

**POLS1005****Introduction to International Relations: Foundations and Concepts**

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Semester 1, 2017

This course provides a broad introduction to the study of international relations. As a field of study, international relations focuses on the political, military, economic, and cultural interaction of state and non-state actors at the global level. The field therefore encompasses a diverse array of topics, from the causes of war to the politics of development, from international institutions to the environment. In this course, we begin by exploring the key concepts, foundational events, issues, and processes of international relations, and we provide the general knowledge and analytic tools necessary to understand, evaluate, and respond to a complex array of problems in the contemporary world.

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<b>Mode of delivery</b>	Three on-campus contact hours (two hours of lecture, one hour of tutorial). Students are expected to commit a further eight hours per week to tutorial reading and preparation and assessment tasks.
<b>Prerequisites</b>	None
<b>Incompatible courses</b>	You are not able to enrol in this course if you have completed POLS2015 International Politics.
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<b>Tutor(s)</b>	See Wattle site for list of tutors and tutorial times
<b>Course URL</b>	<a href="http://wattlecourses.anu.edu.au/course/view.php?id=15800">http://wattlecourses.anu.edu.au/course/view.php?id=15800</a>

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## 1. COURSE OVERVIEW

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### 1.1. Course description

This is an exciting and important time to begin studying international relations. The international community is facing many complex challenges including climate change, financial crises, and numerous military and political conflicts. Around the world, questions are being asked about what role individuals, states, and the international community should play in guiding the world through these dangerous waters. POLS1005 invites you into these debates by providing a foundation from which you can make an educated, well-read, thoughtful, critically reflective, and intellectually engaging contribution to the world.

This course provides a broad-ranging introduction to the study of international relations. It is the introductory course from which all subsequent courses on international relations at the ANU builds. Thus, this course will canvass the major events, issues, ideas, and debates in world politics as well as in the discipline of international relations. We will cover some of the **major events** shaping world politics including the world wars, the Cold War, globalisation, and what is sometimes called the war on terror. We will examine the **key issues** of war, peace, and security. We will then examine the most **influential theories** trying to explain these issues including realism, liberalism, and critical approaches.

### 1.2. Learning outcomes

After successful completion of this course, students should:

1. Have a broad understanding of some of the most important ideas, issues and events in international relations particularly in the period since World War 1;
2. Have an enhanced appreciation of the contemporary international relations agenda;
3. Be able to better comprehend and articulate their thoughts on issues of major current significance;
4. Have developed stronger research, writing and analytical skills;
5. Be well prepared for the comprehensive education in international relations offered by the School of Politics and International Relations.

### 1.3. Assessment summary

Assessment task	Date	Value	Linked learning outcomes
Tutorial participation	n/a	10%	1, 2, 3, 5
Quizzes	ongoing	10%	1, 2, 3, 5
Midterm	tbd	25%	1, 2, 3, 5
Response paper (1,000 words)	17 May	15%	1, 2, 3, 4, 5
Final examination	tbd	40%	1, 2, 3, 5

## 1.4 Course outline

Week	Summary
<b>PART 1. FOUNDATIONS</b>	
1	Lecture 1: Introduction to the discipline of international relations (no tutorials) <i>Thursday 10am tutorial signup on Wattle</i>
2	Lecture 2: Theories of international relations <i>Deadline to add Semester 1 courses via ISIS</i>
<b>PART 2. WAR AND PEACE</b>	
3	Lecture 3: Why do wars occur? ( <i>Wednesday lecture only</i> ) <i>13 March is Canberra Day (no classes)</i> <i>Syrian simulation begins in Week 3</i>
4	Lecture 4: Domestic politics and war
5	Lecture 5: International institutions and war
6	Lecture 6: Violence by non-state actors  <i>Midterm will be scheduled for Week 6</i> <i>3-17 April—Teaching break (no class)</i>
<b>PART 3. INTERNATIONAL POLITICAL ECONOMY</b>	
7	Lecture 7: The politics of trade and finance ( <i>Wednesday lecture only</i> ) <i>17 April—Easter Monday (no lecture)</i>
8	Lecture 8: Economic and political development <i>25 April—ANZAC Day (no tutorials)</i>
<b>PART 4. SPECIFIC TRANSNATIONAL FACTORS</b>	
9	Lecture 9: International law <i>5 May—Deadline to drop Semester 1 courses without failure (WD)</i>
10	Lecture 10: Human rights and refugees <i>Syrian simulation ends</i>
11	Lecture 11: The global environment <i>17 May—Response paper due by 12pm</i>
12	Lecture 12: Conclusions, future directions, and semester review <i>31 May—Deadline to drop Semester 1 courses with failure (WN)</i>  <i>1-17 June—Examination period</i>

