and writing skills that improve on your ability to synthesize and evaluate, rather than summarize, new information.

### **EXPECTATIONS**

I want students to be inspired by their own curiosity in order to stake their claim in political outcomes that affect their future. I hope to be a catalyst and provide a supportive, relevant, and exciting introduction to global politics. While I strive to make class worth your time, I ask for the same consideration in return. I have carefully chosen readings and other materials to introduce you to important questions, debates, and ideas. Please utilize these resources, complete the assigned material before each class, and be an active participant in class discussion. Most importantly, ask good questions and be relentless in your search for good answers!

I also recognize that situations may arise where a student has significant responsibilities outside of this course that may conflict. I respect these obligations and if you communicate with me in advance I am happy to work with you to find a solution that will help you succeed. The sooner you communicate any challenges or difficulties to me, the better able I am to assist you. Concerns or feedback can also be submitted anonymously at: <https://forms.gle/yS3sYaj6DnrZBGQi9>.

## **COURSE REQUIREMENTS**

**Grading.** Grades will be assigned as follows:

- Attendance and Participation (10%)
- Four-Sentence Papers (4SP) (5% each, for a total of 15%)
- Current Connections (CC) (5% each, for a total of 15%)
- Midterm Exam (25%)
- Final Exam (35%)

And scored on a standard scale such that:

A = 100-94%

B+= 89-87%

C+=79-77%

D= 69-60%

A-= 93-90%

B= 86-84%

C= 76-74%

F= 60-0%

B-= 83-80%

C-= 73-70%

**Attendance and Participation.** Attendance is required and credit for attendance will be assigned each week based on participation in a check-in activity. Attending lecture will be important to your success in the course, as much of the information covered will not be in the readings. Taking notes and asking questions will help you structure the course material and develop critical thinking skills. All students will receive 3 free absences, no questions asked. After 3 absences, grades will be assigned based on the following criteria. For illness or university excused absences please provide appropriate documentation (doctor's note, coach's note, etc.) and communicate with me early. Please note that rush, sorority, or fraternity events will not be excused. *Also remember that the university requires that all students have a verified attendance at least once during the first two weeks of the semester. See <https://olemiss.edu/info/gotoclass/>*

35+ classes: A

34-32 classes: B

31-28 classes: C

29-26 classes: D

In addition, active participation is encouraged and required. As part of each lecture, we will take time for students to ask questions, answer each other's questions, and grapple with "big" ideas that don't have a right answer. We will work both in small groups and as a class. Research suggests that being able to explain a concept out loud to someone else and in your own words is the best way to gauge your level of knowledge (King and Sen 2013). When engaging in conversation with peers, people's minds also wander significantly less (Morse 2012). My goal is to create an atmosphere in which questions, opinions and ideas are all welcomed and discussed. Respect for other class members' contributions is required and any behavior to the contrary is unacceptable.

**Four-Sentence Papers (4SPs).** Students will submit three four-sentence papers that synthesize class readings in the provided format. Students can select the dates for each paper and **electronic copies** are due before class on the day the readings are assigned. The first 4SP must be turned in

before September 27<sup>th</sup> and the second before November 1<sup>st</sup>. Further information and an example will be provided in class. *Please note that 4SPs and CCs cannot be completed for the same set of readings.* Some days will be easier than others so be strategic and start early.

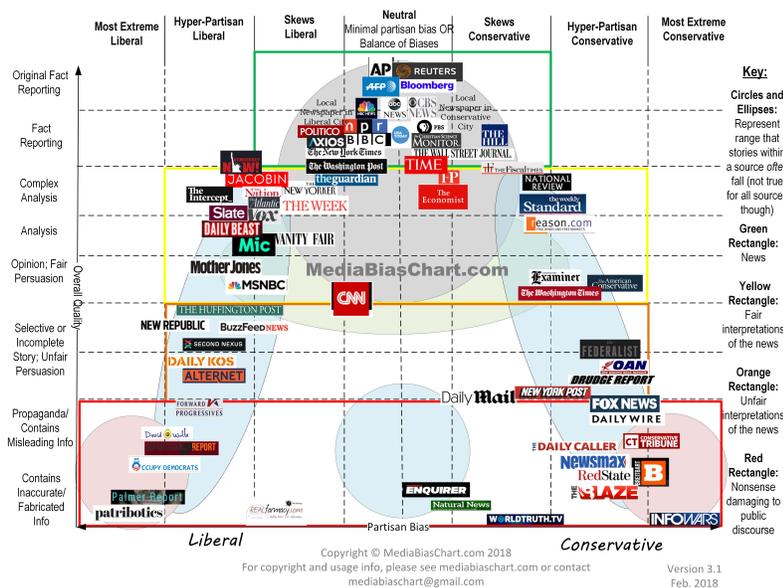
Four-sentence papers are designed as a tool to help you summarize, analyze, and respond to daily readings. Readings contain a wealth of information, some of which is more essential than others. It is your job to decide what is most important and the strict format of 4SPs should help you build efficient reading habits by focusing on the “big picture.” They should also help you move past summarizing, in order to better analyze and evaluate what you read. Papers will use the following format where each number represents one sentence. If there are multiple readings assigned for class, the 4SP should use all the readings together as a group, emphasizing their common connections.

