

**POLS285. Introduction to International Relations**  
**Department of Political Science, Northern Illinois University**  
**Spring 2021 | Online**

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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 explain historical and contemporary global politics. This 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 approaches. We will survey the basics of each theoretical approach – or “analytical lens” as we'll term them – and we examine how and why each helps us “see” different issues in global politics in different ways. In the second part of the course, we examine a selective number of issues in global politics today. These include climate change, global health governance, nuclear weapons proliferation, terrorism, human rights and international law, and the role of protest and activism in global politics today.

Students will come away from the course with a set of analytical lenses and a depth of knowledge that will enable them to better understand current issues in global politics. This course will also empower students to participate in the process of crafting solutions to pressing global challenges, whether that be as a future policy-maker, 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 challenges in global politics and about potential solutions
- Be able to critically assess and critique scholarly writing
- Be able to articulate their views confidently and competently in written work

### **III. Anxieties and Getting Help**

Times are rough! 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 any other issues, do not hesitate to reach out. NIU has a number of resources available to you, including:

- Disability Resource Center (DRC): <https://www.niu.edu/disability/> Tel. 815-753-1303
- Student Counseling Services: <https://www.niu.edu/counseling/> Tel. 815-753-1206
- NIU has a number of other general support services that are listed here: <https://www.niu.edu/helping-huskies-thrive/get-help-now>
- As always, in the event of a crisis and for immediate help call 911.

#### **IV. Course Structure & Course Components**

##### **Course Outline:**

**Basics:** This is an online and *asynchronous* course. That means there are no required ‘live’ components to the course. The course is led by two instructors: Prof. Glas and Sarwar Minar.

**Required Components:** There are five course requirements: (i) reviewing weekly lecture material; (ii) completing weekly readings/viewings; (iii) completing weekly reading quizzes, (iv) four short written assignments; and; (v) completing the midterm and final exam. Students must plan ahead to complete these requirements. Students should plan to devote roughly 8 hours per week to this course.

**Optional Components:** There are two *optional* components to this course: weekly live online Q&A sessions with your two instructors and a weekly student-to-student online discussion board with other students in the class. Students may receive a course bonus for active participation in the optional components, as described below.

##### **Course Components:**

**i. Lecture:** A pre-recorded lecture or lectures, led by Prof. Glas, will be posted each Monday (narrated video slides and pdf slides). Students must review the lecture materials each week and should do so after completing the required readings (it will be most straightforward). Weekly lecture materials are roughly 30-60 minutes or 10 to 20 slides.

**ii. Weekly Reading and Viewing:** Each week you have roughly 20-50 pages of reading to complete and occasionally additional short videos and/or online media to review. Students should take notes on the key terms, arguments, issues, and examples from the readings.

**iii. Reading Quizzes:** Most weeks, you have a short time-limited reading quiz (5-10 minutes). These quizzes test your knowledge of the *required* readings for the week in which they are held (*not* the recommended readings). Quizzes are comprised of multiple choice and/or short answer questions. You can write a quiz any time Monday to Friday by 11:59pm within the week it is assigned. There are 10 quizzes, each worth 1 course point.

**iv. Written Responses:** There are four (4) short, argumentative response papers throughout the course. These are akin to ‘mini-essays,’ asking you to examine a debate or issue from the course in some detail and to 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). Each written response is worth 10 course points.

**Want to plan ahead?** The prompts and questions for each of the four written response assignments are noted in the course schedule of this syllabus below.

Prompts and questions for each written response will be provided on a Monday. The written response is due the following Friday (by 11:59pm):

Response 1	Prompt: Feb. 1;	Due: Feb. 5
Response 2	Prompt: Feb. 22;	Due: Feb. 26
Response 3	Prompt: March 15;	Due: March 19
Response 4	Prompt: April 5;	Due: April 9

Your written responses will be assessed as follows:

**Written Response Rubric**

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

**Citations are Required:** Note that failure to cite will lead to a zero out of 10. If you are unsure how to cite, see: [http://www.chicagomanualofstyle.org/tools\\_citationguide/citation-guide-2.html](http://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html) for a handy guide. **No bibliography is required.**

**Feedback:** Comments on your responses will be brief. Students can use the below table to understand their score (and to prepare). If you would like to discuss specific feedback and/or more detail as to how to improve, please join Sarwar’s Q&A sessions.

