

POLSCI 101

International Politics

Fall 2020



Dates / course meeting time: synchronous sessions on Tuesdays/Thursdays 8:10-9:10PM CST

Academic credit: 4 credits

Course format: asynchronous lecture + synchronous discussion

Instructor's information

As a comparative political economy scholar, I use my knowledge of advanced statistical methodologies, seven languages and travel to over 35 countries to examine the economic outcomes of political institutions, state-market interactions, the political actors driving the process and the inequalities between the winners and losers of this process.

I completed my Ph.D. at Georgetown University and I am working on a book manuscript dealing with the political determinants of switches between privatization and nationalization in Eastern Europe and beyond. My research bears directly on how we view the link between democracy and market capitalism, economic consequences of populism, rising illiberalism in recent political transitions and state capitalism. Before my postdoctoral fellowship at Columbia University's Harriman Institute, I was a Postdoctoral Fellow at the Skalny Center for Polish and Central Eastern European Studies at the University of Rochester and a George F. Kennan Short-term Scholar at the Woodrow Wilson Center for International Scholars.

www.paulaganga.com

What is this course about?

This course will survey many of the problems and issues of world politics and the main theories that scholars believe explain the events we witness. We will focus our inquiries on the interests that actors have, the means by which they interact, and the institutions in which they operate that constrain or facilitate their behavior. Along with a broad understanding of the history of international politics, we will discuss the nature of the international system, the causes and effects of international conflict, and the difficulties faced by countries in establishing international cooperation. In addition to the traditional focus on war and peace, we will consider political dimensions of the international economy, the role of international organizations and international law, the worldwide trends toward democratization and economic interdependence, and prospects for global development. Throughout the class we will use theories to help us understand historical and contemporary phenomena. By the end of the semester, students should have a deeper knowledge of international relations and, importantly, better understand current events and policy discussions. Students should leave this course feeling that they are a more informed citizen of the world.

What background knowledge do I need before taking this course?

There are no prerequisites for this course.

What will I learn in this course?

By the end of the semester, students should be able to:

- gain a good knowledge of important topics in international relations, preparing for upper-division courses with more focused applications in the field.
- have a theoretical and historical basis for analyzing and understanding variety of international phenomena including war, terrorism, globalization, and environmental cooperation, thinking critically and analytically about current events.
- use the “Interests, Interactions, and Institutions” framework to explain the problems and potential solutions in major areas of international relations.
- explain how conflict can occur in the framework of bargaining over a contested good (i.e. war onset).
- execute a research process of literature review, information collection and analysis, and presentation to understand contemporary international relations.

What will I do in this course?

This course will feature a mix of asynchronous lectures and synchronous discussion-based learning. The synchronous sessions will consist of group discussions and are a crucial part of the class. In those sessions the most important part is you asking questions and answering your classmates’ questions.

As part of this course, you will be evaluated on your class participation and engagement, short discussion essays addressing key course concepts, quizzes administered using the Poll Everywhere software, in addition to a midterm evaluation and a final paper.

How can I prepare for the class sessions to be successful?

Students are expected to come to each class having read the required readings listed under that week in the syllabus and prepared to discuss them. I will discuss some strategies to help you get the most out of the readings and our discussions on the first day. In general, you should focus on key arguments or perspectives provided by each reading. Think about how readings relate to each other and other concepts we have discussed. What evidence does the author use, and do you find the argument convincing? If it is an historical or theoretical reading, how can you apply it to current events?

An effort will be made to link class discussions to current events, wherever possible. It is therefore recommended that students keep themselves informed of current developments by reading a daily newspaper with good coverage of international affairs, like *The Globe and Mail*, *The New York Times* or *Washington Post* as well as publications like *the Economist*, *Foreign Policy*, etc.

What required texts, materials, and equipment will I need?

Required

Frieden, Jeffrey A, David A. Lake, and Kenneth A. Schultz. 2018. *World Politics: Interests, Interactions, Institutions (4th Edition)*. New York, NY: W.W. Norton and Company. (FLS)

Stiles, Kendall W. 2012. *Case Histories in International Politics (7th Edition)*. New York: Pearson Longman. (No need to purchase the book. I will provide pdfs of the three chapters we will use in class.)