1. “They say....” [a synthesis of the readings’ main theme and argument]
2. “They use ... as evidence” OR “They provide evidence from” [a statement on how the authors support their argument]
3. “I respond ...” [an evaluation of the readings; was their argument persuasive? Reliable? Biased? Generalizable? Well tested? Why?]
4. “I ask ...” OR “I wonder ...” [a final question, can be content or application related]

**Current Connections (CCs).** Students will be responsible for three one-page papers that connect theoretical concepts in the course readings and lectures to contemporary events in global politics. Students will select the readings for each paper and **electronic copies** are due before class on the day the readings are assigned. The first CC paper must be completed before September 27<sup>th</sup> and the second paper must be completed before November 1<sup>st</sup>. As noted above, *4SPs and CCs cannot be completed for the same readings.* Detailed instructions and a grading rubric will be distributed separately.

In this assignment, students will identify a current news article (last twelve months) that relates to a daily set of readings. Students will turn in a link to the news article along with a one-page analysis of *how* the current event highlights, explains, questions, or contradicts major themes from the readings. A good paper will briefly summarize the current event, and then use the remainder of the paper as a way to expand and clarify course content. The best papers will refer to specific readings assigned for that day and provide more analysis than summary.

It is important that you get your news from reputable sources with global coverage. Keep in mind that few sources are truly neutral.



To encourage you to keep up with world events outside of your own CCs, I will also share some of your news articles with the class. I will use your connections to motivate class discussions and they may appear as extra credit questions on the final exam.

**Midterm Exam.** There will be one midterm examination for this course. It will be administered in class on *Wednesday, October 9<sup>th</sup>* and will be closed-book and closed-note. The exam will consist of multiple choice, identification, and short answer questions. It will include materials covered in *readings and lectures* through week six. With the exception of university excused absences, no make up exam will be offered.

**Final Exam.** There will be one final examination incorporating material from the entire course. The final exam is cumulative and will be administered in class on *December 11<sup>th</sup>* at 8am. Like the midterm, the final will include information from both readings and lectures, but will span the entire course. It will consist of multiple choice, identification questions, and short essays. With the exception of university excused absences, no make up exam will be offered.

### **COURSE POLICIES**

**Late Policy.** Late assignments will not be accepted without penalty. Late submissions will receive a 5-percentage point deduction for each day they are late, starting from the beginning of class. This means that any assignment turned in on the due date but after the class has started, will receive a minimum 5-point deduction. When assignments are submitted electronically, please make sure you receive an email confirmation from Blackboard. I recommend taking screenshots of your submission with a time stamp to ensure that you receive full credit for your work. If you are ever unsure of your submission, email me a copy of your assignment.

**Grade Appeals.** Students will be graded solely on academic performance. If you feel an error was made in grading, you must follow the given procedure:

- Prepare a written statement detailing the reasons why you think the grade you received was wrong. This must be a formal request but can be submitted via email. Formal requests can only be submitted 24 hours after assignments are returned.
- Schedule a time to meet with me in person. Grade appeals will not be processed until a meeting has occurred.
- I will read your assignment and give it a new grade – it may be higher or lower than the original grade.

**Academic Integrity.** Students are expected to do their own work without unauthorized aid of any kind. Students caught cheating or engaging in academic misconduct, including plagiarism, will receive a failing grade in the course and be reported according to university policy. As a general rule, if you are not sure whether a certain action is considered academic dishonestly, don't do it and ask first. For more information about academic misconduct, please refer to *The M Book* (available at <https://communications.olemiss.edu/wp-content/uploads/sites/5/2017/10/MBook.pdf>).