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## 2. GOALS, POLICIES, AND RESOURCES

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### **2.1 Research-led teaching**

International Relations is a discipline with a wide breadth of perspectives and approaches. What we will provide in this course is a foundation for understanding the ways in which differences in approach and perspective have developed over time.

This class also incorporates cutting-edge theoretical developments and empirical findings from Dr. Frank's research as well as the academic subfields he works in. Dr. Frank's research focuses on how international politics affects domestic political violence and human rights practices. Specific areas of current interest include modelling the strategic dynamics of electoral violence, understanding the drivers of human trafficking flows, and exploring the domestic and international causes of civil conflict.

Research-led teaching is not simply about the research expertise that a convenor can bring to a course, it also includes the ways in which courses' skills acquisition and assessment are designed to enable students to acquire sound knowledge-acquisition skills. To this end, the course's activities have been designed around reading comprehension as a skill central to political analysis. Therefore, students read and prepare comments about core texts for discussion in tutorial. Evidence gathering is also a core research skill. To this end, students are alerted to many potential sources for information and evidence that can be useful for students' simulation participation and response essay. Thoughtful analysis and presentation of research findings is a crucial core research skill, and therefore the course contains two essay assessments to provide students with an opportunity to practice those skills.

### **2.2. Feedback**

#### **2.2.1. Staff Feedback**

Students will receive ongoing feedback on their work in this course in several ways:

- Tutorials offer immediate feedback on your ideas and your understanding of course materials during tutorial.
- Tutors are available to provide oral feedback on your response essay ideas and plans up to three days prior to its due date. In the interests of fairness to all students, tutors are unable to read drafts of written assignments.
- Your examiners will provide written feedback on your essay on Wattle.

#### **2.2.2. Student Feedback**

ANU is committed to the demonstration of educational excellence and regularly seeks feedback from students. One of the key formal ways students have to provide feedback is through Student Experience of Learning Support (SELS) surveys. The feedback given in these surveys is anonymous and provides the Colleges, University Education Committee and Academic Board with opportunities to recognize excellent teaching, and opportunities for improvement.

For more information on student surveys at ANU and reports on the feedback provided on ANU courses, go to:

<http://unistats.anu.edu.au/surveys/selt/students/>  
<http://unistats.anu.edu.au/surveys/selt/results/learning/>

### **2.3. Policies**

ANU has educational policies, procedures and guidelines, which are designed to ensure that staff and students are aware of the University's academic standards, and implement them. You can find the University's education policies and an explanatory glossary at: <http://policies.anu.edu.au/>.

Students are expected to have read the [Student Academic Integrity](#) policy before the commencement of their course.

Other key policies include:

- Student Assessment (Coursework)
- Student Surveys and Evaluations

### **2.4. Support for students**

The University offers many support services for students. Information on these is available online from <http://students.anu.edu.au/studentlife/>.

### **2.5. Required resources**

There is one required textbook for this course. This book will be available at the campus bookstore for purchase. In addition, the ANU library system has purchased several paper copies of this book for students who do not wish to purchase the textbook. There are copies available for two-hour and two-day loans. The call number is JZ1242.F748 2016. Digital copies are also available to purchase on the publisher's website, Amazon, and elsewhere.

Frieden, Jeffrey A., David A. Lake, & Kenneth A. Schultz. 2016. *World Politics: Interests, Interactions, and Institutions*. Third edition. New York & London: W.W. Norton & Company.

Additional assigned and recommended readings will be made available on the course's Wattle page as needed.

Besides the required resource above, there are no additional costs associated with this course.

### **2.6. Examination material or equipment**

Details about the material or equipment that is permitted in an examination room will be outlined during the semester and on the course's Wattle site.

