COLLEGE OF CHARLESTON
POLITICAL SCIENCE 260.01
INTERNATIONAL RELATIONS THEORY
FALL 2021
T-TH Maybank 316

Instructor: Dr. Dan Brown (He/Him/His)
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Virtual Office Hours: MWF 1:30 – 3:30 by appointment on Zoom. Must make an appointment here: http://danielpbrownphd.youcanbook.me

CATALOG DESCRIPTION:
This course is designed to familiarize students with the theoretical and analytical tools needed to explore the perennial and pressing questions of international relations. The class includes analysis of key international relations issues from a variety of theoretical perspectives.

COURSE OBJECTIVES:
During this course, students will be provided with a structured approach to the study of international politics and contemporary issues in the subfield of international relations. Themes include how to use the major theoretical frameworks and methodological tools in IR theory; The nature, origins, and structure of the modern international system and the issues that pervade it, including war and peace, international economic relations and global governance, among others. Students can be expected to encounter the work of many of the leading scholars in International Relations and regional politics through peer-reviewed journal articles, book chapters, and other media. This course is also designed to improve your analytical, critical writing, critical thinking, and communications skills. Your ability to develop and use these skills is as important to you as the information that you will take from this course.

LEARNING OUTCOMES AND SKILLS THIS COURSE WILL SEEK TO IMPROVE
This course seeks to introduce you to key concepts, theories and dynamics of world politics and familiarize you with several pressing issues that dominate world politics today. By the end of the semester, you should have obtained a working understanding of many essential concepts of international politics and at the conclusion of the course, you will be expected to demonstrate an ability to independently employ a subset of these concepts to describe, analyze and assess the essence of a pressing global issue. You will also acquire and refine a capacity to identify and employ these concepts to ongoing contemporary issues in world politics that you discover on your own. Working together, we will achieve the following learning objectives:

MODIFICATIONS TO COURSE OR SYLLABUS: This syllabus is a very broad outline for the course. Its purpose is to let the student know what is expected and how to be successful in the course. It represents a contractual arrangement between instructor and student to accomplish our educational objectives. The instructor retains the right to modify the course materials and this syllabus as required to better attain course expectations. Remaining in this course constitutes tacit consent of the contractual obligations set forth within the syllabus and/or the classroom.
1.) To develop a comprehensive understanding of the various theoretical traditions in global politics and the roles they play;
2.) To understand the relationship between theory and policymaking or problem solving in global politics;
3.) To appreciate the diversity of worldviews and theoretical assumptions that might inform political situations; and
4.) To develop an understanding of the global system and thereby increase the capacity to act or participate at various levels within it.

This course also aims to develop your skills of critical reading and critical writing. As you develop and refine these abilities, you should be able to:

1.) propose an interpretation of the texts you read;
2.) identify central issues, concepts or conflicts that appear in the texts;
3.) evaluate an author’s “tactics” or ways of communicating knowledge;
4.) investigate and articulate the implications of the arguments you encounter; and
5.) relate your ideas to ideas presented by other students and the world around you. You will also come to readily appreciate the difference between espousing opinions and developing arguments as the course progresses.

In this vein, the course will seek to challenge and improve several skills that are considered vital for students of the Liberal Arts and Sciences to master. These include:

1.) critical reading and comprehension (through required reading and review assignments);
2.) oral communication, listening and presentation abilities (through class discussions and paper presentation);
3.) effective writing and development of arguments (through analysis papers and tests);
4.) critical thinking and analytical capacities (through analysis papers and discussions);
5.) comprehension of other’s views and capacity to formulate, defend one’s own position (through reading, class discussions and exercises, class writing assignments);
6.) library research and locating relevant sources (through analysis papers and online research);
7.) cooperative work and active learning (through teamwork with classmates); and
8.) time management and personal responsibility (through careful planning and timely completion of tasks).