**Disability Access and Inclusion.** The University of Mississippi is committed to the creation of inclusive learning environments for all students. If there are aspects of the instruction or design of this course that result in barriers to your full inclusion and participation, or to accurate assessment of your achievement, please contact the course instructor as soon as possible. Barriers may include, but are not necessarily limited to, timed exams and in-class assignments, difficulty with the acquisition of lecture content, inaccessible web content, and the use of non-captioned or non-transcribed video

and audio files. If you are registered with SDS, you must log in to your Rebel Access portal at <https://sds.olemiss.edu/rebel-access-portal> to request approved accommodations. If you are NOT registered with SDS, you must complete the process to become registered. To begin that process, please visit our website at <https://sds.olemiss.edu/apply-for-services>.

**Technology Policy.** Please turn off cell phones before coming to class, or in emergent circumstances inform me that you are expecting a call. This means that cell phones must be on silent (not vibrate) and inappropriate cell phone use will result in lost participation credit for the day.

Laptops and tablets will be allowed during class, and I will rely on technology, including interactive simulations and Google documents, as a way to practice collaboration and communication. It will be key to group work and will serve as a basis for class discussion. However, electronic devices can also be distracting and take away from the learning experience of nearby students when they are not used appropriately (Sana, Weston, and Cepeda 2013). Research further demonstrates that taking notes by hand triggers higher-level thinking and leads to higher recall (Mueller and Oppenheimer 2014). *As such, I prefer that you use laptop computers only for specified interactive activities.* If you do choose to use a laptop outside of these periods, laptops must be used for taking notes and viewing class content only. If technology becomes a distraction, I reserve the right to reevaluate the technology policy. Please be aware of the signals you are sending to me and your peers with your body language and eye contact.

**Blackboard.** All course materials are available on Blackboard. There is a main page for the course that contains an electronic syllabus, course materials, and slides. From the main page, select “Content” on the upper left-hand menu. Under this tab you will find additional readings for each week that are not electronically linked in the syllabus or textbooks. There is also a folder containing lecture slides that will be posted after each lecture. Updates and announcements will be also be posted through Blackboard so make sure you either enable notifications or routinely check our course page.

All assignments will also be posted and turned in electronically on Blackboard.

**Email.** I value open communication and email is the easiest way to get in touch with me about questions, comments, concerns etc. Please remember that email creates a written record of communication between you and I, and treat it with the appropriate formality. Make sure to include “POLS 103” in the subject line, address your email to “Professor Ferry” or “Dr. Ferry”, and sign emails with your first and last name. I will do my best to answer your emails within 24 hours Monday-Friday and 48 hours over the weekend. If you have not received a response from me after that time, please email me again.

### **COURSE MATERIALS**

This course has one required textbook, which is available from the bookstore and numerous Internet resellers. When purchasing the textbook, please pay attention to the book’s edition. We will use the most recent edition, which includes numerous updates.

- Jeffrey A Frieden, David A. Lake and Kenneth A. Schultz. *World Politics: Interests, Interactions and Institutions*, Fourth Edition.

We will supplement the primary text with additional materials. These materials will be drawn from a number of sources that vary in type (book, article, podcast, video, simulation) and content (theoretical, analytical, critique, review). All additional resources will be electronically linked in the syllabus, uploaded to Blackboard, or on reserve at the library. Please inquire if you are having trouble accessing additional materials, some resources must be accessed with a campus IP address.

Additionally, podcasts from *The Daily*, *Planet Money*, and *This American Life* have transcripts available online. Any video clips from *Youtube* have a closed captioning option. Students have the option to listen to or watch these resources as they are annotated in the syllabus or to engage with them in more traditional print formats.

### **SCHEDULE**

Pay careful attention to each assignment, as most readings only require specific sections and pages. Unless otherwise noted, students should read the assigned materials *before* coming to class on the day listed. Lectures will build off the readings, and I will assume that you have already been introduced to the subject. I reserve the right to make updates to the schedule, but will only do so with more than a week's notice.