### **2.7. Recommended resources**

The ANU subscribes to many International Relations journals and periodicals. Being familiar with these sources and surveying at least some of them regularly will assist you in this course.

*American Political Science Review*  
*American Journal of Political Science*  
*Australian Journal of Political Science*  
*Australian Journal of International Affairs*

*Ethics and International Affairs*  
*European Journal of International Relations*  
*Foreign Affairs*  
*International Organization*

*International Security*  
*International Studies Perspectives*  
*International Studies Quarterly*  
*International Studies Review*  
*Journal of Conflict Resolution*  
*Journal of Peace Research*

*Millennium*  
*Review of International Studies*  
*Security Studies*  
*Third World Quarterly*  
*World Politics*

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### 3. ASSESSMENT REQUIREMENTS

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The ANU is using Turnitin to enhance student citation and referencing techniques, and to assess assignment submissions as a component of the University's approach to managing Academic Integrity. For additional information regarding Turnitin please visit the [ANU Online](#) website.

Students may choose not to submit assessment items through Turnitin. In this instance, you will be required to submit, alongside the assessment item itself, copies of all references included in the assessment item.

#### **3.1. Assessment tasks**

Assessment tasks are spread across the twelve weeks of this semester as a means of providing regular feedback on students' understanding of the course material and opportunities for reinforcing this knowledge.

##### **3.1.1. Participation**

*Due Date:* Weekly throughout the semester; *Value:* 10%; *Description:* Tutorial participation marks will be based upon evidence of having done the assigned readings, evidence of having thought about the issues, contribution and participation in class (including the simulation) and consideration and respect for other class members. ***You must attend a minimum of seven tutorials to be eligible to sit the final exam.*** Due to the size of this course, each lecture is initially presented twice. If lecture attendance makes it feasible, the Monday lecture may be cancelled and only the Wednesday lecture given. All lectures are also available for watching online on the course's Wattle page through Echo360. The audio is captured, and the slides are projected. Attendance at lectures is not required, but it is strongly recommended as there are going to be many interactive examples, videos shown, and student surveys conducted.

##### **3.1.2. Quizzes**

*Due Date:* Weekly throughout the semester; *Value:* 10%; *Description:* As a means of gauging your ongoing understanding of the assigned readings and lecture material, there will be weekly quiz questions posted to Wattle. They must be completed before Monday's lecture to ensure that all students get the most out of lecture and the lecture discussion in tutorial. All quiz questions are randomly assigned by student, so all students will receive different combinations of questions.

##### **3.1.3. Midterm**

*Due Date:* An exam will be scheduled during Week 6 by the examinations office; *Value:* 25%; *Description:* This exam will evaluate students' knowledge of the readings and course material and their ability to write a clear, coherent, and concisely argued essay about course material. It is the College policy that all exams are blind marked and they are not returned to the students, nor are comments provided. More information about the midterm will be provided well before the exam in lecture and tutorials.

### **3.1.4. Response paper**

*Due date:* 17 May by 12pm; *Word limit:* 1,000 words; *Value:* 15%; *Estimated return date:* 31 May by 12pm; *Description:* The main means to evaluate a number of course learning outcomes is through this writing assignment. More details about the response paper including the expected essay structure, and the marking rubric will be provided in lectures and tutorials. The main goal of this paper is to have students synthesize their knowledge of the theoretical topics covered in the first two parts of this course, their experience in the simulation, and the links they see between theories of international relations, current events, and their individual views of these links.

### **3.1.5 Final exam**

*Due Date:* final exam period. ANU determines exam date roughly four weeks before the examination period. *Value:* 40%; *Duration:* 15-minute reading period and two-hour writing time. **Description:** This course's final exam will be held during the ANU examination period. It is the College policy that all exams are blind marked and they are not returned to the students, nor are comments provided. You may contact the conveners within 30 working days of the release of results to learn your specific exam mark, or to request an appeal. The structure of the final exam will be discussed during lecture.

## **3.2. Assignment submission**

**Online Submission:** All reaction papers are submitted using Turnitin on the course's Wattle site. You will be required to electronically sign a declaration of authorship as part of the submission of your assignment. Please keep a copy of the assignment for your records.

