



POLS 1600: INTRODUCTION TO INTERNATIONAL POLITICS FALL 2023

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Office Hours: Tuesdays 12.45 pm – 2 pm, or by appointment, in person or online

(<https://slu.zoom.us/j/730373101>)

Class Meetings: Tuesdays & Thursdays, 2.15 pm – 3.30 pm, Xavier G08.

COURSE DESCRIPTION AND PREREQUISITES

This course provides a broad exploration of the study of international politics, a major field in political science. Political scientists are interested in understanding and explaining why observable political phenomena occur. The domain of international politics concentrates on the political behavior of states, groups, and individuals at the international level. Consequently, we will mainly be focusing on how actors interact in the international system and how interests and institutions affect these interactions. Throughout the class, we will evaluate and contrast major approaches to international politics in conflict and cooperation, international political economy, decision-making, and transnational relations, and discuss how empirical evidence and key historical events relate to and inform theory.

The class combines elements of theory, history, and discussion of current events. After an overview of major theories and concepts, we will jump into wars (blood), continue with international political economy (money), and several important topics in international relations that are especially relevant to understanding the international system of the 21st century, such as international norms, issues dealing with environmental policy cooperation, and nuclear proliferation and deterrence. We will conclude the class by looking at the future of International Relations and by analyzing the potential consequences of the rise of China and India.

As an introductory course, this class has no prerequisites.

Learning Goals, Objectives, and Outcomes

This course is designed to help you to gain knowledge and understanding on how international relations work. A key objective is to uncover the difference between being well-informed about

current international affairs and being able to analyze international politics. While being well-informed is wonderful, the main goal of the course is to help you develop the critical skills required to systematically analyze international politics. We will endeavor not just to familiarize you with the literature, but also to stimulate your curiosity to pursue new research questions. An important goal of the course is also to equip you with the critical mindset and the analytical tools required for conducting such research.

The most important intellectual requirement of critical analysis is to learn to confront arguments (from a gut feeling to theories and hypotheses) with evidence on both sides of the issue. Arguments without evidence convince no one.

Upon successful completion of the course, you will be able to:

1. Identify key actors in the international system.
2. Explain the major theories and concepts of international relations.
3. Define historical trends in the development of the international system.
4. Interpret historical and current events from the perspective of major theories.
5. Outline the external and domestic causes of conflict and cooperation.
6. Develop an informed opinion about foreign policy options and think critically about current events.
7. Effectively communicate your opinions about international politics.

COURSE TEXTBOOK

Jeffrey A. Frieden, David A. Lake, and Kenneth A. Schultz (2022). *World Politics: Interests, Interaction, Institutions*. 5th Edition. New York: W. W. Norton & Company. ISBN: 978-0-393-87223-1.

The textbook (Frieden, Lake, and Schultz hereafter) is available for purchase at the bookstore and online retailers.

The majority of the readings will be from this book, so you are required to purchase it. Additional readings are also required and will be put on Canvas. You are encouraged to bring in whatever interesting reading you find for class discussion. The world is dynamic and often has ongoing issues that can help illustrate the topic, and as such, news articles may be added as needed. Expected topics are listed on the schedule.

The following books are not required for this class, but they are recommended for students who are interested in the wider topic.

Abigail E. Ruane and Patrick James (2012). *The International Relations of Middle-Earth: Learning from the Lord of the Rings*. Ann Arbor, MI: The University of Michigan Press. ISBN: 978-0-472-07182-1.

Drezner, Daniel W. (2022). *Theories of International Politics and Zombies (Apocalypse Edition)*. Princeton, NJ: Princeton University Press. ISBN: 978-0-691-22351-3

Although these books are not required, they provide engaging summaries of important theories of international relations using LOTR or a Zombie apocalypse. Thus, students interested in mixing fantasy and political science can consider purchasing them. There are many other important and interesting books on International Relations and/or specific topics in International Relations – if you are interested, please come to my office hours or make an appointment for recommendations.