The readings for discussion sessions come from journals, newspapers, or magazine that are available online or through DKU Library.

What optional texts or resources might be helpful?

Students are also encouraged to familiarize themselves with major periodicals with a focus on international relations/foreign policy and follow the international section of major newspapers:

- Financial Times (<http://news.ft.com/world>)
- The New York Times (<http://www.nytimes.com/pages/world/index.html>)
- Washington Post (<http://www.washingtonpost.com/wp-dyn/content/world>)
- Foreign Affairs (<http://www.foreignaffairs.org>)
- Foreign Policy (<https://foreignpolicy.com>)
- The Economist (<https://www.economist.com>)

How will my grade be determined?

Students' performance and final grade for the course will be evaluated as follows:

Attendance & Participation	20%
Pop-quizzes	20% (The one you did worst will not be counted.)
2 Group Presentations	10%
Two Response Papers (3-4 pages)	15%+10%=25% (The one you did better will be worth 15%.)
Final Exam	25%

Please refer to the following scale for your grading.

A+ = 98% - 100% **A** = 97% - 93%; **A-** = 90% - 92%; **B+** = 87% - 89%; **B** = 83% - 86%; **B-** = 80% - 82%; **C+** = 77% - 79%; **C** = 73% - 76%; **C-** = 70% - 72%; **D+** = 67% - 69%; **D** = 63% - 66%; **D-** = 60% - 62% **F** = 59% and below

20% – Attendance & Participation (A&P)

Class attendance is mandatory and will be taken at the beginning of each lecture. The constraints of the short semester and long class periods mean you may be at a substantial disadvantage if you miss a class. Attendances are excused only due to illness, university events, and family emergencies. An

unexcused absence will lead to a 3-point subtraction from final grade. (For example, if you have a 100 final average with 2 unexcused absences, your final grade will be 94). Missing more than TWO classes will result in an automatic failing grade in the course.

Due to the small number of students you are expected to participate substantively in every class session. This is an amazing opportunity. Many universities have classes too big for students to participate in class so use this as a way to practice speaking up.

The class participation grade is based on the quality of contribution to the class (in particular to the discussion section), not necessarily the quantity. One must aim to contribute something of interest to the discussion on a regular basis by asking questions, answering questions, and offering opinions. The aim is to have productive intellectual conversation. No outside knowledge of international relations or political science scholarship, of history, or of current events will be necessary for effective participation. Discussion of other scholarship, history, and current events will certainly be welcome when it is relevant, but careful reading of the materials assigned for this course, attention to major news stories relating to international politics, and concentrated thinking about the ideas raised in class will be a sufficient basis from which to contribute profitably to class discussion. During class discussions, classroom etiquette is vital. Please recognize that our classroom includes people with various life experiences, different perspectives, and divergent strategies for defending their views. Please state your opinions constructively and respectfully, listen carefully when your colleagues are speaking, and speak to the instructor if you are offended by something that is said in class. Please strive to be an active participant in class. Since everyone learns more when more connections exist among students, finding ways to help build class camaraderie can also count as part of participation.

Since the synchronous sessions are only twice a week lasting one hour that time is very valuable. Use it wisely!

10% – Pop-quizzes (2)

Throughout the semester, I will give unannounced pop-quizzes at the beginning of classes on the assigned readings and/or the materials covered in the previous classes. This means that you should always review the material covered in lectures and make sure you fully understand it. For each of you, the quiz in which you did worst will not be counted. To prevent any violations of the academic honesty standard of DKU, only true or false questions with short statements are included; you only have 10 seconds to answer each question. For the ones who cannot attend the synchronous session, you can schedule a make-up quiz with the instructor individually; of course, you are going to get a different set of questions.