**COURSE REQUIREMENT AND GRADING POLICY**

Students will be evaluated on the basis of their performance of four unit quizzes (40%) comprised of multiple choice and Submodule components (more information below). Diplomatic Cables Journaling that will occur on Flipgrid videos and associated responses (20%), written reflections in the form of “Fieldnotes” journaling (20%) and a final project building on one of the submodules you’d like to dive deeper into. The final paper project (20%) will be 10-15 double-spaced pages in length and will apply at least one major theoretical school to a contemporary problem identified in the chosen submodule. Class participation is desired and highly encouraged. Detailed guidelines for papers and participation will be provided.
OAKS, including Gradebook, will be used for this course throughout the semester to provide the syllabus and class materials and grades for each assignment, which will be regularly posted. OAKS is the College of Charleston’s learning management system. To access OAKS go to http://my.cofc.edu and login to My Charleston. The OAKS icon is the acorn located in the upper righthand corner of the screen.

**COURSE FORMAT:**
At time of writing, this course is expected to be delivered and meet in-person. I will record and post a recording of each Zoom lecture for those who cannot or choose not to attend. If any of that changes due to unforeseen circumstances, I will announce those changes via email.

**Recording of Classes (via ZOOM)**
Some class sessions will be recorded via both voice and video recording. By attending and remaining in this class, the student consents to being recorded. Recorded class sessions are for instructional use only and may not be shared with anyone who is not enrolled in the class.

**TECHNOLOGICAL REQUIREMENTS**
1) A computer with Internet access, sound card, microphone, and speakers. You must have a reliable Internet connection. Having to rely on the public library or Starbucks, for example, will likely make it challenging to have a consistent presence inside OAKS. If you are concerned, please contact me within the first week so we can discuss how to make this course manageable for you.
2) OAKS, VoiceThread and Zoom proficiency. This course is administered through OAKS, so students must have a thorough working knowledge of the platform. Please spend some time educating yourself about its organization and use. Tutorials are available here: http://blogs.cofc.edu/oaks/students/tutorials/

**EMAIL & COMPUTERS:**

Please check your email more than once daily. Most of us now carry the equivalent of supercomputers in our pockets; there is no excuse for not checking and receiving your email when you have a device in your pocket with more computing power than those that landed human beings on the moon. Note that it is your responsibility to forward mail from your Gmail account to whichever account you check most frequently: Do this right away. I will use email to communicate with you individually and collectively from time to time. Also, check the course OAKS page daily to download course content and other materials, and to see announcements or assignments. To say that you didn’t realize an assignment was due at a certain time because you did not check your email or did not receive my email is not a valid excuse. People have failed my course before because they didn’t check their email every day. Don’t be one of these people.

It is likewise your responsibility to ensure that you have a working computer and internet connection. There should be enough flexibility built into the course to deal with any unforeseen circumstances and problems that may occur, but make sure you have a backup plan.
COURSE WORK & EXPECTATIONS PLEASE READ CAREFULLY

REQUIRED TEXT(S): None

- This course relies heavily on both text and audio-visual and interactive resources. I will provide access to resources online at the course’s OAKS webpage. Please see the course schedule at the end of the syllabus for when you should read the book chapters and additional articles. Other resources to be used in the class will be announced as necessary throughout the semester. Please keep a close eye on OAKS for updated readings.

CURRENT EVENTS

International Politics are highly dynamic. Students are highly encouraged, though not required, to follow day-to-day events and analysis throughout the semester. The following sources are indispensable:

- The Guardian: https://www.theguardian.com/world
- The Economist: http://www.economist.com/
- *Foreign Policy* Magazine: http://www.foreignpolicy.com/
- *Foreign Affairs*: http://www.foreignaffairs.com/
- The Carnegie Endowment for International Peace: https://carnegieendowment.org/
- Council on Foreign Relations: https://www.cfr.org/
- E-International Relations Journal: https://www.e-ir.info/

