

4392-004: INTRODUCTION TO INTERNATIONAL RELATIONS

UNIVERSITY OF TEXAS AT ARLINGTON, DEPARTMENT OF POLITICAL SCIENCE
FALL SEMESTER 2013
COURSE OUTLINE

Professor: Brent E. Sasley

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Faculty profile:

<https://www.uta.edu/mentis/public/#profile/profile/view/id/1934/>

Class location: Pickard Hall 107

Class time: Mon/Wed/Fri, 11:00-11:50am

E-mail: bsasley@uta.edu

Office hours: Wednesdays, 9:00-9:50am, or by appointment

Please note: The easiest way to reach me is by email.


COURSE CONTENT AND DESCRIPTION:

International relations (IR) is about the interplay between various actors (states, international organizations, multinational corporations, communal groups, militant movements, and more) in the international system and their continual search for wealth, power, influence, security, and authority. This course will introduce students to how we approach the understanding and explanation of international relations. Given Albert Einstein's argument that the purpose of a university education is not to teach students just facts, but to teach them to think, the course will not necessarily provide definitive answers to relevant questions. Rather, it will provide the skills and knowledge necessary for students to think creatively about their own answers. It is divided into three sections: Section A discusses the main conceptual and theoretical tools used to study international relations. Section B explores violence and war in the international system. Section C examines select issues of contemporary importance in world affairs.

It is advisable that students keep up with contemporary international daily political, security, economic, social, and cultural developments through various media outlets. Students can follow developments in all major media outlets—such as CNN, *The New York Times*, *The Washington Post*, BBC, and so on.

COURSE OBJECTIVES:

By the end of the course students will be familiar with a variety of theoretical and conceptual approaches to the study of international relations, as well as various processes and norms of interaction within the contemporary international system. To meet these goals the course has the following objectives:

 *Describe* key features of the international system and its component parts so that students can identify and classify the primary actors, processes, and ideas that shape the contemporary Middle East.

🎧 *Compare and contrast* theoretical frameworks and conceptual tools in order to more effectively explain how international actors, forces, and processes these come together to form the arena we call “international relations.”

🔪 *Think critically* about how we think about world politics in order to identify, analyze, and work to resolve humanity’s problems.

FORMAT:

The course is conducted within a lecture framework. But class time will be used for general discussions, in order to give students more time to discuss their own ideas and to understand the material through dialogue. Because this is a university course, students are expected to actively participate in class discussions, and are encouraged to question and debate with the instructor and each other on the various issues. This must be done in a productive and civil manner. Personal attacks and polemics will not be tolerated. The purpose of a freer flow of dialogue is to better understand and absorb the materials covered in class, and offensive actions and ideological or political agendas impede this process. Students who engage in such activities will have to leave the class.

PowerPoint will be used, but only to provide a skeletal outline of the lectures; students must pay attention to and take notes on what is discussed in class. Otherwise, they will not learn what is necessary for the course and the assignments.

The lectures are based in part on the readings, but will not necessarily directly discuss them; it will be assumed that students have done the readings.

Both the professor and the students have obligations and responsibilities in this course. **(Please see the course Blackboard for more on the DOs and DON'Ts of student interactions with the professor.)**

My responsibilities include making clear the objectives and material of the course; training students to think critically; returning assignments within a reasonable period of time with adequate comments and suggestions for improvement; treating students with respect and a willingness to hear their opinions and ideas; and keeping my own personal politics out of the classroom.

Students’ responsibilities include taking seriously the purposes and assignments of the course; preparing themselves adequately for the lectures; handing their assignments in on time; treating each other and the professor with respect and a willingness to hear other opinions and ideas; and a readiness to think about the material with an open mind while keeping their own personal politics out of the classroom. (It is easy to take a stance on a given issue, but more difficult to defend that stance in a logical manner that rests on a judicious, nuanced, and open-minded foundation of understanding.)

All cell phones, gadgets for listening to music, playing games, or contacting other people, and all similar devices must be turned off prior to the beginning of class. Students who engage in such activities will have to leave the class. Laptops and other

electronic devices are acceptable for taking notes, but I reserve the right to prohibit their use if I determine they are being used for other activities.

Please note that the syllabus and course content may change, depending on unforeseen circumstances. Any such changes are at the instructor's discretion. If there are any changes, they will be announced in class; students then are responsible for knowing whether and when any changes have been made.

Attendance Policy:

Students are responsible for their own attendance and participation in class; I will not call the roll. Students who do miss class are responsible for obtaining the material discussed in class from their colleagues. I will not provide notes from lectures or discussions, but I am happy to discuss the material with a student who has already obtained the information. Poor attendance and poor participation will reflect on your final grade.

