

POLS285. Introduction to International Relations
Department of Political Science
Northern Illinois University
Online

Instructor: Prof. Aarie Glas

Online Office Hours: Thursdays, 3:30-5:00pm via Blackboard Collaborate (& by appointment)

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I. Overview

Can laws and treaties lead to world peace? Do nuclear weapons actually make the world safer? Does the rise of China present a threat to the United States? Why can't global leaders effectively tackle climate change? This class will help students answer these pressing questions and many more. We will also talk about zombies, and Game of Thrones.

This course is an introduction to International Relations (IR). IR is a subfield of Political Science that aims to understand and explain global politics. The course is structured over two parts. In the first part, we examine the major theoretical approaches in IR. These include the realist, liberal, constructivist, feminist, Marxist, and postcolonial traditions in IR thought. We will survey the basics of each theoretical approach – or “analytical lens” – and examine how and why each helps us “see” different issues, from the causes of war and the possibility of peace, to the role of individual leaders and ideas in global politics, in very different ways. In the second part of the course, we examine a number of current debates and issues in global politics. These include the role and risk of nuclear weapons, the treat of and solution to terrorism, the rise and promotion of human rights, climate change, the challenge of global health governance, and the role of protest and change in global politics.

Students will come away from the course with a set of analytic frameworks and a depth of historical knowledge that will enable them to better understand current issues in global politics. This course will empower students to participate in the process of crafting solutions to pressing global challenges, whether that be as a future policymaker, issue-advocate, or engaged global citizen.

II. Learning Objectives

By the end of this course, students will:

- Be able to recognize and discuss core theories in IR
- Be able to engage confidently in current debates within the study of global politics
- Be able to think critically about global politics and apply diverse analytical lenses to assess contemporary challenges facing the international
- Be able to critically assess and critique scholarly writing

- Be able to articulate their views confidently and competently in both discussions and written work

III. Class Format and Requirements

This is an online course. It consists of reviewing weekly online audio-visual lecture materials and required readings, completing weekly assignments, and an *optional* weekly seminar.

Seminar:

A live online seminar will be held each Friday from 2:00 to roughly 3:15pm via Blackboard Collaborate. The seminar is **optional**. Students are encouraged to attend regularly to discuss course material, ask questions, and prepare for written assignments. Seminars will be led by the Teaching Assistant (TA), Sarwar Minar.

Lecture:

A pre-recorded lecture, led by Prof. Glas, will be posted by the end of the day each Monday (video and pdf slides). Students must review the lecture material and should do so after completing the required readings (it will be most straightforward). Students are encouraged to attend Prof. Glas' weekly office hours to chat about the lecture material.

Office Hours:

Both your instructor and TA host weekly optional online office hours (see page 1). These are times to chat about course material, to receive feedback after or as you prepare for assignments and exams, and for anything else we can help you with. You are welcome to join in alone or in a group and to visit as often as you like – these are times provided to help you!

Email and Communications:

Most course communication will come from Blackboard announcements which will also be sent by email to your NIU email address.

Both the instructor and TA are available via email when you have questions or concerns. Consider these as professional communications: please be respectful and formal, and proof-read your correspondence. All email communication must be done from your **NIU email address** and must include the **course code in the subject line**. Those two requirements help us ensure emails are received and read in a timely manner. A 24-hour turnaround time during the work week should be anticipated (longer over the weekend).

Important Note: Please consult the syllabus, Blackboard page, and your assignment documents prior to emailing. Those resources may answer your question. If you would like detailed help with an assignment, please join us in our office hours.

Technical Requirements:

This course will use Blackboard Ultra as our course webpage and interface. Students should familiarize themselves with Blackboard Ultra and all technical requirements as soon as possible.

Need help? If you have technical concerns, NIU's IT services may be able to assist. In addition, there are many instructional videos online via Google, YouTube, etc. To start, please see:

- NIU Blackboard FAQ: <https://www.niu.edu/blackboard/faq/index.shtml>
- NIU Blackboard Help: <https://www.niu.edu/blackboard/access/help.shtml>

Please make use of a reliable computer or laptop for this course and ensure you have a reliable internet connection, especially when submitting assignments and taking quizzes and the exams.

Time, Energy and Reading Requirements:

This course requires students read roughly 25-50 pages per week and review roughly 1 hour of lecture material each week. In addition, there are often short required videos and other online media assigned for a Module. Students should expect to devote roughly 8 hours per week to this course.

While an online course like this is appealing because it allows flexibility for students to complete most of the course work, students must keep up with course materials and must plan ahead to meet assignment deadlines. Students should expect to devote roughly 8 hours per week to this course.

Need help? If you ever need help with the course materials or assignments, ensure you reach out – both your instructor and your TA are here for you! We both want you to succeed in the course. We also want you to enjoy it!

IV. Grade Distribution

Assignment	Course Points
Reading Check-In Quizzes (10x1 point)	10
Written Responses (4x10 points)	40
Midterm Exam	20
Final Exam	30
Bonus: Discussion Board	2 (max)

V. Assignments Details

1. Reading Check-In Quizzes (10%): These short, timed multiple choices quizzes that test your knowledge of the *required* readings for the Module in which the quiz is held. There are 10 quizzes, each worth 1 course point. Quiz questions will be straightforward. Quizzes are intended to reward students for completing required readings.

2. Written Responses (40%): Students will write four (4) short, argumentative response papers throughout the course. These are akin to mini-essays, asking you to examine a debate or issue in some depth and develop an informed argument (a thesis). No research beyond course readings (*required and recommended*) is needed or expected. Response papers should be 3-5 paragraphs or 600 to 800 words each. Do *not* exceed 800 words per Written Response. Written Responses must be formally **cited** (see below). Further details will be provided with each prompt.