**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 instructors if unclear.

**Note:** all students are encouraged to make use of Sarwar’s Q&A sessions to discuss the written responses *before* and *after* submissions to help you prepare for and to improve on your responses.

**v. Exams:** There are two exams in this course. The **midterm exam** consists of multiple choice, short answer, and long answer questions based on the required readings and lecture material from Weeks 1-8. Students will have 75 minutes (one hour and 15 minutes) to write the midterm exam. The midterm exam is scored out of 20 points and is worth 20 course points.

**Midterm exam:** online **Friday, March 5, 2021**; available from 10am to 8pm

The **final exam** is cumulative of all required readings and lecture material in the course (Weeks 1-15). It will consist of multiple choice, short answer, and long answer questions. Students will have 90 minutes (1 hour and 30 minutes) to write the final exam. The final exam is scored out of 30 points and is worth 30 course points.

**Final exam:** online **Monday, April 26, 2021**; available from 10am to 8pm

You may sit the exams any time during the times noted, but you cannot pause, re-start, or re-write an exam. Exams cannot be made-up. Students must **plan ahead** now to sit the exams during the days/times noted. Further details will be provided in advance of each exam.

**vi. Weekly Q&A Sessions:** Each week there are two *optional* Q&A sessions. These are times to talk about lecture or reading materials, receive extra feedback on your assignments, prepare for the exams, or discuss anything you like! Access the sessions via the Blackboard

Collaborate (left-side menu of the course page). Please attend on time with specific questions. These are times for students who want some face-to-face interaction with your two instructors, to receive more detail about cases or issues in the lecture and reading materials, and those who desire greater feedback on assignments. These times are for you! Make use of them as often or as little as you like. These sessions are entirely optional.

**Monday Q&A:** led by Prof. Glas from 1-2pm

**Friday Q&A:** led by Sarwar from 11am-12pm

**Additional Help:** If – for any reason – you cannot join the Q&A sessions, students are welcome to email Prof. Glas and Sarwar to set up alternative times to speak.

**vii. Discussion Board:** There is an *optional* student-led discussion board each week. This is a place for 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, this is a space for student to student discussion. It is entirely optional.

**viii. Bonus Points:** Students can earn up to 2 bonus points for their active participation in the optional components of this course: the weekly Q&A sessions and/or the student-to-student discussion board. Active participation in at least 15 sessions/posts will lead to 2 points. Active participation in 8 sessions/posts will lead to 1 point. Active participation means asking or answering questions in the student-to-student discussion board or engaging in live discussion in the Q&A sessions with Sarwar and/or Prof. Glas.

## V. Grade Distribution

Assessment	Course Points
Reading Quizzes (10 x 1 point)	10
Written Assignments (4 x 10 points)	40
Midterm Exam	20
Final Exam	30
Bonus (up to)	2

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-	

## VI. Course Policies:

### **Email and Communications:**

**Blackboard:** Course communications come from Blackboard announcements posted online and often sent to your NIU email address. This will include weekly reminders. It is essential students review this syllabus, check their NIU email regularly, *and* visit the course Blackboard page early in the week each week to review what is required.

**Email Policy:** Both Prof. Glas and Sarwar are available via email when you have questions or concerns. These are professional communications: please be respectful and formal, and proof-read your correspondence. A 24-hour turnaround time during the week should be anticipated (longer over the weekend). Please consult this syllabus before emailing, as your question may be answered here.

**Note:** All email communication must be done from your **NIU email address** and must include the **course code (i.e. “POL285”) in the subject line**. Those two requirements help us ensure your emails are received and read in a timely manner. If you ignore this, we will likely miss your email.

### Assessments Details

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

**Question pools:** Questions for the exams and quizzes are drawn from “question pools.” This means exams and quizzes will be different for each student.

**Written responses on the exams:** For the short and long answer questions for the midterm and final exams, it is strongly recommended that students answer the question ‘offline’ (i.e. in Word) and then copy and paste their answer into the question boxes provided (be sure to do so before time is up). This can provide a ‘back-up’ if there are technical problems.

**Academic dishonesty:** This course takes academic misconduct and plagiarism seriously. Don’t risk a failing grade. Do **not** consult with others while writing exams and quizzes or preparing your written responses. It is strictly **forbidden** to consult with anyone (e.g. another student, friend, or family member) while completing course assessments. Evidence of such behavior will lead 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 will treat any as serious academic dishonesty. All assignments and exams will be inspected using plagiarism detection tools. 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/>). If you have any questions relating to academic practices, academic integrity, and issues of plagiarism and/or citation please join the Q&A sessions to chat about them.