Communicating by E-mail:

Outside of class, email is the best way to reach me. Note that students must use their UTA MavMail account when communicating by email with me; I will **not** respond to any correspondence sent by a non-UTA email account. Students are responsible for regularly checking their UTA accounts, for information and correspondence both from the university and from me regarding course matters.

Please use standard polite greetings and address me not as a close friend but as your professor (i.e., Professor or Dr. Sasley) Please note that one-line comments or questions are not enough for me to know what you are trying to say: be sure your email provides enough detail and explains the context of your comment or question, including which course you are emailing about.

Twitter and Blog Policy:

The rapid expansion of social media—including its use by instructors in the classroom—has blurred the lines between public and private lives of professors. Although I firmly believe in a strict separation between my personal preferences and what I teach in the classroom, I am active on Twitter and in blogging, two of the most prominent forms of social media. I consider it necessary, then, to set out a coherent guideline for these media.

I use both primarily for analytical commentary, and students who are interested in more discussion and debate on issues related to international relations and Middle East politics are welcome, if they wish, to subscribe to my Twitter feed and blogs.

Students are also welcome to respond to any tweets or blog posts. I expect respectful, reasoned responses or posts, without profanity; any violation of these guidelines will result in the student being blocked in the relevant method.

I must emphasize that this is not mandatory—it is not even “optional” in the context of the course. I mention this as a general comment only, in the context of a public domain that now encompasses the university and the classroom. Students’ grades are not in any way connected to this.

Letters of Recommendation:


I am happy to write letters of recommendations for students, but **certain criteria must first be met**. Please see the course Blackboard for specific information on what students must do in order to be eligible for a reference letter.


Student Feedback Survey:


At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.


REQUIRED READINGS:

There are four sources of mandatory readings for this course:

 Daniel W. Drezner, *Theories of International Politics and Zombies*. Princeton: Princeton University Press, 2011. This book is available at the Bookstore and on reserve at the library.

 Journal articles available on-line in pdf format, which must be searched for through the library’s catalogue. Library journal article readings will be referred to as (Library).

 Journal articles and book chapters (in PDF form) available on e-reserves at the library. To access these, log in with your UTA NetID and password to the library’s website (“Catalog,” then “Course Reserves”). Library reserve readings will be referred to as (e-reserves).

 Specific URLs available on the course Blackboard. To access these, log in with your UTA NetID and password at <https://elearn.uta.edu/webapps/login/>. Blackboard readings will be referred to as (Blackboard).

ASSIGNMENTS AND GRADE DISTRIBUTION:

Test. There will be one in-class test, **worth 20% of the final grade**, written on **Wednesday, October 2**. It will cover everything studied from the beginning of the course up to and including on September 30 (all lectures, class discussions, readings, films, and any other materials included in the course). The format of the test is a single essay section. Students are allowed to use course readings and their own notes during the test, but no electronic devices (computers, phones, or anything else) are allowed. Students who are late to the test will **not** be given extra time to finish.

There will be **no** make-up tests, barring a very serious development or illness. Common but invalid excuses include (but are not limited to): car troubles; visiting friends or relatives; having other work. If there is an illness, students will have to provide a medical note—not one in which a doctor writes that the student confirms he/she was sick, but a detailed note explaining that the doctor knows for a fact that the student was sick on the day of the test and could not be expected to write. Documentation must be provided for any missed test within three school days after the missed test, regardless of the reason, and is subject to verification. Any requests for a deferral must be made *before* the date of the test for a make-up to be considered, and are at the professor's discretion. A missed test must be made up **within three school days** after the date of the original scheduled test. No make-up will be allowed after that, and a grade of zero will be assigned for that test.

Movie reports. Students will write **three** movie reports, **each worth 20% of the final grade**. Papers are due on **Monday, September 16**, on **Monday, November 4**, and on **Monday, December 2**. Each paper is to be **4-6 pages** in length, excluding title page and bibliography; going under or over this range will result in a penalty, as the purpose is to learn how to make an argument in a specified amount of space.

Each paper will analyze a specific movie (titles to be distributed in class) but will also incorporate scholarly research on the issue/topic.

Papers **must be typed or word-processed**, with Times New Roman and 12-point font; double-spaced; and margins of 1 inch all around or 1 inch on top and bottom and 1.5 inches on left and right. Papers must have the standard format required of a university paper, including title page, proper and consistent citation style, bibliography, and page numbers. **The only citation/bibliography style that will be accepted is MLA format.** Citations and bibliography **must include page numbers**. Students should also be sure to keep a copy of their assignments for themselves.