COURSE REQUIREMENTS, ASSIGNMENTS, AND EXPECTATIONS

Course Organization

The class will meet in person two times a week, on Tuesdays and Thursdays. Lecture slides will be posted online each week as supplementary material to the readings. My main tool for communicating with you is going to be Canvas/Email. I will post any announcements, schedule changes, extra readings, or news through Canvas and/or Email. Therefore, I suggest you check the POLS 1600 tab on your Canvas pages every day to see if there are any changes.

The 29 separate lectures for this course are packed over a relatively short period in your lives. During the semester, you're going to be busy with lots of other courses and activities, and when the semester is over, you're going to move on to many wonderful adventures and accomplishments. You won't remember everything from POLS 1600 (least of all, the course number). But hopefully, you'll remember some key lessons. My strategy is to teach the course with life-long learning in mind (so you might remember something you learned in this class in 20 years). We will, therefore, use multiple methods to reinforce the main takeaway messages of the course.

Readings

You are expected to have completed the readings prior to class each week because lectures largely engage with the readings and move beyond them. Thus, you should have completed the readings in order to follow and participate in class sessions.

The course will also refer to several movies, documentaries, and short video clips regarding important historical events to illustrate in a more dramatic fashion some key lessons.

Main Text: Each week will include one or two chapters from FLS. The chapters provide a general introduction to the topics and introduce theories of international relations.

Additional readings: Some weeks will include readings from academic or popular journals, books, newspapers, or web pages. These readings go beyond the general theories and expose you to actual research or policy debates. Some of these papers might have empirical tests or formal models, but you are not responsible for the methodological parts. You should try to understand the main

questions raised by the authors, their approach, theoretical perspectives, and main findings and discussions.

Analysis Papers

You are required to complete two analysis essays based on prompts that come from the course readings. In these papers, you will be asked to make and defend an argument. These papers should be 1000-1250 words (approx. 4-5 pages) long, double-spaced with Times New Roman, 12-point font size, and regular margins. More details about these papers will be provided during the semester.

News of the World

Keeping up with the news will reinforce what you learn in class and provide more examples of IR issues. Starting on September 5, we will start the Tuesday classes by discussing current international events and news. Every student is expected to review the current events related to International Relations, introduce a news item to the class, and brief the class about why the news item is important. This activity will count towards your participation.

Some good sources I suggest you follow daily or weekly are, but not limited to, Aljazeera, allAfrica, BBC, The Christian Science Monitor, CNN, The Economist, Euronews, The Financial Times, The Guardian, The New York Times, The Wall Street Journal, The Washington Post, and Xinhuanet. Most of the articles from the aforementioned magazines and newspapers are publicly available, and those that are still gated should be available in the library. It is entirely likely that the questions on the midterm and the final will require you to be up-to-date on current events.

I also recommend listening to National Public Radio (<http://www.npr.org/>), which provides high-quality debates (but keep in mind that it is US based and focused), and checking the website of the Council on Foreign Relations (<http://www.cfr.org/>), which is an independent source with a wide range of ideological research and editorials (and provides more complex reports on the issues of the day).

Map Quiz

Early in the semester, you will take a map quiz, which will require you to identify 30 randomly selected countries. The map quiz will take place on September 5.

Tests

Quizzes: There will be several 5-10 minute (announced and unannounced) quizzes throughout the semester. The quizzes may be announced at the previous class or through Canvas/Email, but pop

quizzes may also come up at any time during class time. The quizzes will include questions from the readings and material we covered in the previous classes. There is no predetermined number of quizzes.

Exams: There is a midterm exam and a final exam. The final exam is non-cumulative (but keep in mind that the material covered in class is cumulative by nature. For instance, you will still have to know about the major theories of IR for the final exam).

The **tentative** date for the midterm exam is **October 19**. The final exam is scheduled for **December 15**. The exact date for the midterm exam will be confirmed in the course of the class.

Detailed information about the content and dates will be discussed in class and posted on Canvas.