**Drafts and notes:** Students should retain all drafts, preliminary work, and research notes, as well as all *graded and returned* course assignments, until course grades are finalized. Your instructors may request to review draft or finalized material at any point during the course and/or discuss assignments, quizzes, and exams with you directly.

### Submission Instructions:

**Blackboard Submissions:** All quizzes, exams, and written assignments must be submitted using Blackboard. Assignments are **not accepted via email** (unless requested). Submit

written responses directly into the window provided on Blackboard by copying-and-pasting text. Do *not* submit Word or PDF documents online. Check and correct formatting before submitting.

**Lates and Make-Ups:** Note that quizzes and exams cannot be made up or written late. Plan ahead and request accommodations or extensions *before* missing a deadline (all noted below). For your written 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 you will receive a **zero**. Assignments are accepted at the time noted on Blackboard. If you anticipate missing a deadline, reach out to Prof. Glas before you miss it.

### **Accommodations, Extensions, and Incompletes:**

**DRC:** Times are tough, and extensions and accommodations are possible in this class. If you have any issue that impacts your ability to learn or succeed in this course you are strongly encouraged to contact the **Disability Resource Center (DRC)** at NIU as soon as possible ([www.niu.edu/disability/](http://www.niu.edu/disability/)) and to make formal arrangements for accommodations. Note that if you would rather not speak to your instructors, the DRC can assist you in making appropriate accommodations with your instructors discretely.

**Speak to Prof. Glas:** In addition, you should feel welcome speak to Prof. Glas and to request an extension or accommodation for *any* for medical, emotional, professional, or familial reason – or any other issue that impacts your ability to succeed in our course. I'll be understanding! But I ask that you be in contact with me, Prof. Glas, before you miss a deadline rather than after it.

**Final Appeal Date:** Note that *no* accommodation or extension is possible after **Thursday, April 22, 2021**. That is the last day to make requests for accommodation or appeal to submit any late assignment.

**Incompletes:** Requests for an “Incomplete” designation in this course are only accepted under extenuating circumstances and at the discretion of Prof. Glas. Requests must be made to Prof. Glas **prior to April 27, 2021** (when the course is closed and grades finalized).

### **Preferred Names and Pronouns:**

Your instructors will call you by your name and use your pronouns. If your name or pronoun is different than on the university roster, please let us know. As an NIU student, you are able to change how your 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. Should you want to update your preferred/proper name, you can do so here: <http://www.niu.edu/regrec/preferredname/index.shtml>

### **Technical Requirements:**

**Blackboard Ultra:** This course uses Blackboard Ultra. Students should familiarize themselves with Blackboard Ultra and all technical requirements as soon as possible. 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>

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

## **VII. 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 the 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 the schedule below)

All additional required readings are available freely online (see links provided – cut and paste them as needed) or they 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 your written responses. If any student desires additional recommended readings, please let me know and 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 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>

## VIII. Class Schedule

### **Overview:**

Use this overview to plan ahead. You know all the due dates for each component of the course. The prompts for each Written Response are noted in the detailed schedule below. Please plan head to meet these deadlines. Be sure to request accommodation or extensions *before* you miss a deadline.

<u>Week #</u>	<u>Start Day</u>	<u>Topic</u>	<u>Assessment:</u>
<b><u>Part 1: The Study of IR</u></b>			
1	January 11	Introduction	Quiz 1
2	January 18	Thinking Analytically about Global Politics	Quiz 2
3	January 25	Traditional Theory 1. Realist Theory	Quiz 3
4	February 1	Traditional Theory 2. Liberal Theory	Quiz 4 Written Response 1: Friday Feb. 5.
5	February 8	Social Theory: Constructivist & Feminist Approaches	Quiz 5
6	February 15	Critical Theory: Marxist & Postcolonial Approaches	Quiz 6
7	February 22	Foreign Policy-Making	Written Response 2: Friday Feb. 26.
8	March 1	Midterm Review and Midterm Exam	Midterm Exam: Friday March 5.
<b><u>Part 2: Contemporary Issues in IR</u></b>			
9	March 8	Nuclear Weapons	Quiz 7
10	March 15	Terrorism	Written Response 3: Friday March 19.
11	March 22	International Law & Organizations	Quiz 8
12	March 29	Climate Change & Environmental Governance	Quiz 9
13	April 5	Global Health Governance	Written Response 4: Friday April 9.
14	April 12	Global Civil Society and Protest	Quiz 10
15	April 19	Final Review	
16	April 26	Final Exam	Final Exam: Monday April 26.