Prompts (and questions) will be provided on a Monday. The Response due the following Friday (by 11:59pm):

Response 1	Prompt: Sept. 14;	Due: Sept. 18
Response 2	Prompt: Oct. 5;	Due: Oct. 9
Response 3	Prompt: Oct. 26;	Due: Oct. 30
Response 4	Prompt: Nov. 16;	Due: Nov. 20

Also note that all prompts are available in the detailed course schedule in this syllabus, below. Written Responses will be scored out of 10 points in 0.25 increments using the following rubric:

Table 1. Written Response Rubric

Knowledge: Evidence of familiarity with reading material:	/ 4 points
Argument: Evidence of critical reflection and an informed answer (thesis) to the question:	/ 4 points
Presentation: Clear and convincing writing (including <u>proper citations</u>):	/ 2 points
Total:	/ 10 points

Note that **failure to cite** your work will lead to **0/10** points. Problems with citation (e.g. not citing page numbers) will lead to 0/2 for that component.

Note: For a useful guide to a straightforward and recommended citation style, see: http://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html

Students can interpret their score and find means to improve by reference to the table below.

Table 2. Interpreting Written Response Scores

Score /10	Quality	General Comments and Means to Improve
10	Exceptional	Exceeds expectations in terms of both style and substance; demonstrates a mastery of material and polished writing.
9.5-9.75	Excellent	Complete response to the question/prompt; superior use of details and depth; superior demonstration of knowledge and clear logic; excellent and convincing writing style; proper citations; no major problems of style or substance. Keep up the great work!
8.5-9.0	Very Good	Complete response to the question/prompt; very good demonstration of knowledge and logic to response; clear writing; no lapses in citations; improvements possible by increasing clarity and conciseness of writing and/or offering more depth and detail to demonstrate knowledge of and critical engagement with reading material. Great work but some room to improve.
7.5-8.25	Good	Complete response to the question/prompt; good demonstration of knowledge and logic to response; adequate writing style; no major lapses in citations; improvements possible by increasingly the quality and clarity of writing, the depth and detail of substantive knowledge offered, and greater attention to your views and logic. Good work, but areas to improve upon.
6.75-7.25	Fair	Complete or nearly complete response to the question/prompt; limited demonstration of knowledge and logic to response; potential lapses in writing style and/or in citations; improvements possible by increasingly the quality and clarity of

		writing, the depth and detail of substantive knowledge offered, greater attention to your views and logic, and proper and complete citation. Good effort, but more needs to be done to improve.
6.0-6.5	Adequate	Limited response offering basic demonstration of familiarity with reading material and response to prompt; improvements possible with more time and attention to the response, including stronger levels of detail, depth and polish of writing; lapses in citation likely a factor to be corrected. More attention and effort is required. Be sure to think through the entirety of the prompt and ensure polished and cited work is always produced.
< 6.0	Inadequate	Major limitations and problems are apparent. Speak to instructor if unclear. Note: all students are encouraged to make use of Office Hours and Seminars to discuss Written Assignments and how to improve.

3. Midterm Exam (20 course points): The Midterm Exam consists of multiple choice, short answer and/or long answer questions. Students will have 75 minutes (one hour and 15 minutes) to write the exam. You be able to sit the exam any time during day it is scheduled, but you cannot pause, re-start or re-write the exam. Further details will be provided in advance.

4. Final Exam (30 course points): The final exam is cumulative of all material in the course. It will consist of multiple choice, short answer and/or long-answer questions. Students will have 90 minutes (1 hour and 30 minutes) to write the exam. You be able to sit the exam any time during day it is scheduled, but you cannot pause, re-start or re-write the exam. Further details will be provided in advance.

5. Discussion Board Bonus Points (Maximum 2 points): There is an optional student-led discussion board on the Blackboard course page (top right menu). This is a place for all students to raise questions and chat about materials together. Sarwar and Prof. Glas will review the board from time to time and may answer the occasional question or provide comment. However, that is a space for student to student discussion. If you ask/answer more than 10 questions in a productive and detailed way, expect a 2 course point bonus to your final score. If you ask/answer about 5, expect 1 bonus point. If you ask/answer 2 or 3 questions, expect 0.5.

VI. Online Test-Taking

All quizzes and exams are **open book**. Students are encouraged to consult notes on readings and lectures, but to do so sparingly. It is not wise to overly rely on notes and it is not feasible to consult readings (at all) while you sit the quizzes or exams – you will run out of time. Students should prepare for the quizzes and exams as you would an in-class quiz or exam.

Questions for all exams and quizzes will be drawn from “question pools” for each component. This means questions will be different for each student.

Note: Do not consult with others while writing exams and quizzes. It is strictly **forbidden** to consult with anyone (e.g. another student, friend or family member) while completing these assignments. Evidence of such behaviour will led to a zero on the component and/or a

zero in the course and further sanctions as appropriate. We will be looking for evidence of such behavior and treat it as serious academic dishonesty (see Academic Integrity below).

VII. Assignment Submission Requirements

All assignments will be submitted using Blackboard and are **not accepted via email**. All assignments, quizzes, and exams will be inspected using plagiarism detection tools.

Written assignments must:

- be submitted as a **.doc** or **.docx file** (pdf or any other format is not accepted)
- be clearly and formally **cited**
- have a **bibliography** (bibliography *does not* count towards word/length restrictions)

For a useful guide to a straightforward and recommended citation style, see:

http://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html

Late Assignments: A late penalty of **5% per day** (including weekends) will be levied for *up to four (4) days* at which point the assignment will not be accepted and will receive a **zero**. Assignments are accepted at the time noted on Blackboard.

Note: Remember, quizzes and exams cannot be re-taken or made up if they are missed and cannot be paused or restarted once started.

VIII. Extensions, Appeals, and Incompletes

Extensions and accommodations are possible for documented medical or family emergencies, or additional circumstances when agreed upon with the Instructor in advance. These are challenging times and Prof. Glas will be understanding if you approach him earnestly and early, when possible.

If you think you need to delay taking an exam or submitting a written assignment, speak to your Instructor via email or in office hours as soon as possible. Generally, at least *two weeks* before the exam/due date is a good time to request accommodation, when possible.

Extensions are never guaranteed. They will be based on University policy, the exigency of the circumstances, and timeliness of the request (i.e. the earlier the better).