Missed Exam / Late Work Policy

The general rule is that a missed exam cannot be made-up. However, make-ups or rescheduling exams will be handled on a case-by-case basis.

For unplanned absences due to emergencies, please contact me as soon as possible to discuss the case and make the appropriate arrangements.

Late work for assignments, quizzes, and analysis paper is most of the time gladly accepted, but it will result in penalties in grading. This is done for equity reasons to level the playing field for those who manage to turn their work products in on time.

Note that you are not guaranteed to get an extension or a make-up.

Grading

Your final grade will be determined as follows:

Midterm Exam	25%
Final Exam	27.5%
Analysis Papers	25% (12.5% each)
Map Quiz	5%
Quizzes, Attendance, and Participation	17.5%

If we have more than 3 quizzes, the lowest quiz score will be taken out of the final grading.

Extra-credit assignments throughout the semester are possible – but undetermined. Any extra credit assignments and their weights will be announced over the course of the semester.

To determine your final letter grade, the following scale will be used:

Letter Grade	Percentage	Letter Grade	Percentage	Letter Grade	Percentage
A	93% - 100%	B	83% - 86%	C	73% - 76%
A-	90% - 92%	B-	80% - 82%	C-	70% - 72%
B+	87% - 89%	C+	77% - 79%	D	60% - 69%
				F	below 60%

I may, at my discretion, impose curves on assignments and final grades and alter the grading scale to require fewer percentage points to obtain a particular letter grade.

Attendance, Participation, and Classroom Behavior

Attendance in this class is not mandatory. However, class attendance is necessary to learn the material and succeed in this class. This course has been designed intentionally such that the activities and discussions we experience in class are essential for your learning and success. Your peers and I can summarize the learning that took place, but we cannot reproduce those experiences for you. Therefore, I invite you to be discerning about when and why you miss a class. You will not be automatically penalized, in terms of grading, for being absent, but every absence has the built-in “penalty” of missed learning and practice. This means that missing too much of what happens during class time will make it hard for you to pass exams, prepare high-quality assignments, and contribute equitably to group projects. Because later work in the semester builds on earlier work in the semester, missing too many class meetings may put you in a position where you simply cannot “catch up,” and withdrawing from the course may be in your interest. If I see that you are moving toward this outcome, I will let you know by email and in person.¹ Nevertheless, each one of you is responsible for keeping up with the assigned materials and being aware of schedule or exam date changes.

You are expected to participate actively and meaningfully (that is, following the discussions closely, contributing informed answers to the questions, taking notes actively, and asking relevant questions). Effective engagement in the course is demonstrated through consistent and thoughtful contribution to the classroom community (which includes asking thoughtful questions, not just contributing your own views), through focused attention to course materials and conversations, and through general responsiveness to (and respect for) your peers. Engagement does not always mean talking a lot (in fact, talking for its own sake can often look like the opposite of engagement). Ideally, you will be engaged, self-directed, and motivated to advance understanding for all of us in our class.

You are also expected to be respectful of the classroom, the space, and each other. If you are not able to attend the class for any reason, please let me know ahead of time. During class discussions, you are expected to remain respectful of your fellow students and their perspectives. Examples of disruptive behavior include, but are not limited to, consistently showing up late to class, leaving early without prior approval, walking out in the middle of a lecture without prior approval, or

¹ If you have an unexpected situation arise, or if you anticipate significant absence, due to medical or other reasons, please schedule a meeting with me as soon as possible to discuss the implications for your success in the course.

chatting and being noisy in the middle of a lecture or another student's discussion. If you insist on showing any disruptive behavior in the class, you may be asked to leave the room.

Important Dates²

Map Quiz: September 5

Analysis Paper I: October 17*

Midterm Exam: October 19*

Analysis Paper II: December 4*

Final Exam: December 15

INSTRUCTOR FEEDBACK AND COMMUNICATION

The best time to get in touch with me is during office hours. If you can't make it to the office hours, you can make an appointment to meet some other time. You can also contact me via email. I will try to respond as soon as possible.