25% – TWO Response Papers

Each student will submit a 3-4 page, double-spaced (using a 12 point size font, with standard margins) reaction paper to the discussion readings for **TWO different weeks**. The paper in which you did

relatively well will be worth 15% of the total grade, the other one will be worth 10%. The response papers should include an analysis of the weaknesses of arguments made by the authors for the relevant week; questions with which you were left by the readings; or points of confusion that should be clarified. (You should not focus on summarizing the readings; instead, assume that everybody else has done the reading as well and understands the basic arguments.) You do not have to discuss all of the readings assigned for the week; you may discuss just one or two pieces, or you can pick a broader range and compare them to each other or to readings for earlier weeks. Likewise, within each reading you select to engage, you do not have to discuss the whole piece. You may do so, but you may equally well focus on a section, a paragraph, or even a sentence that piqued your interest. Don't leave this until the last weeks as more work will accumulate later in the semester.

Rubric for Assessing Response Papers

Traits	1-Below Basic	2-Basic	3-Proficient	4-Advanced	Points
Knowledge of the issue under consideration					
Knowledge of the appropriate literature					
Knowledge of theories and philosophical positions relevant to the issues					
Employment of appropriate evidence and sobriety of the analysis					
Skillful written communication of the arguments					

<i>Total</i>					

4-Advanced

The student with an outstanding grasp of theory, analysis, and effective communication presents worthwhile and interesting arguments. His or her paper is based on a thorough survey of the relevant theoretical and substantive literature from academic and non-academic sources. The paper is supported by sound evidence, and the student’s analysis is presented in an orderly and well-organized way. In addition, the student’s paper and the analysis supporting it are compelling and even original.

The writing is lively, well-paced, interesting, exciting. It has style. Everything in it seems to fit the paper. Readers of an outstanding paper can feel a mind at work. They are convinced that the writer cares for his or her ideas, and about the language that carries them. The writer has considered contrary views and rebutted or adapted them thoughtfully. It may have a proofreading error or two, or even a misspelled word, but the reader feels that these errors are the consequence of the normal accidents that all good writers encounter.

3- Proficient

The student demonstrates a good grasp of theory, presents a thorough analysis, and develops interesting arguments. His or her paper is based on a moderate survey of relevant literature from academic and non-academic sources. The paper is supported by moderate evidence, and the student’s analysis is relatively well organized. The writer has considered contrary views and tried to rebut or adapt them thoughtfully. The student’s paper and the analysis supporting it are good, but not completely compelling or original.

The writing is clear and effectively communicates the author’s points. It may have several proofreading errors or syntactical mistakes, but those do not detract from the paper’s substance.

2-Basic

The student who has reached a satisfactory level of theoretical understanding, analysis, and communication presents some arguments. Though they may be vague and broad or obvious, the arguments are supported by evidence and analysis. The evidence may not be original, substantial, or well-organized, but it matches the argument. The analysis may not be sophisticated but demonstrates an understanding of basic political dynamics. The paper demonstrates at least a basic knowledge of theory and the ability to apply relevant theories to the argument and evidence.

The paper may not be very well-written, but has enough structure and clarity to allow the reader to identify and understand the argument and its substantiation. There may be errors in grammar and spelling.

1-Below Basic

The student with an unsatisfactory grasp of theory, analysis, and communication has arguments that are strikingly vague, broad, or uninteresting. There is little indication that the student understands the material being presented. The paragraphs do not hold together; ideas do not develop from sentence to sentence. The paper usually repeats the same thoughts again and again, perhaps in slightly different language but often in the same words.

The paper is filled with mechanical faults, errors in grammar, and errors in spelling.

20% – Group Presentations posted online (each presentation 10 %)

Students will be asked to choose two weekly discussion topics and to prepare a group presentation on it. The presentation should be prepared in teams of 2 students. Students can reserve the discussion topic on a first-come first-serve basis. You will have to choose a different presentation partner for the two presentations. The instructor will be available if consultation is needed. The expected length of the group presentation assisted with slides and/or visual aids will be about 20 minutes. Overall, the grade is based on your group’s ability to support your conclusions with compelling logic and reliable evidence. Specifically speaking, the instructor will use the following rubric to evaluate each group’s presentation. These presentations will be posted online one day prior to the class so that the rest of the class can view it.