Grade appeals are possible. To appeal a grade you must write a brief and formal appeal (0.25-1 page). The appeal should outline the rationale for the request. Be specific. Note that effort or time spent are not grounds for appeal. Send your appeal to your Instructor via email and await next steps.

Requests for an “**Incomplete**” designation of this course are only accepted under extenuating and documented circumstances, and only at the discretion of your Instructor.

IX. Academic Integrity

This course will take academic misconduct seriously. All work submitted must be a student's own in full and must be cited properly. Any student found to have plagiarized (accidentally or otherwise) the work of another individual (including, but not limited to, other students or from existing scholarship) or consulted with others during the taking of an exam or quiz will receive a **failing grade** on the assignment and/or in the course. Students may be subject to additional sanctions by the University.

Students are expected to have read and to abide by **NIU's Student Code of Conduct** (<http://www.niu.edu/conduct/student-code-of-conduct>). Please take NIU's Online Tutorial on Academic Integrity to re-familiarize yourself if you have doubts or concerns (<http://www.niu.edu/ai/students/>).

Students should retain all drafts, preliminary work, and research notes, as well as all *graded and returned* course assignments, are retained until course grades are finalized by the Registrar. Your Instructor may request to review either draft or finalized material at any point during the course and/or discuss student assignments in person.

If you have any questions relating to academic practices, academic integrity, and issues of plagiarism and/or citation speak to your TA or Instructor.

IX. Course Materials

There are two required books for this course. Each is open-access and free online.

Stephen McGlinchey (ed.), *International Relations*. Bristol: E-International Relations, 2017. Available online: <https://www.e-ir.info/publication/beginners-textbook-international-relations/> (**IR** in schedule below)

Stephen McGlinchey, Rosie Walters, and Christian Scheinpflug (eds.), *International Relations Theory*. Bristol: E-International Relations, 2017. Available online: <https://www.e-ir.info/publication/international-relations-theory/> (**IRT** in schedule below)

All additional required readings are available freely online (see links provided) or will be posted as PDF files on Blackboard (**BB** in the below schedule).

Current events: Students are encouraged to follow current events related to global politics. It is recommended that students consult a reputable online news source daily (e.g. The Guardian, Washington Post, New York Times, or The Economist). For a very quick run-down of daily events, I recommend BBC World News (<https://www.bbc.com/news>).

Recommended readings: a number of recommended readings are noted in the outline below. They are provided for further reading and are useful resources for assignments. If any student desires additional recommended material, please let me know as I will happy to provide suggestions on any and all topics!

Reading academic research: Reading scholarly articles and book chapters, as we will in this class, is often a real challenge. For some tips to how to read and take notes on scholarly work, please watch this short video:

<https://www.lib.uwo.ca/tutorials/howtoreadascholarlyarticle/index.html>

XI. Our Online Space and Issues of Accessibility

We will foster a comfortable, engaging, and accessible scholarly environment together in this course. All students should feel welcome to attend and speak freely in lecture, seminar and in office hours. To this end, we will approach this course as colleagues, and will treat each other with respect and dignity at all times.

NIU, and myself as your Instructor, are committed to making reasonable accommodations for persons with documented disabilities. If any disabilities may impact on coursework or other academic requirements, please notify both your Instructor and the Disability Resource Center (Tel. 815-753-1303 / Email. drc@niu.edu) as soon as possible, and within the first two weeks of the start of this course. If you would rather not speak to your Instructor, note that the Disability Resource Center can assist students in making appropriate accommodations with Instructors discretely.

If you have any concerns about the course or your ability to access or engage with the course material or our discussions – at any point throughout the course – please also feel free to contact me by email or speak to me in person. I will happy to assist as best as I am able. I am also happy to raise any issues or concerns you may have on your behalf with the Department or the University directly.

XII. Preferred Names and Pronouns

Class rosters and University data systems are provided to faculty with the student’s legal name and legal gender marker. As an NIU student, you are able to change how your preferred/proper name shows up on class rosters. This option is helpful for various student populations, including but not limited to: students who abbreviate their first name; students who use their middle name; international students; and transgender students. As your Instructor, I am committed to using your proper name and pronouns as you prefer them.

Should you want to update your preferred/proper name, you can do here:

<http://www.niu.edu/regrec/preferredname/index.shtml>

XIII. Letter Grade Distribution:

The final course grades will be translated into a letter grade according to the scale below.

>= 93.00	A	77.00 - 79.99	C+
90.00 - 92.99	A-	70.00 - 76.99	C
87.00 - 89.99	B+	60.00 - 69.99	D
83.00 - 86.99	B	<= 59.99	F
80.00 - 82.99	B-		

XIV. Anxieties and Getting Help

These are extremely stressful times – for a host of reasons. You are not alone in feeling it. All are living with unsettling uncertainty and it affects our lives in many, many ways. Such feelings may be persistent or may come on suddenly. As a group in this course, we should all promise to be patient with each other and to help support a healthy learning environment as best we can. If you or somebody you know is struggling with anxiety or other issues, do not hesitate to reach out.

Resources available include the [DRC \(https://www.niu.edu/disability/index.shtml\)](https://www.niu.edu/disability/index.shtml), [Student Counseling Services \(https://www.niu.edu/counseling/\)](https://www.niu.edu/counseling/) or call 815-306-2777. As always, in the event of a crisis call for immediate help via 911 or other general support services listed here: <https://www.niu.edu/helping-huskies-thrive/get-help-now/index.shtml>.