The office hours will take place in person and using Zoom. You can virtually meet me during office hours or a predetermined meeting time by clicking the link, <https://slu.zoom.us/j/730373101>. If you want to talk another way, please inform me in advance so we can make the arrangements.

Email Communication

When contacting me through email, please type "POLS 1600" at the beginning of the subject of the email (for example, "POLS 1600: XXXXXXXX"). This will make it easier for me to classify your email and eliminate the chance that I might inadvertently delete it.

Feedback

Timely, specific feedback is essential for growth and learning. Throughout the semester, I will provide you with feedback of various kinds, including informal feedback in meetings and during class and formal feedback on exams and assignments. My expectation is that you will read all written feedback, ask questions about feedback you do not understand, and wrestle with the feedback to identify future actions you can take to improve your learning and performance. Even feedback given at the end of the semester is intended to shape your thinking and your work going forward.

Similarly, you will have opportunities to provide me with feedback on how things are going in the course. Around the mid-term, I will invite you to respond to a short, anonymous online survey to

² The dates with the * indicate tentative dates.

help me better understand your experiences in the course so far. At the end of the semester, you'll also be invited to complete a more comprehensive online evaluation of the course. Along the way, I may ask the class for feedback on specific tasks or assignments – or even if I do not ask, feel free to contact me any time to provide me with your thoughts and suggestions (or just leave anonymous notes with feedback in my mailbox). In all cases, I ask you to treat this process with the same care you hope I bring to the work of providing feedback. Ideally, we all commit to some key principles when providing feedback: reflecting on specific experiences, providing concrete examples and suggestions, and reflecting on our views to ensure any biases we may bring are not interfering with our ability to provide useful feedback. Irrelevant from the feedback part, please email me if you are reading this. The first two students to detect this and email me will get a prize!

All of your feedback on this course and the ways in which it has been designed and taught will be taken seriously and will inform how I approach the design and teaching of the course in the future. Indeed, the course looks the way it does today because of constructive feedback from previous students.

Mistakes

From past experience, I have noticed that there is always a chance of instructor mistakes. In order to catch these mistakes quickly, I will buy the first student to catch a substantive numerical, or conceptual mistake in the lecture notes a latte (or a drink of their choice from Kaldi's Coffee). This is meant to incentivize the students to be vigilant and pay attention, and the instructor (me) to be careful. A "substantive mistake" means a false statement that will mislead students. A typo is not considered a substantive mistake, but I do appreciate them being pointed out to me.

OTHER IMPORTANT MATTERS

Academic Integrity

Academic integrity is honest, truthful, and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service through which SLU fulfills its mission. The University strives to prepare students for lives of personal and professional integrity and therefore regards all breaches of academic integrity as matters of serious concern. The full University-level Academic Integrity Policy can be found on the Provost's Office website at: <https://www.slu.edu/provost/policies/academic-and-course/academic-integrity-policy.pdf>.

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

If the instructor believes that you have used outside help writing any portion of your assignments or exams, the instructor may scrutinize your assignment or exam and question you orally to adjust the written assignment. You are expected to stand by and defend your answers in the written assignments and exams.

Title IX

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual harassment, including sexual assault, stalking, domestic or dating violence, we encourage you to report this to the University. If you speak with a faculty member about an incident that involves a Title IX matter, **that faculty member must notify SLU's Title IX Coordinator and share the basic facts of your experience.** This is true even if you ask the faculty member not to disclose the incident. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

Anna Kratky is the Title IX Coordinator at Saint Louis University (DuBourg Hall, room 36; anna.kratky@slu.edu; 314-977-3886). If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK or make an anonymous report through SLU's Integrity Hotline by calling 1-877-525-5669 or online at <http://www.lighthouse-services.com/slu>. To view SLU's policies, and for resources, please visit the following web addresses: <https://www.slu.edu/about/safety/sexual-assault-resources/index.php>.