Another element of the presentations will be that everyone except those presenting will be expected to write a short feedback of the presentation on the course forum before class. The feedback will be between 100 and 400 words. It is meant to show that you watched and engaged with the presentation. You can ask a question, make a suggestion or ways to improve. Remember to be respectful as you will also get feedback when it will be your turn to do the two presentations. We are supposed to learn so the goal is to get better together. Your short feedback will be part of your overall presentation grade.

Rubric for Assessing Group Presentation

Traits	1-Below Basic	2-Basic	3-Proficient	4-Advanced	Points

<p><u>Content</u> Did the presentation have valuable material?</p> <hr/>	<p>Presentation contained little valuable material.</p> <p>Listeners are unlikely to learn anything or may be misled.</p> <hr/>	<p>Presentation had moments where valuable material was present but as a whole content was lacking.</p> <p>Listeners may learn some isolated facts.</p> <hr/>	<p>Presentation had a good amount of material and benefited the class.</p> <p>Listeners may develop a few insights about the topic.</p> <hr/>	<p>Presentation had an exceptional amount of valuable material and was extremely beneficial to the class. Listeners are likely to gain new insights about the topic.</p> <hr/>	<hr/>
<p><u>Organization</u></p> <p>Was the presentation well organized and easy to follow?</p> <hr/>	<p>The presentation lacked organization and had little evidence of preparation.</p> <hr/>	<p>There were minimal signs of organization or preparation. The presenters occasionally went off topic.</p> <hr/>	<p>The presentation had a focus and provided some reasonable evidence to support conclusions.</p> <hr/>	<p>The presentation was carefully organized and provided convincing evidence to support conclusions. It was easy to follow for listeners.</p> <hr/>	<hr/>
<p><u>Presentation</u></p> <p>Did the presenters speak clearly? Did they engage the audience? Was it obvious the material had been rehearsed?</p> <hr/>	<p>The presenters appeared anxious and uncomfortable and read notes, rather than speak, listeners were ignored.</p> <p>There was little evidence of planning prior to the presentation.</p> <hr/>	<p>The presenters occasionally appeared anxious or uncomfortable, and may occasionally read notes, rather than speak. Listeners were often ignored or misunderstood.</p> <p>There was little evidence of planning prior to presentation.</p> <hr/>	<p>The presenters were generally relaxed and comfortable. Listeners were generally recognized and understood.</p> <hr/>	<p>The presenters were professional, relaxed, and comfortable and interacted effectively with listeners.</p> <p>Preparation was very evident.</p> <hr/>	<hr/>
<p><u>Collaboration</u></p> <p>Did everyone contribute to the presentation? Did everyone seem well versed in the material?</p> <hr/>	<p>The groupmates never worked from others' ideas. It seems as though only a few people worked on the presentation.</p> <hr/>	<p>The groupmates sometimes worked from others' ideas. However, it seems as though certain people did not do as much work as others.</p> <hr/>	<p>The groupmates worked from others' ideas most of the time. It seems like everybody did some work, but some people are carrying the presentation.</p> <hr/>	<p>The groupmates always worked from others' ideas. It was evident that all of the group members contributed equally to the presentation.</p> <hr/>	<hr/>

<i>Total</i>					

Note: Each student in the presentation group should speak during the presentation. The group will receive a single grade that will apply to all group members. Appeals to this policy will be allowed in the event that a student is NOT fulfilling her/his responsibilities and does not deserve the same grade as the rest of the group. While I sincerely hope this does not happen, I reserve the right to lower 50% or more of the presentation grade for that student. On any assignment if a member of your group is not fulfilling her/his responsibilities, the remaining student(s) in the group should report this to the instructor.

25% – Final Exam

The final exam aims to test what you have learned in this class thoroughly. It is an **open-book exam**, which will be a mix of short answer/identification and essay questions. You have 3 hours to return your answer after opening the questions. Missed exams may be made up only in the case of properly documented emergencies. No exceptions. All questions and essays will address topics from the lectures and readings.