XV. Class Schedule Overview:

<u>Module</u>	<u>Week of</u>	<u>Topic</u>	<u>Assignment(s)</u>
<u>Part 1: The Study of IR</u>			
1	August 24	Introduction	Quiz 1
2	August 31	Thinking Analytically about Global Politics	Quiz 2
3	September 7	Traditional Theory 1. Realist Theory	Quiz 3
4	September 14	Traditional Theory 2. Liberal Theory	Written Response 1: Friday Sept. 18
5	September 21	Social Theory: Constructivist & Feminist Approaches	Quiz 5
6	September 28	Critical Theory: Marxist & Postcolonial Approaches	Quiz 6
7	October 5	Foreign Policy-Making	Written Response 2: Friday Oct. 9, 2020
8	October 12	Midterm Review	Midterm Exam: Friday Oct. 16
<u>Part 2: Contemporary Issues in IR</u>			
9	October 19	Nuclear Weapons	Quiz 7
10	October 26	Terrorism	Written Response 3: Friday Oct. 30
11	November 2	International Law & Organizations Election Day: November 3 – Please Vote!	Quiz 8
12	November 9	Climate Change & Environmental Governance	Quiz 9
13	November 16	Global Health Governance	Written Response 4: Friday Nov. 20
14	November 23	Global Civil Society and Protest	Quiz 10
15	November 30	Final Review	
16	December 7	Final Exam	Final Exam: Monday Dec. 7

Note: Topics and readings may be subject to change at the discretion of your Instructor.

XVI. Detailed Course Schedule

Module 1. Introduction

Required Reading and Viewing (22 pages + syllabus)

- Read this syllabus in full and familiarize yourself with the Blackboard Ultra course webpage
- Stephen McGlinchey (2017), "Getting Started" (**IR**) (6 pages)
- Amelia Hoover Green (2013), "How to Read Political Science: A Guide in Four Steps" <https://www.ameliahoovergreen.com/uploads/9/3/0/9/93091546/howtoread.pdf> (4 pages)
- Erik Ringmar (2017), "The Making of the Modern World" (**IR**) (12 pages)

Recommended Reading and Viewing

- None

Questions this week:

- How is the course structured?
- What are the expectations in the course?
- What are the assignments in the course?
- What are the key due dates in the course?
- What is the "state" and where did it come from?

Module 2. Thinking Critically about IR

Required Reading and Viewing (28 pages)

- Carmen Gebhard (2017), "One World, Many Actors" (**IR**) (14 pages)
- Dana Gold and Stephen McGlinchey (2017), "International Relations Theory" (**IR**) (11 pages)
- Dan Drezner (2009), "Theory of International Politics and Zombies," *Foreign Policy* (**BB**) 3 pages)

Recommended Reading and Viewing

- Stephen Walt (1998) "International Relations: One World, Many Theories," *Foreign Policy* 110: pp. 29-32, 34-46. (**BB**)

Questions this week:

- What are the levels of analysis and do these levels influence our understanding of global politics?
- What is theory and why do we need it?
- How will we use theory in the class and what kinds of theory will we examine?

Module 3. Traditional Theory 1. Realist Theory

Required Reading and Viewing (19-25 pages/9-18 minutes of video)

- Sandrina Antunes and Isabel Camis o (2017), "Realism" (**IRT**) (7 pages)
- Thucydides (431 BCE), "The Melian Dialogue," from *The Peloponnesian War*. Read it here: <https://www.mtholyoke.edu/acad/intrel/melian.htm> (6 pages) and/or you can listen here: <https://www.youtube.com/watch?v=PFMcGufebJk>. (9 minutes)
- Watch: John Mearsheimer (2014), "Structural Realism" *The Open University*. YouTube: <https://www.youtube.com/watch?v=RXlIDh6rD18&list=PLhQpDGfX5e7C6FA5IYU3VPYN7kWH11mxQ&index=1> (9 minutes) (Transcript available here: http://podcast.open.ac.uk/feeds/3002_internationalrelations/transcript/33023_meirsheimer_on_realism.pdf)
- Michael Crowley (2017) "Why the White House Is Reading Greek History" *Politico*. (**BB**) (3 pages)
- John Mearsheimer (2006), "China's Unpeaceful Rise" (**BB**) (3 pages)
- Stephen Kotkin (2018), "Realist World" *Foreign Affairs* (**BB**) (6 pages)

Recommended Reading and Viewing

- Hans J. Morgenthau (1948), “Six Principles of Political Realism” from *Politics Among Nations: The Struggle for Power and Peace* (New York: Alfred A. Knopf), pp. 4-15. Online: <https://www.mtholyoke.edu/acad/intrel/morg6.htm>
- John Mearsheimer (2001), Excerpts from *Anarchy and the Struggle for Power*. (BB)

Questions this week:

- What is *classical* realism?
- What is *neorealism*? What is ‘neo’ about it?
- How do realist thinkers explain global politics?
- How do neorealists, like Mearsheimer, understand the rise of China?

Module 4. Traditional Theory 2. Liberal Theory

Reminder: Written Response 1 is due this week

Required Reading and Viewing (35 pages, and one game)

- Jeffrey W. Meiser (2017), “Liberalism” (IRT) (6 pages)
- Arthur A. Stein (2008), “Neoliberal Institutionalism” *Oxford Handbook of International Relations* (BB) (21 pages)
- Play a Game(!): <https://ncase.me/trust/> (no pages, only a game)
- Daniel Deudney and G. John Ikenberry (2018) Liberal World” *Foreign Affairs* (BB) (8 pages)

Recommended Reading and Viewing

- Woodrow Wilson (1918) “The Fourteen Points.” Read online: https://www.lib.byu.edu/index.php/President_Wilson%27s_Fourteen_Points
- G. John Ikenberry (2008), “The Rise of China and the Future of the West: Can the Liberal System Survive?” (BB)

Questions this week:

- What is *classical* liberalism?
- What is *neoliberalism*? What is ‘neo’ about it?
- How do liberal thinkers explain cooperation? How do they explain global politics?
- What are the similarities and differences between the realist and liberal traditions of IR theory?
- How do neoliberal thinkers, like Deudney and Ikenberry, understand the rise of China?

Written Response 1 Details:

Prompt: Realism and liberalism are two distinct theoretical traditions. Theorists and thinkers in each tradition see the world of global politics in very different ways. In particular, as we read, they have divergent views of the possibility of lasting peace between states. This is clear when we consider how neorealists like John Mearsheimer understand the rise of China, compared with how neoliberal thinkers like G. John Ikenberry and Daniel Deudney understand this case.