Papers **must be emailed in**—hard copies will not be accepted. Papers will be returned to students' UTA accounts by email, with comments in the text through the Track Changes feature in Word as well as an attached page of remarks. Note that all papers will be reviewed by a plagiarism-detection program: this is not due to a presumption of guilt but rather is used as a teaching tool.

All papers are due at the beginning of class; a paper that is emailed in after class begins will be considered late. Late papers will not be accepted without penalty, unless there is

a valid medical excuse and doctor's note or evidence of another serious and unavoidable reason. Common but invalid excuses include (but are not limited to): computer, printer, or car troubles; being sick the day the assignment is due; visiting friends or relatives; having other work. Documentation is always required and is subject to verification. Papers emailed in after class begins, but on the same day the assignment is due, will be **penalized one percentage point per day off the mark received out of the total worth of the assignment, with an additional percentage point taken off for each additional day the report is late** (i.e., 1% per day off whatever grade is given out of 20%). Any requests for an extension must be made *before* the due date of the assignment. **Papers will not be accepted after 3 calendar days after the due date**; students will then receive a zero on the assignment.

These are research papers, and so research must be based on scholarly sources, which means journal articles, books, and academic reports from well-known research institutes (some of the latter are listed on the library guide for the course). **Students must use at least two books and two journal articles in their research for each paper** (none of which can be on the course reading list). Dictionaries, lecture notes, encyclopedias (including Wikipedia), and many websites are **not acceptable**; students are **strongly** advised to consult with the professor first to find out if a source is suitable or not. Sources containing basic background information (e.g., the CIA World Factbook) and media reports are not scholarly sources; but they are useful for providing empirical evidence for an argument.

Students are expected to use proper format, structure, grammar, and citations in all of their assignments; *how* students make their arguments is as important as *what* they argue. If a student hands in an assignment that does not meet these standard university requirements, she will be asked to re-submit the assignment with the requisite changes and a penalty. For technical material, see Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertation* (Chicago: University of Chicago Press), sixth edition or later; the course Blackboard and the library course guide also have links on citations and bibliographies. Students may also consult the professor for further help.

Final exam. A final **take-home exam, worth 20% of the final grade**, will be written at the end of the course. Students will have **one week** to write the exam: It will be posted on the course Blackboard and accessible at the end of the final class on December 4, and due by **Wednesday, December 11, 12:00pm**. The exam will be **cumulative**, taking into account everything studied from the beginning of the course (class discussions, readings, and any other materials covered in the course). The format of the final exam is a single essay question. Students should not conduct any outside research; their focus should be on the course materials.

There will be **no** make-up exam, barring a very serious development or illness. Common but invalid excuses include (but are not limited to): computer, printer, or car troubles; visiting friends or relatives; having other work. If there is an illness, students will have to provide a medical note—not one in which a doctor writes that the student confirms he/she was sick, but a detailed note explaining that the doctor knows for a fact that the student was sick and could not be expected to write the exam. Documentation

must be provided for a missed exam within three days after the missed exam, regardless of the reason, and is subject to verification. Any requests for a deferral must be made *before* the date of the exam in order to be considered, and are at the professor's discretion. A missed exam must be made up **within three school days** after the date of the original scheduled exam. No make-up will be allowed after three school days, and a zero will be assigned for that grade.

Please note that **no** extra credit work is provided or allowed, regardless of circumstances. Please also note that not completing an assignment and instead re-weighting the worth of other course assignments is not an option.

AMERICANS WITH DISABILITIES ACT:

The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

DROPPING THE COURSE:

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** The last day to drop the class is October 30. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/ses/fao>).

STUDENT SUPPORT SERVICES:

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at (817) 272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

EMERGENCY EXIT PROCEDURES:

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

ACADEMIC INTEGRITY:

Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

Test:	20% (Wednesday, October 2, in class)
Movie reports (3):	20% each (Due: Monday, September 16; Monday, November 4; Monday, December 2)
Final exam:	20% (Due by Wednesday, December 11, 12:00pm)

GRADING SCALE:

A	80-100%
B	70-79%
C	60-69%
D	50-59%
F	0-49%

COURSE SCHEDULE:

Friday, August 23: Introduction to course

No readings

Monday, August 26: How bad could a zombie epidemic really be?

Drezner, pp. 1-32.