## **3.3. Extensions and penalties**

Extensions and late submission of assessment pieces are covered by the Student Assessment (Coursework) Policy and Procedure. The course convener may grant extensions for assessment pieces that are not examinations or take-home examinations. If you need an extension, you must request it in writing on or before the due date and submit these requests to the head tutor. If you have documented and appropriate medical evidence that demonstrates you were not able to request an extension on or before the due date, you may be able to request it after the due date.

Per CASS policy, late submission of assessment tasks without an extension are penalised at the rate of 5% of the possible marks available per working day or part thereof. Late submission of assessment tasks is not accepted after 10 working days after the due date, or on or after the date specified in the course outline for the return of the assessment item.

***Requests for Extension:*** Additional time to submit essays *may* be granted on medical or other special grounds. **Such requests must be made to the Head Tutor *prior to* the essay's due date and students must provide relevant evidentiary documentation** upon making such requests. Unless there are extreme circumstances, requests for extensions after the essay's due date will not be approved.

## **3.4. Returning assignments**



Essays will be available on Turnitin by the indicated return date. If there is a delay, students will be advised.

### **3.5. Resubmission of assignments**

Students may resubmit their assignments on Turnitin before the due date if they are not happy with their text-matching report. Turnitin allows only one resubmission per 24 hours. There are no other conditions under which assignments may be resubmitted.

### **3.6. Referencing requirements**

It is a requirement of this course that your essay conform to academic writing standards and referencing. The Harvard referencing style is preferred. You may contact the ANU Academic Skills and Writing Centre for further advice. For details about the Harvard citation style please see the ANU style guide website at <https://academicskills.anu.edu.au/resources/handouts/referencing-style-guides>.

### **3.7. Research quality assurance**

The lecturer may ask to speak with you regarding your research for your essays (the process by which you gathered and analysed your research materials). These meetings are usually designed to help students improve their research skills and ensure their approach to research is of university standard. To this end, please keep all the notes, plans, drafts and research that you use for this essay.

## 4. COURSE SCHEDULE

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The course outline below describes the topic of each week's lecture, the assigned readings, and additional readings. All **assigned readings** should be completed before lecture because lectures will assume familiarity with the readings. **Further readings** are optional, but they are relevant to the week's topic and may be of particular interest for those students thinking about related research paper topics either now or in the future.

As a means of aiding comprehension and facilitating discussion **reading and discussion questions** will be posted to Wattle two weeks before the relevant lecture. Reading questions are meant to help reading comprehension and discussion questions are meant to help students prepare for tutorial, especially those who might find it difficult to contribute to tutorial discussions.

All assigned **readings** are from the Frieden, Lake & Schultz book [FLS].

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### PART 1: FOUNDATIONS AND CONCEPTS

#### Week 1: Introduction to the discipline of international relations [No Tutorials]

Case study: Syrian conflict (2011-2017)

*Required reading:* FLS Introduction and Chapter 1 (pp. xx-39)

*Further reading:*

Case study

- BBC News. 2016. "Syria: The Story of the Conflict." *BBC*. 11 March 2016.  
Haass, Richard. 2016. "US Diplomats Speak Unrestrained Truth to Power on Syria." *Financial Times* 20 June 2016.  
Dooley, Brian. 2016. "Ending Sectarianism in Syria." *Foreign Affairs*, Snapshot. 13 April 2016.  
Byman, Daniel. 2016. "Understanding the Islamic State—A Review Essay." *International Security* 40(4): 127-165.

#### Week 2: Theories of International Relations

*Case study:* The international spread of election monitoring

*Required reading:* FLS Chapter 2 (pp. 42-79); Barnard, Anne, and Hwaida Saad. 2017. "First Day of Syria Peace Talks Quickly Descends Into Arguing and Accusations." 23 January 2017. *New York Times*: A4.

*Further reading:*

Case study

- Kelley, Judith. 2008. "Assessing the Complex Evolution of Norms: The Rise of International Election Monitoring." *International Organization* 62: 211-255.  
Hyde, Susan. 2009. *The Pseudo-Democrat's Dilemma: Why Election Observation Became an International Norm*. Ithaca: Cornell University Press.