What are the course policies?

Communications:

Explain to students how they are expected to communicate with you (and TAs). For example, will you use the forums, MS Teams, or email to answer questions? Details when you'll be able to respond to their questions. Tell students what you expect from them to stay on top of course communications (for example, check email or course site every other day). How will time zone differences affect due dates or attendance?

Discussion Guidelines:

Civility is an essential ingredient for academic discourse. All communications for this course should be conducted constructively, civilly, and respectfully. Differences in beliefs, opinions, and approaches are to be expected. Please bring any communications you believe to be in violation of this class policy to the attention of your instructor. Active interaction with peers and your instructor is essential to success in this course, paying particular attention to the following:

- Be respectful of others and their opinions, valuing diversity in backgrounds, abilities, and experiences.
- Challenging the ideas held by others is an integral aspect of critical thinking and the academic process. Please word your responses carefully, and recognize that others are expected to challenge your ideas. A positive atmosphere of healthy debate is encouraged.
- Read your online discussion posts carefully before submitting them.

Academic Integrity:

As a student, you should abide by the academic honesty standard of the Duke Kunshan University. Its Community Standard states: "Duke Kunshan University is a community comprised of individuals from diverse

cultures and backgrounds. We are dedicated to scholarship, leadership, and service and to the principles of honesty, fairness, respect, and accountability. Members of this community commit to reflecting upon and upholding these principles in all academic and non-academic endeavors, and to protecting and promoting a culture of integrity and trust.”

Academic Policy & Procedures:

You are responsible for knowing and adhering to academic policy and procedures as published in University Bulletin and Student Handbook. Please note, an incident of behavioral infraction or academic dishonesty (cheating on a test, plagiarizing, etc.) will result in immediate action from me, in consultation with university administration (e.g., Dean of Undergraduate Studies, Student Conduct, Academic Advising). Please visit the Undergraduate Studies website for additional guidance related to academic policy and procedures.

Academic Disruptive Behavior and Community Standard:

Please avoid all forms of disruptive behavior, including but not limited to: verbal or physical threats, repeated obscenities, unreasonable interference with class discussion, making/receiving personal phone calls, text messages or pages during class, excessive tardiness, leaving and entering class frequently without notice of illness or other extenuating circumstances, and persisting in disruptive personal conversations with other class members. Please turn off phones, pagers, etc. during class unless instructed otherwise. Laptop computers may be used **ONLY TO TAKE NOTES**. If you choose not to adhere to these standards, I will take action in consultation with university administration (e.g., Dean of Undergraduate Studies, Student Conduct, Academic Advising).

Academic Accommodations:

If you need to request accommodation for a disability, you need a signed accommodation plan from Campus Health Services, and you need to provide a copy of that plan to me. Visit the Office of Student Affairs website for additional information and instruction related to accommodations.

Assignment Format and Late Work Policy

Unless otherwise noted, all assignments should be typed, double-spaced (using a 12 point size font, with standard margins). To save trees, a hard copy of the completed assignment is not required. Please upload the completed assignment through Sakai before the deadline. Go to POLSCI101 on assignment, select the appropriate project, and then choose uploading submission. Late assignments will have their grade decreased by 20% for each day (or part of a day) they are late (except in the case of properly documented emergencies). This means that if you turn in an assignment 1 hour (1 day) late the best grade you can get is 80% .

What campus resources can help me during this course?

Academic Advising and Student Support

Please consult with me about appropriate course preparation and readiness strategies, as needed. Consult your academic advisors on course performance (i.e., poor grades) and academic decisions (e.g., course changes, incompletes, withdrawals) to ensure you stay on track with degree and graduation requirements. In addition to advisors, staff in the Academic Resource Center can provide recommendations on academic success strategies (e.g., tutoring, coaching, student learning preferences). Please visit the Office of Undergraduate Advising website for additional information related to academic advising and student support services.