### **REFERENCES**

- King, Gary and Maya Sen. 2013. "How Social Science Research Can Improve Teaching." *PS: Political Science and Politics* 46(3): 621-629.
- Morse, Gardiner. 2012. "The Science behind the Smile: An Interview with Daniel Gilbert by Gardiner Morse." *Harvard Business Review*, January-February: 84-90.
- Mueller, Pam and Daniel Oppenheimer. 2014. "The Pen is Mightier than the Keyboard: Advantages of Longhand Over Laptop Note Taking." *Psychological Science* 25: 1159-1168.
- Sana, Faria, Tina Weston and Nicholas Cepeda. 2013. "Laptop Multitasking Hinders Classroom Learning for both Users and Nearby Peers." *Computers & Education* 62: 24-31.

Date	Topic & Guiding Questions	Readings	Due
<b>Week 1</b>			
8/26	Course Introduction <ul style="list-style-type: none"> <li>What is international relations?</li> <li>How can I be successful in this course?</li> </ul>	<ul style="list-style-type: none"> <li>“Why International Relations is the Key to all our Futures” [Blackboard]</li> </ul> Total: ~3 pages	
8/28	Anarchy and Power <ul style="list-style-type: none"> <li>What does it mean for the international system to be anarchic?</li> <li>How does anarchy lead to conflict?</li> </ul>	<ul style="list-style-type: none"> <li>“How to Read for Political Science” [Blackboard]</li> <li>FLS: Introduction, pages xxxi-xxxvi</li> <li>Thucydides, “The Melian Dialogue” [Blackboard]</li> </ul> Total: ~11 pages	1. Class Questionnaire 2. Reading Notes
8/30	NO CLASS	PROFESSOR AT CONFERENCE	
<b>Week 2</b>			
9/2	NO CLASS	LABOR DAY	
9/4	Traditional Approaches: Liberalism and Constructivism <ul style="list-style-type: none"> <li>Is cooperation possible?</li> <li>What role do ideas play?</li> <li>How do the “isms” help us understand international relations?</li> </ul>	<ul style="list-style-type: none"> <li>Walt, Stephen. 1998. “International Relations: One World, Many Theories.” <i>Foreign Policy</i> 110: 29-46. [Blackboard]</li> <li>Carpenter, Charli. 2012. “Game of Thrones as Theory.” <i>Foreign Affairs</i>. <a href="https://www.foreignaffairs.com/articles/2012-03-29/game-thrones-theory">https://www.foreignaffairs.com/articles/2012-03-29/game-thrones-theory</a></li> </ul> Total: ~26 pages	
9/6	Historical Background <ul style="list-style-type: none"> <li>Does history guide theory or does theory interpret history?</li> <li>Why is it important to imagine counterfactuals?</li> </ul>	<ul style="list-style-type: none"> <li>FLS: Chapter 1</li> </ul> Total: ~40 pages	
<b>Week 3</b>			
9/9	Interests, Interactions and Institutions (I) <ul style="list-style-type: none"> <li>How do we define actors, interests and interactions?</li> <li>What is cooperation? Bargaining?</li> <li>What factors affect the ability to cooperate or bargain successfully?</li> </ul>	<ul style="list-style-type: none"> <li>FLS: Chapter 2, pages 43-68</li> </ul> Total: ~25 pages	
9/11	Strategic Interaction – A Digression <ul style="list-style-type: none"> <li>How does game theory help us understand both theories and events in international relations?</li> </ul>	<ul style="list-style-type: none"> <li>FLS: Chapter 2, pages 82-87</li> <li>Listen: Goldmark, Alex and Robert Smith. 2018. “Episode 844: Nice Game.” NPR: <i>Planet Money</i>. <a href="https://n.pr/2H56W8x">https://n.pr/2H56W8x</a></li> </ul> Total: ~12 pages + 16 minutes	
9/13	Interests, Interactions, and Institutions (II)	<ul style="list-style-type: none"> <li>FLS: Chapter 2, pages 68-79</li> </ul>	

