

POLS 2070 - International Politics

Spring 2021 (3 credit hours)

Course Description

This class explores the main theoretical paradigms purporting to explain the behavior of international actors. The class also addresses topics relating to foreign policy, diplomacy, international trade, international security, the global commons, and economic development.

Course Information

Instructor: John L. Phillips Ph.D.

Meets: MWF 12:10-1:15pm

Location: Clement 128

E-mail: phillipsj@apsu.edu

Office hours: By Appointment

Location: [Zoom](#) or CL 143E

Grading

2 Midterm Exams: 30%

Final Exam: 20%

Attendance: 10%

Class Participation: 10%

Statecraft goals: 10%

Statecraft Reflections (250-500 words): 10%

Final Reflection Paper (1,000 -1,500 words): 10%

Textbook Information

- Karen Mingst, *Essentials of International Relations*, (8th Edition) (Norton, 2019) ISBN: 978-0-393-67519-1

- Statecraft Simulation: Students will be required to purchase access to the Statecraft Simulation for \$35 for the semester.
- To register, go to statecraftsim.com and click “Login/Create Account” to create a student account. Sign up with the following course code: PhillipsSpring2021

Statement of Responsibilities

As a professor, I have the following responsibilities:

1. Prepare materials that help explain and improve your understanding of the readings.
2. Design the class so you can accomplish the objectives listed on the syllabus, including exams.
3. Consider that it is not always your fault if you do not understand the material.
4. Create a mutually respectful class environment.
5. Recognize that sometimes I may design or grade an exam question incorrectly and not get defensive when you politely question my grading.

As a student, you have the following responsibilities:

1. Complete all work (including readings) on time with proper thought.
2. Consider that it is not always the professor’s fault that you do not understand the material.
3. Treat your classmates and your professor with respect.
4. Ask questions or look up answers when you do not understand.

Strategies for Success

1. Readings are required, not optional. Doing the readings means reading well enough to understand. Your assignments test your command of the material.

2. Keep distractions to a minimum in class and when studying. Unless you are consulting Statecraft, your cell phone is off and packed away. Your attention is focused on the material.
3. Do not put things off until the last minute. There is not one assignment in this class (aside from reading) where starting to think about it the night before is a good strategy.
4. Ask questions of your professor, in class, by e-mail, or during office hours. Your professors here are your resources. Use them.

Statement of Academic Freedom

- Students have the right to engage in polite, reasoned disagreement with the professor and other students with no penalty to their grades whatsoever.
- Everyone has the right to participate in a learning environment that emphasizes mutual respect, tolerance, and free inquiry.
- This class is a forum for critical discussion in pursuit of the truth. Both the professor and students have the right to challenge any beliefs, world-views, ideology, or attitudes, even those that many hold sacred.

FAQ (Frequently Asked Questions)

I text 24/7, can I use my phone in class discreetly?

No. Unless it is required for an in-class activity, turn off your cell phone in class. If I see you on your phone when you shouldn't be, I will ask you to leave.

There is abundant evidence that cell-phone use in class diminishes your ability to retain information. Even having your cell-phone on nearby causes distraction as students check for non-existent notifications. "Off" in this case really means powered down.

If you are waiting for an important call or text, let me know before class starts and I will gladly let you leave the class to take the call (and come back).

If you have a smartwatch, you are not obligated to turn it off, but if you are being distracted by it, I will ask you to leave. You cannot learn effectively if you are not focused on what you are doing.

May I take notes on my computer/tablet?

This is something that we can discuss on a case by case basis. Generally, the answer is no, for reasons globally similar to those outlined in my cell phone policy. However, if you have a strong need to type notes rather than write them out by hand, let's talk.

Do I really need to read? Aren't you just going to tell me what I need to know in class anyway?

You're funny. But no. The purpose of lectures is not to tell you what you already should know from the readings, but to deepen your appreciation and understanding of the topics for that day. Readings and lectures do not substitute for one another, they complement each other. Do the reading well enough to understand it. That is a precondition for successfully completing the class.

Sometimes, we may not get to every important topic during class time. Does that mean that this important topic will not feature on an exam? Of course not. The Political Science Department and the University have laid out certain expectations as to what you should know coming out of this class. I will do my best to explain everything that matters, but circumstances and the pace of learning can be affected by unforeseeable circumstances.