You have two related questions for this response: (1) Why do these two traditions, realism and liberalism, have different views about the possibility of peace between states? To answer question 1, be sure to showcase the underlying assumptions of each theory that lead to these divergent views. (2) Which tradition, realism or liberalism, best helps us explain the ongoing tensions between the USA and a rising China, and why?

Reminders and Recommendations:

- Your Written Response should be 3-5 paragraphs, and must not be more than **800 words**.
- Be clear and concise and proof-read your **writing**. Avoid repetition.
- It is *not* recommended that you rely on quotations. Instead, synthesize material in **your own words**.
- Be sure to **cite** your claims properly, including using page numbers. Provide a **bibliography**. Failure to cite will result in a zero on this assignment. Problems with citation or the bibliography will drastically reduce your score.
- Be sure to **address all questions** or elements of the prompt.

- Impress your Instructor by demonstrating your knowledge of the **reading material**, including both required and recommended (rather than lecture material), and your ability to offer an informed viewpoint that is supported by cited evidence.
- **No additional research is required** beyond the *required* and *recommended* readings.
- For details regarding citations, expectations, and grading of your Written Response, as well as how to interpret your score, **see the Syllabus**.

Hints and Specific Suggestions:

- For this prompt, be sure to articulate the basics of each tradition in some detail and make clear *why* they have divergent views as to the root of conflict and cooperation. Your readings do this nicely for you.
- For this prompt, it is advised that you write three body paragraphs: one surveying the central arguments and assumptions of the realist tradition, one surveying the central arguments and assumptions of the liberal tradition, and one articulating your own view of which is more convincing in explaining the USA-China case
- We want to reward you for three components in this Written Response: (i) accurately explaining each theory; (ii) showing how each has a different view of war and cooperation and the USA-China relationship, and (iii) showing with some detail why *you* think one is better at explaining that USA-China relationship than the other.
- This response can and should draw on any of required and recommended readings you see fit from Modules 3 and 4, and another course reading you think would be useful.

Module 5. Social Theory: Constructivist and Feminist Approaches

Required Reading and Viewing (30 pages/10 minutes of video)

Constructivism:

- Sarina Theys (2017), “Constructivism” (**IRT**) (6 pages)
- Richard Jackson and Matt McDonald (2014), “Constructivism, US Foreign Policy and Counterterrorism” (**BB**) (10 pages)
- Charli Carpenter (2012), “Game of Thrones as Theory: It’s not as Realist as it seems, and that’s good” *Foreign Affairs* (**BB**) (4 pages)
- Game of Thrones Clip: “Varys and Tyrion Discuss Power” YouTube: <https://www.youtube.com/watch?v=pMLa4IeFKHM> (2 minutes)

Feminist IR Theory:

- Sarah Smith (2017), “Feminism” (**IRT**) (7 pages)
- Laura Sheppard (2018), “Cynthia Enloe,” *University of New South Wales*. YouTube: <https://www.youtube.com/watch?v=t01LLmZ5nI> (8 minutes)
- Carol Cohn (2018), “The Perils of Mixing Masculinity and Missiles” *The New York Times* (**BB**) (3 pages)

Recommended Reading and Viewing

- Alexander Wendt (1992), “Anarchy Is What States Make of It: The Social Construction of Power Politics” *International Organization*, 46(2): pp. 391-425. (**BB**)
- Carol Cohn (2019), “Gender and National Security” *Ploughshares* <https://www.ploughshares.org/issues-analysis/article/gender-and-national-security>.
- Kimberly Hutchins (2014), “Feminism and International Relations” *The Open University*. YouTube: <https://www.youtube.com/watch?v=ajAWGztPUiU&list=PLhQpDGfX5e7C6FA5IYU3VPYN7kWH11mxQ&index=4>
- Cynthia Enloe (2015), “Where are all the women in international politics?” *Interview, University of Auckland*. YouTube: <https://www.youtube.com/watch?v=k00w6cjl6w>

Questions this week:

- What are social theories? And, what are the similarities and differences between the two we looked at?
- How do constructivist thinkers explain global politics and cases like the US war on terror?
- How do feminist scholars explain global politics and national security?
- Why do social theories critique the field or study of IR itself?

Module 6. Critical Theory: Marxist and Postcolonial Approaches

Required Reading and Viewing (34 pages/4 minutes of video)

Marxism:

- Maïa Patel (2017), “Marxism” (IRT) (7 pages)
- “Hegemony [Antonio Gramsci]” (2015), *10 Minute Philosophy*. YouTube: <https://www.youtube.com/watch?v=js8E6C3ZnJ0> (13 minutes total, but watch to 4:05 or in full as you like)
- Robin Varghese (2018), “Marxist World” *Foreign Affairs* (BB) (8 pages)

Postcolonial Theory:

- Sheila Nair (2017), “Postcolonialism” (IRT) (7 pages)
- Adam Shatz (2019), “Orientalism: Then and Now” *The New York Review of Books*: <https://www.nybooks.com/daily/2019/05/20/orientalism-then-and-now/> (8 pages)
- Ozan Ozavci (2020), “Bursting the Bubbles: On the Peace of Westphalia and the Happiness of Unlearning” *University of Utrecht Blog*: <https://securing-europe.wp.hum.uu.nl/bursting-the-bubbles-on-the-peace-of-westphalia-and-the-happiness-of-unlearning/> (4 pages)

Recommended Reading and Viewing

- Benno Teschke (2008), “Marxism” *The Oxford Handbook of International Relations* (BB)
- Vincent Ferraro (2008), “Dependency Theory: An Introduction” <https://www.mtholyoke.edu/acad/intrel/depend.htm>
- Jan Wilkens (2017), “Postcolonialism in International Relations” *Oxford Research Encyclopedia*. <https://oxfordre.com/internationalstudies/view/10.1093/acrefore/9780190846626.001.0001/acrefore-9780190846626-e-101>
- Achille Mbembe (2008), “What is postcolonial thinking? An interview with Achille Mbembe” *Eurozine* <https://www.eurozine.com/what-is-postcolonial-thinking/>

Questions this week:

- What are the basis of a Marxist theory of global politics?
- How does a Marxist theory of global politics compare to the theories we’ve examined in the class so far?
- What is a postcolonial theory of global politics?
- How does postcolonial theory compare to the theories we’ve examined in the class so far?