### Theoretical and empirical work

- Abrahamsen, Rita. 2017. "Africa and International Relations: Assembling Africa, Studying the World." *African Affairs* 116(462): 125-139.
- Akhtar, Parveen, Paul Fawcett, Tim Legrand, David Marsh, and Chloe Taylor. 2005. "Women in the Political Science Profession." *European Political Science* 4: 242–55.
- Ayoob, Mohammed. 2002. "Inequality and Theorizing in International Relations: The Case for Subaltern Realism." *International Studies Review* 4(3): 27–48.
- Bueno de Mesquita, Bruce. 1985. "Toward a Scientific Understanding of International Conflict: A Personal View, in Symposium: Methodological Foundations of the Study of International Conflict." *International Studies Quarterly* 29(2): 121-136.
- Bull, Hedley. 1966. "International Theory: The Case for the Classical Approach." *World Politics* 18(3): 361-377.
- Bynum, Daniel, and Kenneth Pollack. 2001. "Let us Now Praise Great Men: Bringing the Statesman Back In." *International Security* 25(4): 107-146.
- Jervis, Robert. 1976. *Perception and Misperception in International Politics*. Princeton: Princeton University Press. Chapter 1: 13-31. (19 pages)
- Lake, David A. 2016. "White Man's IR: An Intellectual Confession." *Perspectives on Politics* 14(4) 1112-1122.
- Sjoberg, Laura. 2013. *Gendering Global Conflict: Towards a Feminist Theory of War*. New York: Columbia University Press.
- Snyder, Jack. 2004. "One World, Rival Theories." *Foreign Policy* (145): 53-62.
- Walt, Stephen M. 2005. "The Relationship between Theory and Policy in International Relations." *Annual Review of Political Science* 8: 23-48.
- Zarakol, Ayse and Janice Bially Mattern. 2016. "Theorising Hierarchies in World Politics." *International Organization* 70(3): 623–654.
- Zinnes, Dina 1980. "Three Puzzles in Search of a Researcher." *International Studies Quarterly* 23(3): 315-42. (27 pages)

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## **PART 2: WAR AND PEACE**

### **Week 3: Why are there wars?**

*Case study:* World War I

*Required reading:* FLS Chapter 3 (pp. 88-133)

*Further reading:*

#### On the case study

Strachan, Hew. 2004. *The First World War*. New York: Viking.

#### Theoretical and empirical work

- Blainey, Geoffrey. 1988. *The Causes of War*. 3<sup>rd</sup> edition. New York: Free Press.
- Fearon, James. 1995. "Rationalist Explanations for War." *International Organization* 49(3): 379- 414.
- Gleditsch, Kristian Skrede. 2007. "Transnational Dimensions of Civil War." *Journal of Peace Research* 44(3): 293-309.
- Levy, Jack S. and William R Thompson. 2010. *Causes of War*. Chichester:

Wiley-Blackwell.  
Mearsheimer, John. 2014. *The Tragedy of Great Power Politics*. New York: Norton.

#### **Week 4: Domestic politics and war**

*Case study:* Afghanistan, 2001-2017

*Required reading:* FLS Chapter 4 (pp. 136-181)

*Further reading:*

##### On the case study

Rashid, Ahmed. 2009. *Descent into Chaos: The U.S. and the Disaster in Pakistan, Afghanistan, and Central Asia*. New York: Viking.  
Llyall, Jason. 2011. "Afghanistan's Lost Decade." Snapshot. *Foreign Affairs*.

##### Theoretical and empirical work

Doyle, Michael. 1986. "Liberalism and World Politics." *American Political Science Review* 80(4): 1151-1169.  
Milner, Helen. 1998. "Rationalizing Politics: The Emerging Synthesis of International, American, and Comparative Politics." *International Organization*. 52(4): 759-86.  
Putnam, Robert. 1988. "Diplomacy and Domestic Politics: The Logic of Two-Level Games." *International Organization* 42: 427-460.  
Reiter, Dan, and Allan Stam. 2002. *Democracies at War*. Princeton: Princeton University Press.  
Rosato, Sebastian. 2003. "The Flawed Logic of Democratic Peace Theory," *American Political Science Review* 97: 585-602.  
Russett, Bruce, and James Oneal. 2001. *Triangulating Peace: Democracy Interdependence, and International Organizations*. New York: Norton.