As you’re probably aware, high-quality news is increasingly found in podcasts. The usual caveats about spin and bias still apply, but I find that podcasts are often either more balanced than cable news or are at least transparent about their potential biases. The following are dependable and generally balanced:

- BBC World Service Newshour: https://www.bbc.co.uk/programmes/p002vsnk/episodes/player
- Global News Podcast from the BBC: https://www.bbc.co.uk/programmes/p02nq0gn
- PRI’s “The World” Podcast: https://www.npr.org/podcasts/381444246/pri-s-the-world
- Vox’s “Worldly” podcast: https://www.vox.com/worldly
- World News Roundup: Find on your chosen podcast platform, but one option is here: https://player.fm/series/world-news-roundup

The following podcasts are more biased but are still quality sources:

- Citations Needed with Nima Shirazi and Adam Johnson: https://soundcloud.com/citationsneeded
• Pod Save the World: https://crooked.com/podcast-series/pod-save-the-world/
• Lawfare Podcast: https://www.lawfareblog.com/topic/lawfare-podcast
• Global (A Podcast from the International Republican Institute): https://www.iri.org/what-we-do/podcast

In addition, less formal but still indispensable are the following academic political science blogs:
• The Monkey Cage: http://www.washingtonpost.com/blogs/monkey-cage/
• The Duck of Minerva: http://www.whiteoliphant.com/duckofminerva/
• Political Violence at a Glance: http://politicalviolenceataglance.org/
• The Quantitative Peace: http://www.quantitativepeace.com/

NOTE: Unfortunately, because international politics is partly a knowledge game, there is a wide array of misinformation and disinformation out there. Many think tank pieces are funded and influenced by certain regimes’ prerogatives and policy preferences. Always check sources for bias. When in doubt, please ask the instructor about a source.

COURSE REQUIREMENTS:
Your grade will be based on the following:

1) “Diplomatic Cables” on Flipgrid and “Fieldnotes” Journaling on OAKS
   a. For every topic, there will be corresponding readings or other media to consume.
   b. Also for every topic, there is a corresponding assignment alternating between
      i. “Diplomatic Cable”: a short (~5 minutes max) Flipgrid video discussion post and associated responses.
         1. What you do on a particular day is determined by which group you are a member of (Group A or B) which will be determined and listed on OAKS.
            a. If you are NOT in the group assigned to post an original Flipgrid post, you are assigned to respond to a classmate’s post from the other group.
            b. If a post already has four comments/video responses on it, move on to another classmate’s post.
      ii. “Fieldnotes” Journal: 1 double-spaced journaling exercise with your personal reflections on the week’s topic.
1. These are not shared with other students and should serve as a personal journal on the topic, its connection to things you’re witnessing in the world, things that impact you, and connections to or manifestations of concepts we’ve been discussing or reading that week.

2. What journals are fundamentally is an opportunity for you to have a direct dialogue with me about the substance of the course, what sense you are making of issues, what ideas the course is prompting you to think about or question. You should use these narratives as opportunities for exploration and engaging me with your thoughts and ideas.

c. If the post does not give clear evidence of having read/watched/listened to the assigned readings or media, it will not receive credit. For this reason, in your written posts you must cite specific arguments, with page numbers, from the assigned readings, and in your Flipgrid posts, you should at least mention where an idea or argument or quote comes from.

   i. For example, you might say in the video, “I was fascinated by what Mingst said in Chapter 8 when she said [QUOTE OR PARAPHRASE]” or “I thought the view presented in the video about the Iraq war was too short-sighted when it said [QUOTE OR PARAPHRASE]

d. Both Diplomatic Cables and Fieldnotes Journals will be graded according to a simple rubric which will be available on OAKS.