Module 7. Foreign Policy-Making

Reminder: Written Response 2 is due this week

Required Reading and Viewing (23 pages pages)

- Karen A. Mingst and Ivan M. Arreguin-Toft (2016), “The Individual” in *Essentials of International Relations*. New York: W.W. Norton & Company: pp. 181-197 (BB) (17 pages)
- Patrick Porter (2017), “Even Donald Trump can’t defeat the blob” *The National Interest* <https://nationalinterest.org/feature/even-donald-trump-cant-defeat-the-blob-21515> (4 pages)
- Daniel Drezner (2019), “Trump, Obama and the state of the Blob” *The Washington Post*. <https://www.washingtonpost.com/outlook/2019/12/03/trump-obama-state-blob/> (2 pages)

Recommended Reading and Viewing

- Robert Jervis (1968), “Hypotheses on Misperception,” *World Politics* Vol. 20, No. 3 (Apr., 1968), pp. 454-479.
- Council on Foreign Relations (2012), “Bay of Pigs Invasion: Lessons Learned.” YouTube: <https://www.youtube.com/watch?v=U6UkrevWYeY> (6 minutes)
- Eric K. Stern (1997), “Probing the Plausibility of Newgroup Syndrome: Kennedy and the Bay of Pigs” in Paul’t Hart, Paul’t, Bengt Sundelius, and Eric K. Stern (eds). *Beyond Groupthink: Political group dynamics and foreign policy-making*. University of Michigan Press: 153-189. (Available as an eBook via the NIU Library)

Questions this week:

- When to individual leaders matter most for foreign policy? Why?
- What factors influence individual foreign policy decisions?

- What factors limit leaders' decision-making?

Written Response 2 Details:

Prompt: We have now explored the major theories in IR. These include the *traditional* theories of realism and liberalism, the *social* theories of constructivism and feminism, and the *critical* theories of Marxism and postcolonialism. You have one 'big' question this week: Which of these six theories do you find the most useful analytical lens for explaining global politics, and why? In answering this question be sure to summarize the theory you find most useful and show us why it is so useful to you by reference to at least three (3) examples drawn from the readings.

Reminders and Recommendations:

- Your Written Response should be 3-5 paragraphs, and must not be more than **800 words**.
- Be clear and concise and proof-read your **writing**. Avoid repetition.
- It is *not* recommended that you rely on quotations. Instead, synthesize material in **your own words**.
- Be sure to **cite** your claims properly, including using page numbers. Provide a **bibliography**. Failure to cite will result in a zero on this assignment. Problems with citation or the bibliography will drastically reduce your score.
- Be sure to **address all questions** or elements of the prompt.
- Impress your Instructor by demonstrating your knowledge of the **reading material**, including both required and recommended (rather than lecture material), and your ability to offer an informed viewpoint that is supported by cited evidence.
- **No additional research is required** beyond the *required* and *recommended* readings.
- For details regarding citations, expectations, and grading of your Written Response, as well as how to interpret your score, **see the Syllabus**.

Hints and Specific Suggestions:

- Important note: You should avoid repetition with Assignment 1 as best you can. We cannot reward you for simply repeating the summary or argument you made in the last assignment. However, you may use the realist or liberal tradition as you discussed in Response 1. Be sure to expand, refine, or deepen your discussion if so (e.g. adding plenty of detail to show why one is better than the social or critical theories we have examined). You should not use the China-USA case as an example in this response. If you think the realist or liberal tradition is most useful, draw on other cases to illustrate why.
- The best responses to this prompt will do three things: (i) clearly summarize a theoretical lens with useful detail, showing off your knowledge of the relevant readings; (ii) show at least three examples of why it is so useful to explain global politics; and (iii) show why other theories are less useful.
- It is recommended that you write four short body paragraphs: one stating and summarizing the theory you find most useful; three showcasing why it is useful by analyzing your three cases, and; one showing why other theories are less useful.
- This response can and should draw on any of required and recommended readings you see fit from Modules 3-6, and another course reading you think would be useful.

Module 8. Review and Midterm

Required Reading and Viewing

- Catch up on any missed readings

Recommended Reading and Viewing

Questions this week:

- What are the key terms and issues we have covered so far?
- What are the basics of each theory we have encountered? How does each help us explain global politics?
- Which theory or theories do you find more useful and why?

Module 9. Nuclear Weapons

Required Reading and Viewing (32 pages)

- Scott D. Sagan and Kenneth N. Waltz (2002), "Indian and Pakistani Nuclear Weapons: For Better or For Worse?" In Karen A. Mingst and Jack L. Snider (eds), *Essential Readings of World Politics* New York: W.W. Norton and Company, pp. 322-341. **(BB)** (20 pages)
- Kenneth N. Waltz (2012), "Why Iran Should Get the Bomb: Nuclear Balancing Would Mean Stability," *Foreign Affairs* July/August 2012. (4 pages)
- Kathy Gilsinan [interview with Robert Jervis] (2017), "North Korean Nukes and the Grand International-Relations Experiment in Asia," *The Atlantic*.
<https://www.theatlantic.com/international/archive/2017/03/security-dilemma-north-korea/520023/> (8 pages)

Recommended Reading and Viewing

- Scott D. Sagan and Kenneth N. Waltz (1995/2013). *The Spread of Nuclear Weapons: a Debate*. New York: W.W. Norton. (NIU Library)
- Scott D. Sagan (2018), "The North Korean Nuclear Crisis: Avoiding Cliffs on the Backside of the Summit." *World Affairs*. <https://www.worldaffairs.org/events/event/1847>
- John F. Harris and Bryan Bender (2017) "Bill Perry is Terrified. Why Aren't You?" *Politico*
<https://www.politico.com/magazine/story/2017/01/william-perry-nuclear-weapons-proliferation-214604>
- View the "NUKEMAP" by Alex Wellerstein: <http://nuclearsecrecy.com/nukemap/>

Questions this week:

- Why do states pursue nuclear weapons and what can be done to stop them?
- What is the security dilemma?
- Can nuclear proliferation make the world safer?