#### **Week 5: Political institutions and war**

*Case study:* The United Nations during and after the Cold War

*Required reading:* FLS Chapter 5 (pp. 184-231)

*Further reading:*

##### On the case study

Kennedy, Paul. 2006. *The Parliament of Man: The Past, Present, and Future of the United Nations*. New York: Vintage.

##### Theoretical and empirical work

Axelrod, Robert, and Robert Keohane. 1985. "Achieving Cooperation under Anarchy: Strategies and Institutions." *World Politics* (38): 226-254.  
Hardin, Garrett. 1968. "The Tragedy of the Commons." *Science* 162(3859): 1243-1248  
Keohane, Robert. 1982. "The Demand for International Regimes." *International Organization* 36(2): 325-355.

- Mearsheimer, John. 1994. "The False Promise of International Institutions." *International Security* 19(3): 5-49
- Oye, Kenneth A. 1985. "Explaining Cooperation Under Anarchy." *World Politics* 38(1): 1-24.

## **Week 6: Civil war and terrorism**

*Case study:* D.R. Congo (1997-2017) and Abkhazia (1993-2008)

*Required reading:* FLS Chapter 6 (pp. 234-287)

*Further reading:*

### On the case study

- Prunier, Gérard. 2011. *Africa's World War: Congo, the Rwandan Genocide, and the Making of a Continental Catastrophe*. New York: Oxford University Press.
- Stearns, Jason K. 2011. *Dancing in the Glory of Monsters: The Collapse of the Congo and the Great War of Africa*.
- Wrong, Michela. 2002. *In the Footsteps of Mr. Kurtz: Living on the Brink of Disaster in Mobutu's Congo*. New York: Harper.
- de Waal, Thomas. 2010. *The Caucasus: An Introduction*. Oxford: Oxford University Press
- Kvarchelia, Liana. 1998. "Georgia-Abkhazia Conflict: View from Abkhazia." *Demokratizatsiya* 6(1): 18-27.
- International Crisis Group. 2013. "Abkhazia: The Long Road to Reconciliation." Europe Report No. 224.

### Theoretical and empirical work

- Collier, Paul, V.L. Elliott, Håvard Hegre, Anke Hoeffler, Marta Reynal-Querol, Nicholas Sambanis. 2003. *Breaking the Conflict Trap: Civil War and Development Policy*. Washington DC: World Bank and Oxford University Press.
- Fearon, James D. and David D. Laitin. 2003. "Ethnicity, Insurgency, and Civil War." *American Political Science Review* 97(1): 75-90.
- Kalyvas, Stathis N. 2007. "Civil Wars." In Carles Boix and Susan C. Stokes. *The Oxford Handbook of Comparative Politics*. New York: Oxford University Press: 416-434
- Mason, T. David. 2004. *Caught in the Crossfire: Revolution, Repression, and the Rational Peasant*. Landham, MD: Rowman and Littlefield.
- Paper, Robert. 2005. *Dying to Win: The Strategic Logic of Suicide Terrorism*. New York: Random House.
- Weinstein, Jeremy M. 2007. *Inside Rebellion: The Politics of Insurgent Violence*. New York: Cambridge University Press.

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## **PART 3: INTERNATIONAL POLITICAL ECONOMY**

### **Week 7: The politics of trade and finance**

*Case studies:* The WTO, IMF, and global citizenship education

*Required reading:* FLS Chapters 7 & 8 (pp. 290-377)

*Further reading:*

On the case study

Hoekman, Bernard M., and Michel M. Kostecki. 2013. *The Political Economy of the World Trading System: The WTO and Beyond*. 3<sup>rd</sup> edition. New York: Oxford University Press.

Kahn, Robert. 2016. "The IMF's Next Five Years: No Rest for the Weary." Snapshot. *Foreign Affairs*. 25 February 2016.

Carter, April. 2001. *The Political Theory of Global Citizenship*. New York: Routledge.

Theoretical and empirical work

FLS Chapter 9.

Hiscox, Michael. 2002. *International Trade and Political Conflict: Commerce, Coalitions, and Mobility*. Princeton: Princeton University Press.

Rogowski. 1989. *Commerce and Coalitions: How Trade Affects Domestic Political Alignments*. Princeton: Princeton University Press.