	<ul style="list-style-type: none"> <li>• What is an institution?</li> <li>• How do institutions affect interactions?</li> </ul>	Total: ~11 pages	
<b>Week 4</b>			
9/16	International Conflict (I) <ul style="list-style-type: none"> <li>• Why do states fight wars?</li> <li>• How does the bargaining model help us to explain war prevalence?</li> </ul>	<ul style="list-style-type: none"> <li>• FLS: Chapter 3, pages 88-103</li> </ul> Total: ~15 pages	
9/18	International Conflict (II) <ul style="list-style-type: none"> <li>• What is incomplete information? How can it lead to war?</li> <li>• How can states demonstrate their credibility in crisis bargaining?</li> </ul>	<ul style="list-style-type: none"> <li>• FLS: Chapter 3, pages 103-117</li> </ul> Total: ~ 14 pages	
9/20	International Conflict (III) <ul style="list-style-type: none"> <li>• What is the commitment problem? How can it lead to war?</li> <li>• What is issue indivisibility? How helpful is it as an explanation of war?</li> </ul>	<ul style="list-style-type: none"> <li>• FLS: Chapter 3, pages 118-135</li> </ul> Total: ~17 pages	
<b>Week 5</b>			
9/23	Domestic Politics and War <ul style="list-style-type: none"> <li>• What is the unitary actor assumption?</li> <li>• How do politicians and interest groups affect the propensity for war?</li> </ul>	<ul style="list-style-type: none"> <li>• FLS: Chapter 4, pages 138-168</li> </ul> Total: ~30 pages	
9/25	Who Matters in Domestic Politics? Collective Action and Selectorate Theory <ul style="list-style-type: none"> <li>• Why do some interests “matter” more than others?</li> <li>• Which domestic interests are able to impact political outcomes?</li> </ul>	<ul style="list-style-type: none"> <li>• Watch: “Interest Group Formation.” <i>CrashCourse</i>. <a href="https://www.youtube.com/watch?v=BGo9Asfwric">https://www.youtube.com/watch?v=BGo9Asfwric</a>. <b>Listen through 6:00.</b></li> <li>• Bueno de Mesquita, Bruce, Alastair Smith, Randolph Siverson, and James Morrow. 2003. “The Logic of Political Survival.” Cambridge, MA: MIT University Press. <b>Read only pages 37-57.</b> [Blackboard]</li> </ul> Total: ~20 pages + 6 minutes	
9/27	The Capitalist Peace? Or the Democratic Peace? <ul style="list-style-type: none"> <li>• How do we define democracy?</li> <li>• Does democracy cause peace?</li> </ul>	<ul style="list-style-type: none"> <li>• FLS: Chapter 4, pages 168-181</li> <li>• Gartzke, Erik. 2007. “The Capitalist Peace.” <i>American Journal of Political Science</i> 51(1): 166-191. <b>Read only pages 166-173 and 180-182.</b> Skimming the remainder is optional [Blackboard]</li> </ul> Total: ~24 pages	Last day to turn in 4SP #1 and CC #1
<b>Week 6</b>			
9/30	The Role of Leaders <ul style="list-style-type: none"> <li>• Do individuals matter? How and</li> </ul>	<ul style="list-style-type: none"> <li>• Daniel, Byman and Kenneth Pollack. 2001. “Let Us Now Praise Great Men: Bringing the Statesmen Back In.” <i>International Security</i> 25(4): 107-146.</li> </ul>	