Module 10. Terrorism

Reminder: Written Response 3 is due this week

Required Reading and Viewing (50 pages/8 minutes of video)

- Katherine E. Brown (2017), "Transnational Terrorism" **(IR)** (11 pages)
- Rukmini Callimachi (2015), "ISIS and the Lonely Young American," *The New York Times*.
https://www.nytimes.com/2015/06/28/world/americas/isis-online-recruiting-american.html?_r=0 (9 pages) and the accompanying video, Poh Si Teng and Ben Laffin (2015), "Flirting with the Islamic State." (8 minutes)
- Graeme Wood (2015), "What ISIS really wants" *The Atlantic*
<https://www.theatlantic.com/magazine/archive/2015/03/what-isis-really-wants/384980/> (~30 pages, but quick pages!)

Recommended Reading and Viewing

- Andrew H. Kydd and Barbara F. Walter (2006), "The Strategies of Terrorism," *International Security* 31(1): pp. 49-80.
- Max Abrahms (2015), "Why Groups Use Terrorism: A Reassessment of the Conventional Wisdom," *Political Violence at a Glance*, <https://politicalviolenceataglance.org/2015/04/22/why-groups-use-terrorism-a-reassessment-of-the-conventional-wisdom/>

Questions this week:

- What is terrorism and is it an effective strategy?
- What motivates people to join terror groups?
- How can 'we' best combat terrorism? And what is the best 'we' to do it?

Written Response 3 Details:

Prompt: As we have read and heard, terrorism is a long-practiced form of violence that has been tremendously difficult to respond to. There are three interrelated questions this week: (1) What is terrorism? (2) Why is so hard to defeat? And, (3) what do you think is the best way to combat terrorism, and why? In answering these three questions provide empirical details from the readings to make your description of terrorism, the challenge of responding to it, and your own suggestions for how to combat it clear and convincing.

Reminders and Recommendations:

- Your Written Response should be 3-5 paragraphs, and must not be more than **800 words**.
- Be clear and concise and proof-read your **writing**. Avoid repetition.
- It is *not* recommended that you rely on quotations. Instead, synthesize material in **your own words**.
- Be sure to **cite** your claims properly, including using page numbers. Provide a **bibliography**. Failure to cite will result in a zero on this assignment. Problems with citation or the bibliography will drastically reduce your score.
- Be sure to **address all questions** or elements of the prompt.
- Impress your Instructor by demonstrating your knowledge of the **reading material**, including both required and recommended (rather than lecture material), and your ability to offer an informed viewpoint that is supported by cited evidence.
- **No additional research is required** beyond the *required* and *recommended* readings.
- For details regarding citations, expectations, and grading of your Written Response, as well as how to interpret your score, **see the Syllabus**.

Hints and Specific Suggestions:

- The best responses to this prompt will do three things: (i) define terrorism by reference to the readings (and citing them); (ii) state the various challenges to responding to terrorism with reference to examples and details from the readings and (iii) offer an *informed* and thoughtful reflection as to what states (like the USA) and/or organizations (like the UN or NATO) should do and why.
- It is recommended that this prompt be four paragraphs: one to define terrorism, one paragraph to outline the challenges of responding to terrorism as you see them (with evidence and examples), and two paragraphs to underscore the best responses you see and why.
- This response can and should draw on the required and recommended readings from Module 10, and another course reading you think would be useful.

Module 11. International Law & Organizations

Remember to vote on Election Day, November 3!

Required Reading and Viewing (43 pages)

- Knut Traisbach (2017), “International Law” (IR) (7 pages) (13 pages)
- Shazelina Z. Abidin (2017), “International Organizations” (IR) (6 pages)
- Ian Hurd (2017), “The United Nations II: International Peace and Security” in *International Organizations: Politics, Law, Practice*. Cambridge: Cambridge University Press, 2017, pp. 81-108. (BB) (Read pages 81-104; 24 pages)

Recommended Reading and Viewing

- Explore the UN Peacekeeping Webpage: United Nations, “United Nations Peacekeeping” <https://peacekeeping.un.org/en>
- Paul D. Williams (2020), “The Security Council’s peacekeeping trilemma,” *International Affairs* 96(2): pp. 479-499
- Samantha Power (2001), “Bystanders to Genocide: Why the United States Let the Rwandan Tragedy Happen,” *The Atlantic*, <https://www.theatlantic.com/magazine/archive/2001/09/bystanders-to-genocide/304571/>
- Paul Cowen (2005), “The Peacekeepers” <https://www.nfb.ca/film/peacekeepers/> (83 minutes)

Questions this week:

- What is international law and where does it come from?
- What are international organizations and why do states create and use them?
- How does the UN promote peace and security?
- Are international law and international organizations important for global politics?

Module 12. Climate Change and Environmental Governance

Required Reading and Viewing (37 pages/4 minutes of audio)

- Robert Kaplan (1994), “The Coming Anarchy” *The Atlantic* (BB) (21 pages)
- Joshua Busby (2018), “Warming World” *Foreign Affairs* (BB) (7 pages)
- Raul Pacheco-Vega (2017), “The Environment” (IR) (9 pages)
- Listen or read: NPR (2009), “Climate Change Is Victim Of ‘Tragedy Of The Commons’” <https://www.npr.org/templates/story/story.php?storyId=120883813> (4 minutes)

Recommended Reading and Viewing

- Garrett Hardin (1968), “The Tragedy of the Commons,” *Science* 162(3859): pp. 1243-1248.
- Thomas Homer-Dixon (1991), “On the Threshold: Environmental Changes as Causes of Acute Conflict,” *International Security* 16(2): pp. 76-116.
- Simon Dalby (2016), “Environment and International Politics: Linking Humanity and Nature” *E-IR*: <https://www.e-ir.info/2016/05/23/environment-and-international-politics-linking-humanity-and-nature/>
- Camila Domonoske (2017), “What Exactly Is In The Paris Climate Accord?” *NPR* <https://www.npr.org/sections/thetwo-way/2017/06/01/531048986/so-what-exactly-is-in-the-paris-climate-accord>
- Steve Prins and Gwyn Rayner (2007), “The Wrong Trousers: Radically Rethinking Climate Policy” <http://eureka.sbs.ox.ac.uk/66/>

Questions this week:

- What is ‘the tragedy of the commons’ and why are such problems so hard to solve?
- Why is climate change a security issue?
- Why is climate change so hard to govern?