Disability Accommodations

Students with a documented disability who wish to request academic accommodations must formally register their disability with the University. Once successfully registered, students also must notify their course instructor that they wish to use their approved accommodations in the course.

Please contact the Center for Accessibility and Disability Resources (CADR) to schedule an appointment to discuss accommodation requests and eligibility requirements. Most students on the St. Louis campus will contact CADR, located in the Student Success Center and available by email at accessibility_disability@slu.edu or by phone at [314.977.3484](tel:314.977.3484). Once approved, information about a student's eligibility for academic accommodations will be shared with course instructors by email from CADR and within the instructor's official course roster. Students who do not have a documented disability but who think they may have one also are encouraged to contact to CADR. Confidentiality will be observed in all inquiries.

Student Success Center

The Student Success Center (SSC) supports students in reaching their goals in and out of the classroom. Providing a variety of resources, the Student Success Center houses both the Center for

Accessibility and Disability Resources (CADR) and Academic Support, which includes Tutoring, Supplemental Instruction, University Writing Services, and Student Success Coaching. The Student Success Center is located in the Busch Student Center, Suite 331, and students can make an appointment with any SSC resource via EAB Navigate. To learn more about the Student Success Center and its resources, please visit: <https://www.slu.edu/life-at-slu/student-success-center/index.php>.

University Writing Services

University Writing Services offers one-on-one consultations with trained writing consultants who help with everything from brainstorming, outlining, and proposing research questions to documenting sources, revising, and implementing feedback. These consultations can take place in-person, asynchronously, or via Zoom and can be scheduled through EAB Navigate – Student. Getting feedback benefits writers at all skill levels on different writing projects (including but not limited to class assignments, conference papers, cover letters, dissertations, group projects, multimedia assignments, personal statements, senior capstone projects, short answer questions on applications, speeches, and theses). For additional information, visit <https://www.slu.edu/life-at-slu/student-success-center/academic-support/university-writing-services/index.php> or send an email to writing@slu.edu.

University Counseling Center Syllabus Statement

The University Counseling Center (UCC) offers free, short-term, solution-focused counseling to Saint Louis University undergraduate and graduate students. UCC counselors are highly trained clinicians who can assist with a variety of issues, such as adjustment to college life, troubling changes in mood, and chronic psychological conditions. To make an appointment, call 314-977-8255 (TALK), or visit the clinic on the second floor of Wuller Hall. For after-hours needs, please press #9 after dialing the clinic number.

Basic Needs Security

Students experiencing food insecurity, housing insecurity, and any other challenges that are impacting their personal and/or academic wellbeing are encouraged to contact the Dean of Students Office for support. Students can submit an [intake](#) form, email deanofstudents@slu.edu, or call 314-977-9378 to connect with their office. Students may also communicate directly with their instructors about any challenges they are experiencing to receive support and resource referrals.

Wellness

All students experience stressors and challenges at some point, and seeking support is beneficial. Such challenges may be the result of academic concerns (such as those related to particular

assignments or content in a course), or they may be more personal in nature (such as concerns related to relationships, mental health, loss, identities, alcohol or drugs, housing or food security, or finances, among other things). If you experience these or other difficulties, please consider seeking support from the resources available to you.

- For concerns related to this course, please contact me. I am invested in your success and will support your success in the ways I can.
- Additionally, you have access to the many resources SLU provides in support of your personal wellness. You will find a list of available resources on the Well-being page of the SLU website.

If you or someone you know is experiencing a crisis: please consult the Crisis Support and Warning Signs on the University Counseling Center website.

In the spirit of cura personalis, the University sees your academic success as connected to your health and well-being and provides resources to support your holistic wellness.

Mandatory Syllabus Material for University Core Courses/Experiences

Global Interdependence:

This course is part of the Saint Louis University Core, an integrated intellectual experience completed by all baccalaureate students, regardless of major, program, college, school or campus. The Core offers all SLU students the same unified approach to Jesuit education guided by SLU’s institutional mission and identity and our nine undergraduate [Core Student Learning Outcomes](#) (SLOs).