2) **Unit Exams**: Every Unit of topics will end with a two-part “exam” featuring
   a. 10 multiple-choice questions worth 25 points
   b. An infographic, 5-10-minute video, or a written post of 500-750 words (approximately 4-8 paragraphs) based on the submodule of your choice from that Unit. (see below)

   i. **Submodule Addendums**: In addition to the core readings and media for each topic, most topics will have a corresponding submodule topic or topics and associated reading or media assignment. These serve two purposes: 1) They function as a “recommended reading” list for each topic if you want to know more, and, 2) They allow you to customize your learning experience to your interests and preferences.

   ii. If something interests you during a unit, take note of the potential submodule topics you could take a deeper dive into. (More on these submodule topics on OAKS)

   iii. You **must** pick one subtopic assignment to do per unit as the second part of the Unit exam. (See 2b above).

c. **Completing the Submodule Component of the Exams**

   i. Regardless of the submodule you pick, the requirements are the same.

   ii. Each submodule is paired with a core topic for a reason because it acts as an extension, “deeper dive” or exemplar of the elements in the core topic.

   iii. Your job is to examine the media of the subtopic and address the prompt (if provided) or at least address

      1. What you find interesting about the submodule topic/material?
      2. How does the submodule topic/material relate to the core topic to which it is attached?
a. E.g., “how does the subtopic you chose demonstrate (or fail to demonstrate) the theoretical elements of Constructivism?”

iv. NOTE: Some of the Submodules set up a comparison between two things. In these cases, you are to compare-and-contrast the two things/ readings/videos/podcasts, etc. and then connect the two to the core materials.

<table>
<thead>
<tr>
<th>Component/Deliverable</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Diplomatic Cables (Flipgrid)</td>
<td>20%</td>
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<tr>
<td>Fieldnotes (Written journal entries)</td>
<td>20%</td>
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<tr>
<td>Unit Exams</td>
<td>40%</td>
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<tr>
<td>Final Paper Project</td>
<td>20%</td>
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**Grading Scale:**

<table>
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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>A-</td>
<td>90-92</td>
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<tr>
<td>B+</td>
<td>88-89</td>
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<tr>
<td>B</td>
<td>83-87</td>
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<tr>
<td>B-</td>
<td>80-82</td>
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<td>C</td>
<td>73-77</td>
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<tr>
<td>C-</td>
<td>70-72</td>
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<td>D+</td>
<td>68-69</td>
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<td>D</td>
<td>63-67</td>
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<tr>
<td>D-</td>
<td>60-62</td>
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<tr>
<td>F</td>
<td>Below 60</td>
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**Diplomatic Cables and Fieldnotes** will receive grades of 100, 90, 80, or 70.

**HOW TO SUCCEED IN AND GET THE MOST OUT OF THIS CLASS:**

Here are a few suggestions for how to get the most out of this course:

1. Give yourself ample time to do in-class readings and writing assignments and come to class prepared.
2. Read actively and take good notes in class and on readings. Engaging the material critically will help you to better understand the subject.
3. Participate in class discussions and activities.
4. **Ask questions.** If there’s something you don’t understand, don’t hesitate to ask for clarification.
   a. If you understand something immediately, great! But if you’re confused about something, then even that is good because it shows that your mind is working, and you are wrestling with the problems! It might also mean that you have a keen eye to be able to criticize an author’s work.
5. Ask for help. Come to office hours or schedule an appointment to meet with me if you find yourself having trouble.

Also remember to take advantage of the resources the University offers you. Services are available for students, particular regarding questions about writing assignments. Visit the writing center on the first floor of Addlestone Library for help with your written assignments.
OFFICE HOURS

My office hours are listed at the top of the first page of this syllabus. You must make an appointment at http://danielpbrown.youcanbook.me

Make an appointment to talk to me about the readings or assignments, problems that might keep you from completing your work in this course, topics that have struck your interest and that you’d like to pursue further, or anything else. Please note that this does not mean that I will serve as your private tutor to re-teach all materials from a class you missed. It is your responsibility to get keep up with readings, learning activities, and get any notes from classmates.