Module 13. Global Health Governance

Reminder: Written Response 4 is due this week

Required Reading and Viewing (41 pages/6 minutes of video)

- H. Markel (2014), “Worldly approaches to global health: 1851 to the present” *Public Health* 128: pp. 124-128. **(BB)** (5 pages)
- David P. Fidler (2010), “The Challenges of Global Health Governance” *Council on Foreign Relations International Institutions and Global Governance Program Working Paper*. https://cdn.cfr.org/sites/default/files/pdf/2010/05/IIGG_WorkingPaper4_GlobalHealth.pdf (read pages 1-26; 26 pages)
- Josh Busby (2020), “What International Relations Tells Us about COVID-19” *E-IR* <https://www.e-ir.info/2020/04/26/what-international-relations-tells-us-about-covid-19/> (10 pages)
- Paul Poast (2020), “COVID 2025: Changing the rules of international relations,” *University of Chicago* <https://news.uchicago.edu/videos/covid-2025-changing-rules-international-relations-paul-poast> (6 minutes)

Recommended Reading and Viewing

- Sara E. Davies Stefan Elbe, Alison Howell and Colin McInnes (2014), “Global Health in International Relations: Editors’ Introduction,” *Review of International Studies* 40(5): pp. 825-834. **(BB)**
- Colin McInnes (2015), “WHO’s next? Changing authority in global health governance after Ebola,” *International Affairs* 91(6): pp. 1299-1316.
- Explore some data on global health: Our World in Data, “Global Health,” <https://ourworldindata.org/health-meta>

Questions this week:

- What is global health governance and has changed over time?
- What are the roles and limitations of international organizations in global health governance?
- How do our different IR theories help us understand the COVID-19 pandemic? Which is most convincing to you and why?

Written Response 4 Details:

Prompt: You have a choice of topics week! The last two modules have examined pressing issues in global politics today: climate change and global health. Pick one (only one) of those two issues and answer the following two questions: (1) How does your issue relate to the security of the United States? Explain the logic and evidence that supports a link between your issue and US security as you see it. (2) What do you think is the best way to respond to this challenge and why? In answering this second question, consider the role of states and organizations and the challenges of responding to collective action problems. Be sure to make clear why you think your solutions are the right ones.

Reminders and Recommendations:

- Your Written Response should be 3-5 paragraphs, and must not be more than **800 words**.
- Be clear and concise and proof-read your **writing**. Avoid repetition.
- It is *not* recommended that you rely on quotations. Instead, synthesize material in **your own words**.
- Be sure to **cite** your claims properly, including using page numbers. Provide a **bibliography**. Failure to cite will result in a zero on this assignment. Problems with citation or the bibliography will drastically reduce your score.
- Be sure to **address all questions** or elements of the prompt.
- Impress your Instructor by demonstrating your knowledge of the **reading material**, including both required and recommended (rather than lecture material), and your ability to offer an informed viewpoint that is supported by cited evidence.
- **No additional research is required** beyond the *required* and *recommended* readings.
- For details regarding citations, expectations, and grading of your Written Response, as well as how to interpret your score, **see the Syllabus**.

Hints and Specific Suggestions:

- Be sure to only choose one issue (not both) for this question.

- It is recommended that this prompt be four paragraphs long: two to define your issue and survey how it relates to US security as we saw in the readings and two paragraphs to articulate your solutions with reference to details and evidence from the readings
- This response can and should draw on the required and recommended readings from Module 12 or 13 as you see fit, and another course reading you think would be useful.

Module 14. Global Civil Society and Protest

Required Reading and Viewing (31 pages)

- Raffaele Marchetti (2017), “Global Civil Society” **(IR)** (8 pages)
- Margaret E. Keck and Kathryn Sikkink (1999), “Transnational Advocacy Networks in International Politics” *International Social Science Journal* 51: pp. 89-101. **(BB)** (12 pages)
- Jeffrey Hanes (2017), “Voices of the People” **(IR)** (8 pages)
- Aleem Maqbool (2020), “Black Lives Matter: From social media post to global movement” *BBC News* July 10 2020, <https://www.bbc.com/news/world-us-canada-53273381> (3 pages)

Recommended Reading and Viewing

- Thomas Carothers and Richard Young (2015), “The Complexity of Global Protests” *Carnegie Endowment for International Peace*: <https://carnegieendowment.org/2015/10/08/complexities-of-global-protests-pub-61537>
- Steward M. Patrick (2020), “Black Lives Matter—for Social Justice, and for America’s Global Role” *World Politics Review* <https://www.worldpoliticsreview.com/articles/28839/black-lives-matter-for-social-justice-and-for-america-s-global-role>
- Amnesty International Ireland, “What is Amnesty International?” YouTube: <https://www.youtube.com/watch?v=cfzxiFzDT5U> (4 minutes)

Questions this week:

- What is global civil society? What are TANs?
- How do global civil society and TANs affect global politics?
- What explains the role and the effects of protests in global politics?

Module 15. Final Exam Review

Required Reading and Viewing

- Catch up on any missed readings

Recommended Reading and Viewing

- None

Questions this week:

- What are the key terms and issues we have covered in the class far?
- How can the theories we explored in Part 1 of the course provide insight into the issues we examined in Part 2?

Module 16. Final Exam

Final Exam: Monday December 7, 2020