	under what circumstances?	<p>[Blackboard]</p> <ul style="list-style-type: none"> <li>David, Bell. 2017. "Donald Trump is Making the Great Man Theory of History Great Again." <i>Foreign Policy</i>. <a href="https://foreignpolicy.com/2017/01/12/donald-trump-is-making-the-great-man-theory-of-history-great-again/">https://foreignpolicy.com/2017/01/12/donald-trump-is-making-the-great-man-theory-of-history-great-again/</a></li> </ul> <p>Total: ~ 48 pages</p>	
10/2	<p>Alliances</p> <ul style="list-style-type: none"> <li>What is an alliance?</li> <li>How do alliances affect crisis bargaining?</li> <li>What can we predict about the future of NATO?</li> </ul>	<ul style="list-style-type: none"> <li>FLS: Chapter 5, pages 186-205</li> <li>Listen: Barbaro, Michael and David E. Sanger. 2018. "The (Misunderstood) Story of NATO." <i>The Daily</i>. <a href="https://www.nytimes.com/2018/07/12/podcasts/the-daily/nato-summit-trump-germany-russia.html">https://www.nytimes.com/2018/07/12/podcasts/the-daily/nato-summit-trump-germany-russia.html</a></li> </ul> <p>Total: ~20 pages + 27 min</p>	
10/4	<p>Collective Security</p> <ul style="list-style-type: none"> <li>What is collective security and how does it affect bargaining?</li> <li>How do states overcome collective action and joint decision-making?</li> <li>Is the UN successful?</li> </ul>	<ul style="list-style-type: none"> <li>FLS: Chapter 5, pages 205-233</li> </ul> <p>Total: ~ 28 pages</p>	
<b>Week 7</b>			
10/7	<p>Civil Wars</p> <ul style="list-style-type: none"> <li>How are intrastate wars different from interstate wars?</li> <li>Why do rebel groups fight and what factors help them overcome the free rider problem?</li> </ul>	<ul style="list-style-type: none"> <li>FLS: Chapter 6, pages 236-268</li> </ul> <p>Total: ~32 pages</p>	
10/9	<b>MIDTERM EXAM</b>	<b>Please bring a blue book</b>	
10/11	<p>Terrorism (I)</p> <ul style="list-style-type: none"> <li>What is terrorism?</li> <li>How does terrorism affect bargaining?</li> </ul>	<ul style="list-style-type: none"> <li>FLS: Chapter 6, pages 268-291</li> </ul> <p>Total: ~23 pages</p>	
<b>Week 8</b>			
10/14	<p>Terrorism (II)</p> <ul style="list-style-type: none"> <li>Is terrorism rational?</li> <li>Is terrorism successful?</li> </ul>	<ul style="list-style-type: none"> <li>Pape, Robert. 2003. "The Strategic Logic of Suicide Terrorism." <i>American Political Science Review</i> 97(3): 343-357. [Blackboard]</li> </ul> <p>Total: ~15 pages</p>	
10/16	<p>International Trade</p> <ul style="list-style-type: none"> <li>Why do countries engage in trade?</li> <li>What do they trade?</li> </ul>	<ul style="list-style-type: none"> <li>FLS: Chapter 7, pages 294-318</li> <li>Watch: "Comparative Advantage." <a href="https://www.youtube.com/watch?v=4rUfoU04QJM">https://www.youtube.com/watch?v=4rUfoU04QJM</a></li> </ul>	

	<ul style="list-style-type: none"> <li>Who wins and who loses from international trade?</li> </ul>	Total: ~24 pages + 3 minutes	
10/18	<p>International Trade and Institutions</p> <ul style="list-style-type: none"> <li>What role do international institutions play in governing international trade?</li> <li>Are they successful?</li> </ul>	<ul style="list-style-type: none"> <li>FLS, Chapter 7, pages 318-337</li> <li>Listen: Joffe-Walt, Chana. 2010. "Why US Taxpayers are Paying Brazilian Cotton Growers." <i>NPR: Planet Money</i>. <a href="https://www.npr.org/sections/money/2011/01/26/131192182/cotton">https://www.npr.org/sections/money/2011/01/26/131192182/cotton</a></li> </ul>	
Total: ~19 pages + 13 minutes			
<b>Week 9</b>			
10/21	<p>The US-China Trade War</p> <ul style="list-style-type: none"> <li>What is the US-China Trade War?</li> <li>Has the trade war been successful? By what measure?</li> </ul>	<ul style="list-style-type: none"> <li>Listen: Kitroeff, Natalie. 2019. "The President Takes on China, Alone." <i>The Daily</i>. <a href="https://www.nytimes.com/2019/05/15/podcasts/the-daily/trump-china-trade-war.html">https://www.nytimes.com/2019/05/15/podcasts/the-daily/trump-china-trade-war.html</a></li> <li>Listen: Kitroeff, Natalie. 2019. "Caught in the Middle of the Trade War." <i>The Daily</i>. <a href="https://www.nytimes.com/2019/05/16/podcasts/the-daily/trump-tariffs-china-trade-war.html">https://www.nytimes.com/2019/05/16/podcasts/the-daily/trump-tariffs-china-trade-war.html</a></li> </ul>	
Total: ~50 minutes			
10/23	<p>International Monetary Relations: Sovereign Lending</p> <ul style="list-style-type: none"> <li>What is sovereign debt? What is sovereign default?</li> <li>How is sovereign debt an example of cooperative/conflictual bargaining?</li> </ul>	<ul style="list-style-type: none"> <li>FLS: Chapter 8, pages 344-360 and 363-368</li> <li>Tomz, Michael and Mark Wright. 2013. "Empirical Research on Sovereign Debt and Default." <i>Annual Review of Economics</i> 5: 247-272. <b>Read only pages 256-239 and 263-266 [sections 4.1-4.4 and 5.1-5.3]</b> [Blackboard]</li> </ul>	
Total: ~28 pages			
10/25	<p>International Monetary Relations: Foreign Direct Investment</p> <ul style="list-style-type: none"> <li>What is FDI?</li> <li>How is FDI cooperative/conflictual?</li> <li>How do BITs help solve the bargaining problem?</li> </ul>	<ul style="list-style-type: none"> <li>FLS: Chapter 8, pages 371-377</li> <li>Allee, Todd and Clint Peinhardt. 2011. "Contingent Credibility: The Impact of Investment Treaty Violations on Foreign Direct Investment." <i>International Organization</i> 65(3): 401-432. <b>Read only pages 401-415</b> [Blackboard]</li> </ul>	
Total: ~23 pages			
<b>Week 10</b>			
10/28	<p>International Migration</p> <ul style="list-style-type: none"> <li>How do labor endowments explain the flow of international migration?</li> <li>Who wins and who loses from international migration?</li> </ul>	<ul style="list-style-type: none"> <li>FLS: Chapter 8, pages 377-383</li> <li>Bansak, Kirk, Jans Hainmueller, and Dominik Hangartner. 2016. "How Economic, Humanitarian, and Religious Concerns Shape European Attitudes Toward Asylum Seekers." <i>Science</i> 354(6309): 217-222. [Blackboard]</li> </ul>	
Total: ~ 12 pages			
10/30	<p>International Finance: Exchange Rates</p> <ul style="list-style-type: none"> <li>How are exchange rates determined?</li> <li>Who cares about the exchange rate?</li> </ul>	<ul style="list-style-type: none"> <li>FLS: Chapter 9, pages 386-411</li> </ul>	