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

## Detailed Course Schedule:

### Week 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 to consider 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?

### Week 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 to consider 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?

### Week 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=PFMeGufebJk>. (9 minutes)
- Watch: John Mearsheimer (2014), "Structural Realism" *The Open University*. YouTube: <https://www.youtube.com/watch?v=RXllDh6rD18&list=PLhQpDGfX5e7C6FA5IYU3VPYN7kWHl1mxQ&index=1> (9 minutes) (Transcript available here: [http://podcast.open.ac.uk/feeds/3002\\_internationalrelations/transcript/33023\\_meirsheimer\\_on\\_realism.pdf](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 to consider 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?

## Week 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](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 to consider this week:

- What is *classical* liberalism?
- What is *neoliberalism*? What is ‘neo’ (new) 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:

This is your first written response. Nice! Remember that we want to reward you for your hard work and for your knowledge of course materials, especially the readings. Show your work and your knowledge off in this response. Treat it like a “mini-essay” where you’ve been asked to make an informed argument based on the course readings.

**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?

Answer these two questions in a mini-essay, demonstrating your knowledge of the reading materials from this week. Be sure to cite properly including page numbers (see the **link on page 5 of the syllabus for a citation guide**). Make an informed argument that impresses us with your hard work and knowledge.

### 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. **No bibliography** is required. Failure to cite will result in a zero on this assignment. Problems with citation 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 Written Response 1:

- For this response, be sure to discuss 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. So use your readings – show off all your hard work and all your knowledge!
- For this response, it is advised that you write three (3) 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 doing three things well in this written response: (i) accurately explaining each theory as we saw in our readings; (ii) making clear how and why each has a different view of war and cooperation and the USA-China relationship, something we also saw in our readings this week, and (iii) showing us, with some detail, why *you* think one is better at explaining that USA-China relationship than the other (i.e. making an informed argument).
- This response can and should draw on any of required and recommended readings you see fit from weeks 3 and 4, and another course reading you think would be useful.

## Week 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=PLhQpDGfX5e7C6FA5IYU3VPYN7kWHl1mxQ&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 to consider 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?

## Week 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 to consider 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?

## Week 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. Arreguín-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:** You have now explored the major theories in IR and developed a good familiarity with each – well done! These theories include the *traditional* theories of realism and liberalism, the *social* theories of constructivism and feminism, and the *critical* theories of Marxism and postcolonialism. For this response, we want to know which theory you think is most useful to us as students of global politics and why; why one is better than others. So, 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 to *show us why* it is so useful to you by reference to at **least three (3) examples** drawn from the readings (i.e. cases, issues, or events that the theory helps us to explain).

### 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. **No bibliography** is required. Failure to cite will result in a zero on this assignment. Problems with citation 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 Written Response 2:

- Important note: You should avoid repetition with Written Response 1 as best you can. We cannot reward you for simply repeating the summary or argument you made in the last response. However, you may use the realist or liberal tradition as you discussed in Written 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 well:
  - (i) clearly summarize a theoretical lens with useful detail based on the readings (i.e. showing off all your knowledge of the relevant readings);
  - (ii) show at least three examples of why it is so useful to explain global politics by drawing on examples from our readings (or other examples as you see fit) and,
  - (iii) show why other theories are less useful. For example, think about this: If feminism and its focus on gendered discourse and patriarchal power is really useful to explain Trump or Biden’s foreign policy, why is it more useful than realism’s focus on state power or Marxism’s attention to class interests? If realism helps account for the persistence of war between states over time based on the rationality of states under the security dilemma, why that more convincing to you than a constructivist focus on the role of ideas, identities, and norms?)
- For this response, it is recommended that you write four (4) 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 weeks 3-6, and another course reading you think would be useful.

## Week 8. Midterm Review and Midterm Exam

**Midterm Exam: Friday March 5, 2021 from 10am to 8pm**

### Required Reading and Viewing

- Catch up on any missed readings

### Recommended Reading and Viewing

#### Questions to consider 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?

## Week 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 to consider 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?