FURTHER POLICIES OF INTEREST:

THE PRIMARY RULE OF THIS COURSE – PLEASE READ CAREFULLY

There is an expression in Arabic that applies as perfectly to college as it does life in general: 
يوم عسل ويوم بصل – “Youm asal wa youm basal”. Roughly, “One day honey, one day onions”.

In other words, life happens. Things happen to us that are completely out of our control, but which impact our ability to live or perform at our highest potential.

But this does not mean you have to suffer in silence. (See the rule below)

**If you have a problem of any kind tell me immediately. It’s much easier for us to solve problems together to reach our agreed goals together if you tell me as soon as possible. When in doubt, please reach out!**

This includes physical problems such as illness; needing a mental health day; having been assaulted, or generally any situation in which you realize you can’t handle it yourself and need help or anything that causes you to not perform at your highest potential. Tell me about it ASAP. I have heard it all, (in fact, I have probably been there myself before) so there’s nothing to be ashamed of, and if I can’t help, I’ll find someone who can.

The “Unforgivable Transgression” If, at any point, I discover that any of you have purchased or – worse yet – consumed inventive “artisanal” hummus, including but not limited to the following, I will give you an immediate and highly judgmental ‘F’ for the course.²

- “Brownie Batter ‘Hummus’”
- “Vanilla Bean ‘Hummus’”
- “Buffalo”/ “Buffalo Wing ‘Hummus’”

² This is a joke, of course, but I will never let you live it down.
This is a joke, of course. But if you’ve read this far in the syllabus, please indicate so by self-identifying whether you have purchased or consumed any of the above abominable “hummus” via email to me or in your “Introduce Yourself” Flipgrid video.

**ETIQUETTE:**
Your actions in the classroom (physical and virtual) should take others into consideration. A major part of this course involves interaction amongst each other through discussions. International Politics can be a contentious or controversial topic. I encourage spirited debate and discussion on the forums and do not believe that any substantive and serious speech should be censored without legitimate cause. I assume that this course can be conducted in the spirit of full academic freedom with civility and courtesy. Any member of this course may express any serious idea, point of view, and/or partake in a serious learning environment without disrespect. But this is not a comment thread on Facebook, YouTube, or Twitter. Explicitly racist, sexist, ethnocentric, and other rude behavior are not acceptable in the classroom. And, no, a loophole in this policy is not “serious” expressions of racism/ethnocentrism/sexism. Students who exhibit rude and/or unacceptable behavior will be removed by the instructor, to be reinstated only after meeting with the instructor to discuss and amend their inappropriate behavior.

- **TLDR:** Avoid language that can be misconstrued as or is explicitly offensive. Discussion forums are not to be treated like Facebook walls or YouTube comment sections. I do not engage in censorship of serious, substantive, scholarly debate or exchange of such ideas, but I will police non-germane, offensive, or negative commentary in discussions.

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**COURSE CONTENT NOTE – PLEASE READ CAREFULLY**

The history of international politics is frequently chaotic and violent. Moreover, the history and politics of certain topics or regions – for example, the Middle East or U.S.-Latin American relations – are contentious topics. At times this semester we will be reading, watching, and discussing historical events or political themes and topics that may be disturbing, even traumatizing, to some students. If you suspect that specific material is likely to be emotionally challenging for you, I’d be happy to discuss any concerns you may have before the subject comes up in class. Likewise, if you ever wish to discuss your personal reactions to course material with the class or with me individually, I welcome such discussions as an appropriate part of our classwork and our symbiotic learning experience.