Global Interdependence is one of 19 Core Components. The University Core SLO(s) that this component is designed to intentionally advance are listed below:
University Core Student Learning Outcomes
The Core SLO(s) that this component is intentionally designed to advance are:
SLO 6: Recognize transnational or global interdependence

Additionally, the Core Component-level Student Learning Outcomes are listed below:
Component-level Student Learning Outcomes
Students who complete this course will be able to:
<ul style="list-style-type: none"> • Ask complex questions about other cultures or international processes • Interpret intellectual and emotional dimensions of more than one worldview • Describe how the lives, values, and experiences of people are affected by factors or processes outside of their own countries or localities • Envision alternative strategies to address challenges rooted in interactions with people and societies outside the United States

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| <ul style="list-style-type: none"> • Reflect on how personal choices and local actions affect and are affected by events or processes beyond national borders |
| <ul style="list-style-type: none"> • Articulate how one’s own notions of identity and otherness are contingent on the social contexts in which they develop and which they in turn shape |

Ways of Thinking: Social and Behavioral Sciences:

This course is part of the Saint Louis University Core, an integrated intellectual experience completed by all baccalaureate students, regardless of major, program, college, school or campus. The Core offers all SLU students the same unified approach to Jesuit education guided by SLU’s institutional mission and identity and our nine undergraduate [Core Student Learning Outcomes](#) (SLOs).

Ways of Thinking: Social and Behavioral Sciences is one of 19 Core Components. The University Core SLO(s) that this component is designed to intentionally advance are listed below:
University Core Student Learning Outcomes
The Core SLO(s) that this component is intentionally designed to advance are:
SLO 2: Integrate knowledge from multiple disciplines to address complex questions
SLO 3: Assess evidence and draw reasoned conclusions

Additionally, the Core Component-level Student Learning Outcomes are listed below:
Component-level Student Learning Outcomes
Students who complete this course will be able to:
<ul style="list-style-type: none"> • Understand a range of social or behavioral theories and principles • Use these theories and principles to acquire knowledge about individual, cultural, political, economic, or social events/processes • Describe competing paradigms of knowledge (from the dominant discipline or field) • Draw reasoned conclusions through the use of evidence and theories • Apply social and behavioral knowledge to better understand contemporary issues and challenges

COURSE OUTLINE

Below is a tentative outline of topics we will cover in the course.* I will notify you throughout the semester of when you will be responsible for certain readings in class and on the Canvas calendar. Please complete the corresponding readings as we proceed in the semester. Any extra readings or sources will also be announced from Canvas.

* This is a tentative course outline. I reserve the right to make changes in the interest of course quality. Any changes will be announced during class and from Canvas/Email.