## Week 10. Terrorism

**Reminder: Written Response 3 is due this week**

### Required Reading and Viewing (20 pages, 6 minutes of video)

- Katherine E. Brown (2017), "Transnational Terrorism" **(IR)** (11 pages)

- Jeff Gruenewald et al. (2020), “19 years after 9/11, Americans continue to fear foreign extremists and underplay the dangers of domestic terrorism” *The Conversation*: <https://theconversation.com/19-years-after-9-11-americans-continue-to-fear-foreign-extremists-and-underplay-the-dangers-of-domestic-terrorism-145914> (4 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](https://www.nytimes.com/2015/06/28/world/americas/isis-online-recruiting-american.html?_r=0) and (optional) the accompanying video, Poh Si Teng and Ben Laffin (2015), “Flirting with the Islamic State.” (about 5 pages)
- Interview with Graeme Wood (2015) on “What ISIS really wants”: [https://www.youtube.com/watch?time\\_continue=2&v=BffgEexuDNE&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=2&v=BffgEexuDNE&feature=emb_logo) (6 minutes) (see the recommended reading below for much more detail!)

### 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/> (5 pages)
- Graeme Wood (2015), “What ISIS really wants” *The Atlantic* <https://www.theatlantic.com/magazine/archive/2015/03/what-isis-really-wants/384980/>

### Questions to consider 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:

You’re well prepared for your third written response now, because you’ve already done this twice! Well done. Please consult the feedback we’ve provided on your first two responses and please join in the Q&As this week if you’d like to talk about how to ensure this response is even better than your first two.

**Prompt:** As we have read and heard, terrorism is not new. It is a long-practiced form of asymmetrical violence that has been tremendously difficult to respond to. This response hopes that you will reflect on all the required readings this week to consider terrorism and how best states or other groups of actors should respond to it given what we’ve read this week. 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. We want to see you make connections across 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. **No bibliography** is required. Failure to cite will result in a zero on this assignment. Problems with citation 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 Written Response 3:

- 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 – domestic and transnational, as we’ve

read – with reference to examples and details from the readings and (iii) offer an *informed* and thoughtful reflection as to what states (like the USA or others) and or organizations (like the UN or NATO or others) should do and why.

- It is recommended that this response be four (4) paragraphs long: 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 week 10, and another course reading you think would be useful.

## Week 11. International Law & Organizations

### Required Reading and Viewing (43 pages)

- Knut Traisbach (2017), “International Law” (IR) (7 pages) (13 pages)
- Shazalina 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 to consider 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?

## Week 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-JR*: <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 to consider 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?

## Week 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](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 to consider 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:

This is your final written response – well done! This one should be your best response in the course, because you've had plenty of practice with these short assignments. Consider the feedback you've received but if you have questions about to improve from your previous responses, please email us or – better yet – join our Q&As and we're happy to help as best we can.

**Prompt:** You have a choice of topics week! In weeks 12 and 13 we have examined major, pressing issues in global politics today: climate change and global health. As we've seen, historically neither was seen as a "security" issue, especially for a major power state like the United States. In fact, until recently, global politics classes like this one did not discuss them. This week we want to see you explore how and why one of these two issues is important to US security today. Pick one (and only one) of those two issues (climate change or global health) 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. **No bibliography** is required. Failure to cite will result in a zero on this assignment. Problems with citation 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 Written Response 4:

- Be sure to only choose one issue (**not** both) for this question. Focus on making links between the readings no matter which of the topics you choose.
- It is recommended that this prompt be four (4) paragraphs long: two to define your issue and explain 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. Be sure to make clear why your potential solutions are best – what are the trade-offs, complications, or limitations?
- This response can and should draw on the required and recommended readings from weeks 12 or 13 as you see fit, and another course reading you think would be useful.

### Week 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=cfzxjFzDT5U> (4 minutes)
- “Mapping Black Lives Matter Protests Around The World” WBUR (June 20, 2020) <https://www.wbur.org/hereandnow/2020/06/22/mapping-black-lives-matter-protests>

#### Questions to consider 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?

### Week 15. Final Exam Review

#### Required Reading and Viewing

- Catch up on any missed readings

#### Recommended Reading and Viewing

- None

#### Questions to consider 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?

**Week 16. Final Exam**

**Final Exam: Monday April 26, 2021 from 10am to 8pm**