	<ul style="list-style-type: none"> <li>regime (fixed/float)? Why?</li> <li>Who cares about the exchange rate's value (appreciate/depreciate)? Why?</li> </ul>	Total: ~25 pages	
11/1	<p>International Financial Institutions</p> <ul style="list-style-type: none"> <li>What roles do the IMF and World Bank play in mitigating crises?</li> <li>How do IFIs help solve bargaining problems? How are they biased?</li> </ul>	<ul style="list-style-type: none"> <li>FLS, Chapter 8, pages 360-363</li> <li>FLS, Chapter 9, pages 412-422</li> </ul> <p>Total: ~15 pages</p>	Last day to turn in 4SP #2 and CC #2
<b>Week 11</b>			
11/4	<p>The Great Recession and the Eurozone Crisis</p> <ul style="list-style-type: none"> <li>What caused the Great Recession? What was the American political reaction?</li> <li>What caused the Eurozone Crisis? What was the Greek, European, and international political reaction?</li> <li>Have the economies recovered?</li> </ul>	<ul style="list-style-type: none"> <li>Listen: "The Giant Pool of Money." <i>This American Life</i>. <a href="https://www.thisamericanlife.org/355/the-giant-pool-of-money">https://www.thisamericanlife.org/355/the-giant-pool-of-money</a> [Prologue, Act One, and Act Two]</li> <li><b>OR (by assignment)</b></li> <li>Listen: "Continental Breakup." <i>This American Life</i>. <a href="https://www.thisamericanlife.org/455/continental-breakup">https://www.thisamericanlife.org/455/continental-breakup</a> [Prologue, Act One-Act Five]</li> </ul> <p>Total: ~1 hour</p>	
11/6	<p>Development (I)</p> <ul style="list-style-type: none"> <li>Why have some countries developed successfully while others haven't?</li> </ul>	<ul style="list-style-type: none"> <li>FLS: Chapter 10, pages 424-445</li> </ul> <p>Total: ~26 pages</p>	
11/8	<p>Development (II)</p> <ul style="list-style-type: none"> <li>What domestic and international strategies have been used to increase development?</li> <li>Have they been successful?</li> </ul>	<ul style="list-style-type: none"> <li>FLS: Chapter 10, pages 445-459</li> <li>Radelet, Steven. 2006. "A Primer on Foreign Aid." <i>Center for Global Development</i>. Working Paper 92. <b>Read only pages 1-11.</b> [Blackboard]</li> </ul> <p>Total: ~26 pages</p>	
<b>Week 12</b>			
11/11	<p>International Law</p> <ul style="list-style-type: none"> <li>What are international laws? What are international norms?</li> <li>How do international laws vary?</li> <li>Do international laws matter?</li> </ul>	<ul style="list-style-type: none"> <li>FLS: Chapter 11, pages 462-479</li> <li>Patrick, Stewart. 2013. "Does Syria Mean the End of Responsibility to Protect?" <i>The Atlantic</i>. <a href="https://www.theatlantic.com/international/archive/2013/06/does-syria-mean-the-end-of-the-responsibility-to-protect/276866/">https://www.theatlantic.com/international/archive/2013/06/does-syria-mean-the-end-of-the-responsibility-to-protect/276866/</a></li> </ul> <p>Total: ~23 pages</p>	
11/13	<p>Transnational Advocacy Networks</p> <ul style="list-style-type: none"> <li>What are TANs? How do they spread international norms?</li> <li>Do norms matter?</li> </ul>	<ul style="list-style-type: none"> <li>FLS: Chapter 11, pages 479-495</li> </ul> <p>Total: ~17 pages</p>	
11/15	NO CLASS	INSTRUCTOR AT CONFERENCE	
<b>Week 13</b>			