Writing and Language Studio

If you want additional help with academic writing and more generally with language learning you are welcome to go to the [Writing and Language Studio \(WLS\)](#)

IT Support

If you are experiencing technical difficulties, please contact IT:

- China-based faculty/staff/students **400-816-7100**, (+86) 0512- 3665-7100
- US-based faculty/staff/students (+1) 919-660-1810
- International-based faculty/staff/students can use either telephone option (recommend using tools like Skype calling)
- Live Chat: <https://oit.duke.edu/help>
- Email: service-desk@dukekunshan.edu.cn

What is the expected course schedule?

Students are expected to complete the readings before class sessions each week.

Important: readings are subject to change, contingent on mitigating circumstances and the progress we make as a class. Students should attend classes and follow the course website to keep track of any changes to the schedule.

Week 1

Class Theme	Intro to International Relations
Lecture Session 1 (Saturday, August 29)	Introduction to Course: Read syllabus thoroughly Studying International Relations: Frieden, Lake, and Schultz (FLS): Introduction The Development of the Current International System: FLS Chapter 1
Lecture Session 2 (Tuesday, September 1)	Thinking About International Politics: FLS Chapter 2 Pichamon Yeophantong. Asian Perspectives on International Relations Theory. https://www.e-ir.info/2018/01/23/asian-perspectives-on-international-relations-theory/

Week 2

Class Theme	War
--------------------	------------

Lecture Session 1 (Thursday, September 3)	Why War? FLS Chapter 3 Domestic Politics and War: FLS Chapter 4 Tzu Sun. <i>The Art of War</i> . ch.1-6. (孙子兵法, 第1-6篇)
Lecture Session 2 (Tuesday, September 8)	<i>Nuclear Deterrence and Proliferation</i> <ul style="list-style-type: none"> - Lieber, Keir A. and Daryl G. Press. 2009. The Nukes We Need: Preserving the American Deterrent. <i>Foreign Affairs</i> 88 (6): 39-51. - Schulte, Gregory L. 2010. Stopping Proliferation Before it Starts. <i>Foreign Affairs</i> 89 (4): 85-95. - Jervis, Robert. 2013. “Getting to Yes with Iran.” <i>Foreign Affairs</i> 92 (1): 105-115. - Brewer, Eric. September 23, 2019. Will Nuclear Weapons Make a Comeback? <i>Foreign Affairs</i>. - Mahsa Rouhi. September 7 2019.How to Make a Lasting Deal with Iran. <i>Foreign Policy</i>. - Erlanger, Steven. August 12, 2019. Are We Headed for Another Expensive Nuclear Arms Race? Could Be. <i>The New York Times</i>.

Week 3

Class Theme	International Institutions and Security
Lecture Session 1 (Thursday, September 10)	International Institutions and War: FLS chapter 5 Watch: Woodrow Wilson’s 14 Points, Khan Academy: https://www.youtube.com/watch?v=XMElagkUBmY
Lecture Session 2 (Tuesday, September 15)	<i>Peacekeeping and Peacemaking</i> <ul style="list-style-type: none"> - Evans, Gareth and Mohamed Sahnoun. 2002. The Responsibility to Protect. <i>Foreign Affairs</i> 81 (6): 99-110. - Fortna, Virginia Page. 2008. Chapter 7: “Conclusions and Implications.” In <i>Does Peacekeeping Work?</i> Princeton, NJ: Princeton University Press, 172-179. - Dickinson, Elizabeth. 2009. Soldiers of Misfortune. <i>Foreign Policy</i> 172: 40-41. - Western, Jon and Joshua S. Goldstein. 2011. Humanitarian Intervention Comes of Age. <i>Foreign Affairs</i> 90 (6): 48-59. - Autesserre, Séverine.2019. <i>The Crisis of Peacekeeping: Why the UN Can’t End Wars</i>. <i>Foreign Affairs</i>.98(1).