Week	Dates	Content
Week 1	Aug 21 – Aug 25	Syllabus & Introduction <ul style="list-style-type: none"> • Th: This Syllabus
Week 2	Aug 28 – Sep 1	Introduction <ul style="list-style-type: none"> • Tu: FLS, Introduction (pages xxvi – xxxix) • Th: FLS, Chapter 1
Week 3	Sep 4 – Sep 8	Analytical Framework & Scientific Study of International Relations <ul style="list-style-type: none"> • Tu: Kennan, George (1946). The Long Telegram • Th: FLS, Chapter 2
Week 4	Sep 11 – Sep 15	Theoretical Approaches to International Relations I <ul style="list-style-type: none"> • Tu: Thucydides (404 B.C.). “The Melian Dialogue.” from the History of the Peloponnesian War. • Tu: Morgenthau, Hans (1973). “Six Principles of Political Realism.” from Politics Among Nations: The Struggle for Power and Peace, 5th Edition. New York: Alfred A. Knopf. • Th: Waltz, Kenneth N. (2000) “Structural Realism after the Cold War.” International Security, 25(1): 5-41. (Skim)
Week 5	Sep 18 – Sep 22	Theoretical Approaches to International Relations II <ul style="list-style-type: none"> • Tu: Doyle, Michael W. (1986). ‘Liberalism and World Politics.’ American Political Science Review, 80(4): 1151-1169. (Skim) • Th: Lenin, Vladimir Ilyich (1917(1963)): <i>Imperialism, the Highest Stage of Capitalism</i>, Moscow: Progress Publishers. (Skim) • Th: Wendt, Alexander (1992). “Anarchy is What States Make of It.” International Organization, 46(2): 391-425. (Skim)
Week 6	Sep 25 – Sep 29	War and Peace: International Politics <ul style="list-style-type: none"> • Tu: FLS, Chapter 3, pg. 92-120 • Th: FLS, Chapter 3, pg. pg. 120-140
Week 7	Oct 2 – Oct 6	War and Peace: Domestic Politics <ul style="list-style-type: none"> • Tu: Finishing FLS, Chapter 3, pg. 135-140. Starting FLS, Chapter 4, pg.144-175 • Th: FLS, Chapter 4, pg. 175-191 • Th: Russett, Bruce (1993). Grasping the Democratic Peace, Princeton: Princeton University Press, pp.3-23 (Chapter 1)
Week 8	Oct 9 – Oct 13	War and Peace: International Institutions & Terrorism <ul style="list-style-type: none"> • Tu: FLS, Chapter 5 • Th: FLS, Chapter 6, pg. 278-301
Week 9	Oct 16 – Oct 20	Midterm Exam <ul style="list-style-type: none"> • Tu: Review & Catch Up • Th: Midterm Exam

Week 10	Oct 23 – Oct 27	Midterm Results & Civil War <ul style="list-style-type: none"> Tu: FLS, Chapter 6, pg. 246-278 Th: Fall Break
Week 11	Oct 30 – Nov 3	International Trade <ul style="list-style-type: none"> Tu: FLS, Chapter 7, pg. 306-327 & 358-363 Th: FLS, Chapter 7, pg. 327-355
Week 12	Nov 6 – Nov 10	International Finance <ul style="list-style-type: none"> Tu: Nicas, Jack (2019). “A Tiny Screw Shows Why iPhones Won’t Be ‘Assembled in U.S.A.’” The New York Times, January 28th. Tu: FLS, Chapter 8, pg. 364-379 Th: Why Do We Need the IMF? https://www.imf.org/external/np/exr/center/action/eng/exchange/index.htm Th: FLS, Chapter 8, pg. 379-396
Week 13	Nov 13 – Nov 17	International Monetary Relations & Economic Development (intro.) <ul style="list-style-type: none"> Tu: FLS, Chapter 9, pg. 406-433 Th: FLS, Chapter 9, pg. 433-442 Th: Acemoglu, D. and Robinson, J. (2012). Why Nations Fail: the Origins of Power, Prosperity, and Poverty, Chapter 2 (Chapter 1 recommended). Random House Digital, Inc.
Week 14	Nov 20 – Nov 24	Economic Development (cont.) <ul style="list-style-type: none"> Tu: FLS, Chapter 10 Th: Thanksgiving
Week 15	Nov 27 – Dec 1	International Norms & Human Rights <ul style="list-style-type: none"> Tu: Chapter 11 Th: FLS, Chapter 12 Th: Review These Datasets: <ul style="list-style-type: none"> http://www.politicalterroryscale.org/ http://www.humanrightsdata.com/ https://humanrightsmmeasurement.org/ https://faculty.ucmerced.edu/cconrad2/Academic/ITT_Data_Collection.html
Week 16	Dec 4 – Dec 8	Proliferation of the WMD & The Future of IR <ul style="list-style-type: none"> Tu: FLS, Chapter 14 Tu: Ronald Tammen et al. (2000). Power Transitions: Strategies for the 21st Century (Chapter 4). New York: Chatham House. (skim – optional). Th: Review & Catch up