11/18	Human Rights <ul style="list-style-type: none"> <li>• What are international human rights? How are they protected?</li> <li>• Why do human rights practices vary?</li> <li>• Does human rights law matter?</li> </ul>	<ul style="list-style-type: none"> <li>• FLS: Chapter 12, pages 498-537</li> </ul> Total: ~40 pages	
11/20	The Global Environment <ul style="list-style-type: none"> <li>• How does the collective action problem affect the global environment?</li> <li>• What domestic and international factors help or hinder cooperation on climate change?</li> </ul>	<ul style="list-style-type: none"> <li>• FLS: Chapter 13, pages 540-581</li> </ul> Text Total: ~42 pages	
11/22	Weapons of Mass Destruction <ul style="list-style-type: none"> <li>• What is mutually assured destruction?</li> <li>• What is required for nuclear weapons to act as mutual deterrents?</li> <li>• How can we prevent nuclear proliferation?</li> </ul>	<ul style="list-style-type: none"> <li>• FLS chapter 14, pages 584-606</li> <li>• Listen: Brumfiel, Geoff. 2019. "The US and Russia are Stocking up on Missiles and Nukes for a Different Kind of War." <i>National Public Radio</i>. <a href="https://www.npr.org/2019/02/01/690143095/the-u-s-and-russia-are-stocking-up-on-missiles-and-nukes-for-a-different-kind-of">https://www.npr.org/2019/02/01/690143095/the-u-s-and-russia-are-stocking-up-on-missiles-and-nukes-for-a-different-kind-of</a></li> </ul> Total: ~22 pages + 4 minutes	
<b>Week 14</b>			
11/25-29	NO CLASS	THANKSGIVING BREAK	
<b>Week 15</b>			
12/2	Debating the Decline of the US <ul style="list-style-type: none"> <li>• What is power transition theory?</li> <li>• What are the implications of China's rise? For China? For the US?</li> </ul>	<ul style="list-style-type: none"> <li>• FLS: Chapter 14 pages 606-619</li> <li>• Listen: Smith, Stacey and Cardiff Garcia. 2019. "Will China Overtake the US?" <i>NPR: Planet Money</i>. <a href="https://www.npr.org/2019/05/09/721881130/will-china-overtake-the-us">https://www.npr.org/2019/05/09/721881130/will-china-overtake-the-us</a></li> </ul> Total: ~14 pages + 9 min	
12/4	The Rise of Populism <ul style="list-style-type: none"> <li>• What is globalization? Who is most likely to oppose globalization?</li> <li>• What is populism? What is the impact of populism?</li> </ul>	<ul style="list-style-type: none"> <li>• FLS: Chapter 14, pages 619-635</li> <li>• Friedman, Uri. 2017. "What is a Populist?" <i>The Atlantic</i>. <a href="https://www.theatlantic.com/international/archive/2017/02/what-is-populist-trump/516525/">https://www.theatlantic.com/international/archive/2017/02/what-is-populist-trump/516525/</a></li> </ul> Total: ~26 pages	
12/6	Review		Last day to turn in 4SP #3 and CC #3
<b>FINAL EXAM- DECEMBER 11<sup>TH</sup>, 8AM</b>			