Wednesday, August 28: *How to write a paper for this class*

Purdue Online Writing Lab, "Avoiding Plagiarism." (Read sections: Overview; Is it Plagiarism?; Safe Practices; Plagiarism Exercise; all linked on the left side of the page.) (Blackboard)

Friday, August 30: The modern states system

Stephen D. Krasner, "Westphalia and All That," in *Ideas and Foreign Policy: Beliefs, Institutions, and Political Change*, eds. Judith Goldstein and Robert O. Keohane (Ithaca, NY: Cornell University Press, 1993), 235-264. (e-reserves)

Monday, September 2: ***Labor Day—No class***

Wednesday, September 4: The Cold War

President Ronald Reagan, "Remarks at the Annual Convention of the National Association of Evangelicals in Orlando, Florida," March 8, 1983, Ronald Reagan Presidential Library and Museum. (Blackboard)

Friday, September 6: ***Rosh Hashanah—No class***

Monday, September 9: The post-Cold War era

Samuel Huntington, "The Clash of Civilizations?" *Foreign Affairs* 72, no.3 (Summer 1993), 22-49. (Library)

Wednesday, September 11: Power in world politics

Joseph Nye, "The New Rome Meets the New Barbarians," *The Economist*, March 23, 2002 (via Belfer Center). (Blackboard)

Friday, September 13: Levels of analysis

Barry Buzan, "The Level of Analysis Problem in International Relations Reconsidered," in *International Relations Theory Today*, eds. Ken Booth and Steve Smith (University Park: Pennsylvania State University Press, 1995), 198-216. (e-reserves)

Drezner, pp. 87-97.

Monday, September 16: *Movie report #1 due*
IR theory: Realism

Barry Buzan, "The Timeless Wisdom of Realism?" in *International Theory: Positivism and Beyond*, eds. Steve Smith, Ken Booth, and Marysia Zalewski (Cambridge: Cambridge University Press, 1996), 47-65. (e-reserves)

Drezner, pp. 33-45.

Wednesday, September 18: IR Theory: Liberalism

John Owen, "How Liberalism Produces Democratic Peace," *International Security* 19, no.2 (Fall 1994), 87-125. (Library)

Drezner, pp.77-85.

Friday, September 20: IR Theory: Institutionalism

Robert O. Keohane and Lisa L. Martin, "The Promise of Institutional Theory," *International Security* 20, no.1 (Summer 1995), 39-51. (Library)

Drezner, pp. 47-60.

Monday, September 23: IR theory: Marxism

Immanuel Wallerstein, "The Rise and Future Demise of the World Capitalist System: Concepts for Comparative Analysis," *Comparative Studies in Society and History* 16, no.4 (September 1974): 387-415. (Library)

Wednesday, September 25: IR theory: constructivism

Alexander Wendt, "Anarchy is What States Make of It: The Social Construction of Power Politics," *International Organization* 46, no.2 (Spring 1992), 391-425. (Library)

Drezner, pp. 67-76.

Friday, September 27: IR theory: gender

Carol Cohn, "Sex and Death in the Rational World of Defense Intellectuals," *Signs* 12, no.4 (Summer 1987): 687-718. (e-reserves)

Monday, September 30: IR theory: post-positivism

Matthew Fluck, "Truth, Values and the Value of Truth in Critical International Relations Theory," *Millennium* 39, no.2 (2010): 259-278. (e-reserves)

Wednesday, October 2: **Test (in class)**

Friday, October 4: Cooperation in the international system

Beth Simmons, "Treaty Compliance and Violation," *Annual Review of Political Science* 13 (June 2010), 273-296. (Library)

Monday, October 7: International regimes and organizations

Stephen D. Krasner, "Structural Causes and Regime Consequences: Regimes as Intervening Variables," *International Organization* 36, no.2 (Spring 1982), 185-205. (Library)

Wednesday, October 9: International law

Geir Ulfstein and Hege Fosund Christiansen, "The Legality of the NATO Bombing in Libya," *International and Comparative Law Quarterly* 62, no.1 (January 2013): 159-171. (Library)

Friday, October 11: International law, cont.

Statute of the International Court of Justice. (Blackboard)

Monday, October 14: Global governance and the United Nations

Charter of the United Nations: Preamble, Chapters 1-7 (inclusive). (Blackboard)

Wednesday, October 16: Conflict and war in the international system

Project Ploughshares, *Armed Conflicts Report 2012* (2013). (Blackboard)

Friday, October 18: Conflict and war in the international system, cont.

Kalevi J. Holsti, *The State, War, and the State of War* (Cambridge: Cambridge University Press, 1996), 19-40. (e-reserves)

Monday, October 21: Causes of war

Drezner, pp. 99-107.

Wednesday, October 23: Causes of war, cont.