Week 4

Class Theme	Civil War and Terrorism
--------------------	--------------------------------

Lecture Session 1 (Thursday, September 17)	Civil War and Terrorism: FLS Chapter 6 Al-Qaeda: Stiles Chapter 7
Lecture Session 2 (Tuesday, September 22)	<p><i>Terrorism</i></p> <ul style="list-style-type: none"> - Mueller, John. 2006. Is There Still a Terrorist Threat? <i>Foreign Affairs</i> 85 (5): 2-8. - Byman, Daniel. 2006. Do Targeted Killings Work? <i>Foreign Affairs</i> 85 (2): 95-111. - Stern, Jessica. 2010. Mind Over Martyr: How to Deradicalize Islamist Extremists. <i>Foreign Affairs</i> 89 (1): 95-108. - Robert Malley and Jon Finan. 2018. The Long Shadow of 9/11: How Counterterrorism Warps U.S. Foreign Policy. <i>Foreign Affairs</i>.97(4).

Week 5

Class Theme	Globalization
Lecture Session 1 (Thursday, September 24)	International Trade and Finance: FLS Chapter 7, 8
Lecture Session 2 (Saturday, September 26)	<p><i>International Trade and the Growth and Distribution of Income</i></p> <ul style="list-style-type: none"> - Scott, Bruce R. 2001. The Great Divide in the Global Village. <i>Foreign Affairs</i> 80 (1): 160-177. - Spence, Michael. 2011. “The Impact of Globalization on Income and Employment.” <i>Foreign Affairs</i> 90(4): 28-41. - Bourguignon, François.2016. Inequality and Globalization: How the Rich Get Richer as the Poor Catch Up. <i>Foreign Affairs</i>. 95(1). - Porter, Eduardo and Russell, Karl. December 15, 2017.It’s an Unequal World. It Doesn’t Have to Be. <i>The New York Times</i>.

Week 6

Class Theme	International Development
Lecture Session 1 (Tuesday, September 29)	<p>Wealth and Poverty: FLS Chapter 10</p> <p>Economic Interdependence: Stiles Chapter 13</p>

<p>Lecture Session 2 (Tuesday, October 13)</p>	<p style="text-align: center;"><i>Promoting Health Internationally</i></p> <ul style="list-style-type: none"> - <u>Coronavirus: Resources from the Council on Foreign Relations and Foreign Affairs.</u> - Garrett, Laurie. 2007. The Challenge of Global Health. <i>Foreign Affairs</i> 86 (1): 14-38. - Naim, Moises and Gro Harlem Brundtland. 2002. The FP Interview: The Global War for Public Health. <i>Foreign Policy</i> 128: 24-36. - Garrett, Laurie. 2005. The Lessons of HIV/AIDS. <i>Foreign Affairs</i> 84 (4): 51-64. - Lyman, Princeton N. and Stephen B. Wittels. 2010. No Good Deed Goes Unpunished: The Unintended Consequences of Washington's HIV/AIDS Programs. <i>Foreign Affairs</i> 89 (4): 74- 85.
---	---

Week 7

<p>Class Theme</p>	<p>International Cooperation</p>
<p>Lecture Session 1 (Thursday, October 15)</p>	<p>International Cooperation: FLS Chapter 13</p> <p>Collective Goods: Stiles Chapter 12</p>
<p>Lecture Session 2 (Friday, October 16)</p>	<p style="text-align: center;"><i>Environmental Cooperation</i></p> <ul style="list-style-type: none"> - McKibben, Bill. 2009. Climate Change. <i>Foreign Policy</i> 170: 32-38. - Levi, Michael A. 2009. Copenhagen's Inconvenient Truth: How to Salvage the Climate Conference. <i>Foreign Affairs</i> 88 (5): 92-104. - Lomborg, Bjorn. 2012. Environmental Alarmism, Then and Now. <i>Foreign Affairs</i> 91 (4): 24-40. - Ghebreyesus, Tedros Adhanom. September 23, 2019. Climate Change Is Already Killing Us: How Our Warmer and Wetter Planet Is Getting Sicker and Deadlier by the Day. <i>Foreign Affairs</i>.