The reality is that many parts of the world are in a period of political chaos, if not violent upheaval. This reality is unavoidable in the study of certain topics. Nevertheless, if you ever feel the need to take a break during a class discussion or put off a discussion or assignment you may always do so without academic penalty. If you decide to do so, the default expectation is that you will make up the material later, as soon as possible. Even if that occurs via office hours discussions with me. As always, you will be responsible for any material you miss. If you do leave the course or discussion for a significant time, please make arrangements to get notes from another student or see me individually to discuss the situation.
## Reading and Assignment Schedule (See OAKS for detailed assignment instructions especially for submodule components and instructions)

<table>
<thead>
<tr>
<th>Week</th>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS</th>
<th>ASSIGNMENTS</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Tuesday</td>
<td>24-Aug</td>
<td>Syllabus Day</td>
<td>Syllabus</td>
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<tr>
<td></td>
<td>Thursday</td>
<td>26-Aug</td>
<td>What is IR Theory</td>
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<tr>
<td>Week 2</td>
<td>Tuesday</td>
<td>31-Aug</td>
<td>Westphalia and &quot;Ancient IR&quot;</td>
<td>M&amp;A-T, Ch.02</td>
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<td>Sargent, &quot;What Was the Treaty of Westphalia? AP Euro Bit-by-Bit #18</td>
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<td></td>
<td>Thursday</td>
<td>2-Sep</td>
<td>Westphalia and &quot;Ancient IR&quot;</td>
<td>M&amp;A-T, Ch.02</td>
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<td>Sargent, &quot;What Was the Treaty of Westphalia? AP Euro Bit-by-Bit #18</td>
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<tr>
<td>Week 3</td>
<td>Tuesday</td>
<td>7-Sep</td>
<td>Realism</td>
<td>M&amp;A-T, Ch. 3 (pp. 74-85)</td>
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<td>Thucydides, &quot;The Melian Dialogue&quot;</td>
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<td></td>
<td>Thursday</td>
<td>9-Sep</td>
<td>Realism</td>
<td>M&amp;A-T, Ch. 3 (pp. 74-85)</td>
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<td></td>
<td>Thucydides, &quot;The Melian Dialogue&quot;</td>
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<tr>
<td>Week 4</td>
<td>Tuesday</td>
<td>14-Sep</td>
<td>Liberalism</td>
<td>M&amp;A-T, Ch. 3 (pp. 86-91)</td>
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<td></td>
<td>Thursday</td>
<td>16-Sep</td>
<td>Liberalism</td>
<td>M&amp;A-T, Ch. 3 (pp. 86-91)</td>
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<tr>
<td>Week 5</td>
<td>Tuesday</td>
<td>21-Sep</td>
<td>Constructivism</td>
<td>M&amp;A-T, Ch. 3 (pp. 92-98 and &quot;You Decide&quot; p. 99)</td>
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<td></td>
<td>Thursday</td>
<td>23-Sep</td>
<td>Constructivism</td>
<td>M&amp;A-T, Ch. 3 (pp. 92-98 and &quot;You Decide&quot; p. 99)</td>
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<tr>
<td>Week 6</td>
<td>Tuesday</td>
<td>28-Sep</td>
<td>The International System</td>
<td>M&amp;A-T, Ch. 4</td>
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<tr>
<td>Date</td>
<td>Day</td>
<td>Reading/Activity</td>
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<tr>
<td>30-Sep</td>
<td>Thursday</td>
<td>State and Individual in IR Theory M&amp;A-T, Ch. 05 &amp; 06 Global Politics as if People Mattered, Chapters 1 and 2 (OAKS)</td>
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<tr>
<td>7-Oct</td>
<td>Thursday</td>
<td>Causes and Types of War M&amp;A-T, Ch. 8 (pp. 249-279; 289-303)</td>
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<tr>
<td>12-Oct</td>
<td>Tuesday</td>