4-15 April Mid-semester teaching break (no class)

**Week 8: Economic and political development**

*Case study:* The Sustainable Development Goals

*Required reading:* FLS Chapter 10 (pp. 420-453)

*Further reading:*

On the case study

Griggs, David, Mark Stafford-Smith, Owen Gaffney, Johan Rockström, Marcus C. Öhman, Priya Shyamsundar, Will Steffen, Gisbert Glaser, Norichika Kanie, Ian Noble. 2013. "Sustainable Development Goals for People and Planet." *Nature* 495: 305-307.

Sachs, Jeffrey. 2012. "From Millennium Development Goals to Sustainable Development Goals." *The Lancet* 379(9832): 2206–2211.

Theoretical and empirical work

Banerjee, Abhijit, and Esther Duflo. 2010. *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*. New York: Public Affairs.

Henderson, J. Vernon, Zmarak Shalizi, and Anthony J. Venables. 2001. "Geography and Development." *Journal of Economic Geography* 1: 81-105.

Keefer, Philip. 2004. "What Does Political Economy Tell Us About Economic Development—And Vice Versa?" *Annual Review of Political Science* 7: 247-272.

Mehra, Rekha. 1997. "Women, Empowerment, and Economic Development." *Annals of the American Academy of Political and Social Science* 554: 136-149.

Milner, Helen V., and Bumba Mukherjee. 2009 "Democratization and Economic Globalization." *Annual Review of Political Science* 12: 163-181.

- Olson, Mancur. 1993. "Dictatorship, Democracy, and Development." *American Political Science Review* 87(3): 567-576.
- Seligson, Mitchell A., and John Passé-Smith, eds. 2008. *Development and Underdevelopment: The Political Economy of Global Inequality*, 4th edition. Boulder, CO: Lynne Rienner.
- Sen, Amartya. 1999. *Development as Freedom*. Anchor Books: New York.
- Spruyt, Hendrik. 2002. "The Origins, Development, and Possible Decline of the Modern State." *Annual Review of Political Science* 5: 127-149.

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## PART 4: SPECIFIC TRANSNATIONAL FACTORS

### Week 9: International law

*Case study:* International Criminal Court

*Required reading:* FLS Chapter 11 (pp. 456-487)

*Further reading:*

#### On the case study

- Allen, Tim. 2006. *Trial Justice: The International Criminal Court and the Lord's Resistance Army*. Zed Books, London.
- Broomhall, Bruce. 2003. *International Justice and the International Criminal Court Between Sovereignty and the Rule of Law*. New York: Oxford University Press.

#### Theoretical and empirical work

- Axelrod, Robert, and Robert Keohane. 1985. "Achieving Cooperation under Anarchy: Strategies and Institutions." *World Politics* (38): 226-254.
- Carpenter, R. Charli. 2003. "'Women and Children First': Gender, Norms, and Humanitarian Evacuation in the Balkans 1991-5." *International Organization* 57(4): 661-694.
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### Week 10: Human rights

*Case study:* The refugee rights regime

*Required reading:* FLS Chapter 12 (pp. 490-529)

*Further reading:*

#### On the case study

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- Shestack, Jerome J. 1998. "The Philosophic Foundations of Human Rights." *Human Rights Quarterly* 20:201-234.

### **Week 11: Environment**

*Case study*: The political effects of a changing Arctic

*Required reading*: FLS Chapter 13 (pp. 532-575)

*Further reading*:

#### On the case study

- Ebiger, Charles K. & Evie Zambetakis. 2009. "The Geopolitics of Arctic Melt." *International Affairs* 85(6): 1215-1232.

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Gleditsch, Nils Petter & Ragnhild Nordås. 2014. "Conflicting Messages? The IPCC on Conflict and Human Security." *Political Geography* 43: 82-90.

Heinrigs, Philipp. 2011. "Security Implications of Climate Change in the Sahel Region: Policy Considerations." OECD Sahel and West Africa Club Secretariat.

Homer-Dixon, Thomas F. 1994. "Environmental Scarcities and Violent Conflict: Evidence from Cases." *International Security* 19(1): 5-40.

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## **Week 12: Conclusion, future directions, and semester review**

*Required reading:* FLS Chapter 14 (pp. 576-625)

4-20 June—Examination period

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