James Bevan, "The Myth of Madness: Cold Rationality and 'Resource' Plunder by the Lord's Resistance Army," *Civil Wars* 9, no.4 (December 2007), 343-358. (Library)

Friday, October 25: Laws of war

Bruce Cronin, "International Legal Consensus and the Control of Excess State Violence," *Global Governance* 11, no.3 (July-September 2005), 311-330. (Library)

Monday, October 28: Laws of war, cont.

Rome Statute of the International Criminal Court: Preamble (p. 1), Articles 5-8 (pp. 3-9); Articles 12-15 (pp. 10-12). (Blackboard)

Wednesday, October 30: The international political economy

Martha A. Starr, "Growth and Conflict in the Developing World: Neo-liberal Narratives and Social-Economy Alternatives," *Review of Social Economy* 64, no.2 (June 2006), 205-224. (Library)

Friday, November 1: IPE: Trade and US leadership

Sikina Jinnah and Julia Kennedy, "A New Era of Trade-Environment Politics: Learning from US Leadership and Its Consequences Abroad," *The Whitehead Journal of Diplomacy and International Relations* 12, no.1 (January 2011): 95-109. (e-reserves)

Monday, November 4: ***Movie report #2 due***
IPE: North-South relations

Christina R. Sevilla, "The WTO's North-South Conflict: A Dangerous New (Old) International Economic Order?" *The National Interest* 74 (January 2003): 121-125. (Library)

James Traub, "The African Century," *Foreign Policy* March 29, 2013. (Blackboard)

Wednesday, November 6: IPE: Debt

Jubilee USA Network, "Truth About Debt" (follow all four links under this heading). (Blackboard)

William Easterly, "Debt Relief: Think Again," *Foreign Policy* 127 (November 2001): 20-26. (Library)

Friday, November 8: IPE: Globalization and regionalization

Joshua E. Keating, "Fast Food Nations," *Foreign Policy* (July/August 2013). (Blackboard)

Foreign Policy, "The Most Dynamic Cities of 2025" (September/October 2012). (Blackboard)

Christian Caryl, "Mob Rule," *Foreign Policy* July 19, 2013. (Blackboard)

Monday, November 11: IPE: Financial crises

David Rothkopf, "When the World's Sugar Daddy Turns Sour," *Foreign Policy* June 27, 2013. (Blackboard)

Wednesday, November 13: International terrorism

Marc Lynch, "The Gift," *Foreign Policy*, August 8. (Blackboard)

Friday, November 15: WMD proliferation

Kenneth N. Waltz, "Why Iran Should Get the Bomb: Nuclear Balancing Would Mean Stability," *Foreign Affairs* 91, no.4 (July 2012). (Library)

Colin Kahl, "Iran and the Bomb: Would a Nuclear Iran Make the Middle East More Secure?" *Foreign Affairs* 91, no.5 (September 2012). (Library)

Monday, November 18: Humanitarian intervention

Kofi Annan, "Two Concepts of Sovereignty," *The Economist*, September 18, 1999. (Blackboard)

Michael Walzer, "The Argument about Humanitarian Intervention," *Dissent* 49, no.1 (Winter 2002), 29-37. (Library)

President Barack Obama, "Remarks by the President in Address to the Nation on Libya," March 28, 2011. (Listen to the speech [26.32 minutes] or read the transcript.) (Blackboard)

Wednesday, November 20: Information & communications technology

Blake Hounshell, "The Revolution Will Be Tweeted," *Foreign Policy* July/August 2011. (Blackboard)

Friday, November 22: Non-state actors and transnational networks

Sonja K. Pieck, "Transnational Activist Networks: Mobilization between Emotion and Bureaucracy," *Social Movement Studies* 12, no.2 (April 2013): 121-137. (e-reserves)

Monday, November 25: Transnational indigenous politics

Nigel Crawhall, "Africa and the UN Declaration on the Rights of Indigenous Peoples," *International Journal of Human Rights* 15, no.1 (January 2011): 11-36. (e-reserves)

Wednesday, November 27: Global ecopolitics

Garrett Hardin, "The Tragedy of the Commons," *Science* 162 (December 13, 1968). (Blackboard)

Friday, November 29: ***Thanksgiving—No class***

Monday, December 2: ***Movie report #3 due***
American hegemony

G. John Ikenberry, "Power and Liberal Order: America's Postwar World Order in Transition," *International Relations of the Asia-Pacific* 5, no.2 (August 2005), 133-152. (Library)

Wednesday, December 4: So...would humanity survive a zombie epidemic?
Review for final exam

Drezner, pp. 109-114.

Wednesday, December 11: ***Final exam due by 12:00pm***