<td>WWI &amp; WW2 WW1: International Relations 101 (#8) &quot;The Cult of the Offensive and the Origins of World War I&quot; WW2: M&amp;A-T, Ch. 02 (pp. 37-42) All: Fieldnotes Journaling Exercise due Thursday by 11:59 PM</td>
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<tr>
<td>14-Oct</td>
<td>Thursday</td>
<td>Cold War M&amp;A-T, Ch. 02 (pp. 43-63)</td>
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<tr>
<td>19-Oct</td>
<td>Tuesday</td>
<td>Week 9 NO CLASS - Fall Break</td>
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<tr>
<td>21-Oct</td>
<td>Thursday</td>
<td>Case Study: Afghanistan Readings TBD on OAKS</td>
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<tr>
<td>26-Oct</td>
<td>Tuesday</td>
<td>Week 10 Case Study: Nuclear Iran? Nasr, &quot;Iran Among the Ruins: Tehran's Advantage in a Turbulent Middle East&quot; Foreign Affairs (12) PDF Group A Flipgrid Post due Tuesday by 11:59 PM Group B Flipgrid Response due Thursday by 11:59 PM</td>
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<tr>
<td>28-Oct</td>
<td>Thursday</td>
<td>Civil Wars, Terrorism, and Non-State Actors M&amp;A-T, Ch. 8 (pp. 263-286). READ or SM: Muenkler, EXAM 2: Due Friday, 29 October</td>
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<tr>
<td>Week</td>
<td>Day</td>
<td>Date</td>
<td>Topic</td>
<td>Reading</td>
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<tr>
<td>11</td>
<td>Tuesday</td>
<td>2-Nov</td>
<td>International Organizations, International Law, and Global Governance</td>
<td>M&amp;A-T, Ch. 7</td>
</tr>
<tr>
<td></td>
<td>Thursday</td>
<td>4-Nov</td>
<td>International Organizations, International Law, and Global Governance</td>
<td>M&amp;A-T, Ch. 7</td>
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<tr>
<td></td>
<td>Thursday</td>
<td>11-Nov</td>
<td>Case Study: Responsibility to Protect? Why Libya and not the Uyghurs?</td>
<td>Detailed Readings listed on OAKS</td>
</tr>
<tr>
<td>13</td>
<td>Tuesday</td>
<td>16-Nov</td>
<td>Trade and Development</td>
<td>M&amp;A-T, Ch. 9</td>
</tr>
<tr>
<td></td>
<td>Thursday</td>
<td>18-Nov</td>
<td>Globalization and the Environment</td>
<td>M&amp;A-T, Ch. 11</td>
</tr>
<tr>
<td>14</td>
<td>Tuesday</td>
<td>23-Nov</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Thursday</td>
<td>25-Nov</td>
<td></td>
<td>NO CLASS - Thanksgiving Break</td>
</tr>
<tr>
<td>15</td>
<td>Tuesday</td>
<td>30-Nov</td>
<td>Does IR Theory Apply to Pandemics?</td>
<td>Detailed readings listed on OAKS</td>
</tr>
<tr>
<td></td>
<td>Thursday</td>
<td>2-Dec</td>
<td>The Future of International Relations</td>
<td>&quot;What World Are We Living In?&quot; Foreign Affairs</td>
</tr>
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<td>EXAM 4 Due Friday, 3 December</td>
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Final Paper Project Instructions

As you proceed through the course, keep an eye out for topics that pique your interest. You’ll select that topic’s associated submodules and expand your analysis from the basic submodule requirements into the final paper project (20%) which will be 10-15 double-spaced pages in length and will apply at least one major theoretical school to a contemporary problem identified in the chosen submodule. This paper will be submitted in lieu of a submodule component as part of Exam 4.

This calendar highlights the important dates for this assignment:

- By September 30th: Arrange a Zoom office hours meeting with Dr. Brown to discuss your interests and potential final paper topics.
- By October 22nd: You should have settled on a paper topic and submit a 1-page, double-spaced proposal via OAKS.
  - This does not have to be formal or fully fleshed out but should contain the overall topic, the submodule elements, and your proposed connection to wider concepts.
- By November 18th: Submit a first draft (at least 5 double-spaced pages) of your paper.
- By December 9th: Submit your completed paper.