What about if I have to miss class?

My attendance policy is as follows. 10% of the grade in the class just measures showing up. You have 2 free absences (no questions asked). After that, your attendance drops 5 points for every unexcused absence.

Beyond that, it is possible that some absences will be excused. An excused absence is an absence where you had no choice but not to attend class and you have relevant documentation. If you made a choice not to come because something else was more important to you, that falls squarely under the "two free absences no questions asked" clause of the syllabus. If you couldn't help not being

there but have no way to prove it, again, that's why you have two "no questions asked" free absences.

Military affiliated students who are currently on active, reserve, or National Guard duty must submit documentation for excused absences due to annual training, battle assemblies (drills), or field training exercises. The documentation may include a memorandum signed by a unit commander with dates of above listed events and submitted to the course instructor. For students participating in Reserve Officer Training Candidacy (ROTC), field operations/exercises shall be excused absences with a letter from the ROTC Commander. Likewise, student athletes should submit documentation about planned away games or meets.

It is possible that extraordinary circumstances could create a situation where I could excuse more of your absences. If you think you are in a situation that is not clearly covered by the rules just outlined, please feel free to get in touch with me (phillipsj@apsu.edu) and we can discuss it.

I have a really hard time getting up in the morning. Is there a penalty for arriving late?

Aside from the content or announcements you might miss, not really. I don't really get offended or disturbed if you're late. I figure that if you could have made it on time, you would save yourself the embarrassment of walking in late, having everyone look at you, finding a seat, making noise getting out your notebook, etc. However, if you arrive after I conduct attendance, make sure you signal your presence to me at the end of class. I may not remember later whether or not you were there. If I have no record of you, you are officially marked absent, even if you were there for most of the class period.

Help! I missed the midterm/final. What can I do?

It really depends on the circumstances. If you know in advance that you are likely to miss the midterm, please get in touch with me so that we can make arrangements. I often have students take early exams proctored by our department administrative assistant in the political science office. If you have three final exams scheduled on the same day, you are also entitled to some relief from at least one of your professors. (Though not necessarily this one)

If you can excuse your absence in a way that can be documented, I will usually allow you to take the exam late for no penalty. Examples might include: “My car broke down this morning” accompanied by a towing invoice or “I slipped on ice the night before and broke my foot” accompanied by an appropriate receipt from a walk-in clinic. Stuff happens, I get it. Just make sure you can document the events, and I will help you make up the work.

If you cannot excuse your absence to my satisfaction, I will still usually allow you to take the exam, but for a steep grade penalty (not less than 10 points). The quicker you inform me of your situation, the more candid you are about your situation, and the quicker you take the make up exam, the less the penalty. I will not let you make up exams more than 5 days after the class takes it, at which point you would receive a zero. If you oversleep, wake up during the exam and immediately e-mail me and come in to take the exam that day, you will get off with a 10 point penalty. If you contact me days later with an uncorroborated story about migraines or dead grandmothers, please prepare for a 30+ point penalty.

I need an extension on my paper. Will you give me one?

You can always explain your situation to me and request an extension.

I missed the paper deadline. I have no excuse. Can I still turn it in?

Yes, for up to 3 days after the due date I accept late papers with a 5 point per day penalty.

Should I take notes in class/on the readings?

Do you have an eidetic memory? No? Then you should take notes. Yes, I will post my slides most of the time (and slides from the book publisher if I can), but there are pieces of information that you will miss if you don't take some notes. My slides are not meant to be read so much as serve as a springboard for my lecture, so unless you know what I'm thinking their usefulness is probably limited.

Help! I'm overwhelmed. I have no idea what's going on in your class.

Being confused is part of the learning process. Worrying about grades is an unfortunate side effect. The first thing you do is e-mail me or come see me during office hours. If I don't know there is a problem, I can't help you fix it. My door is always open for students looking to learn. I will try and diagnose the problem and tailor some solutions for you.

I will tell you one thing, though. Past a certain point in their education, good students are focused on learning not on grades – that’s how they get good grades.

Do you give extra-credit?

From time to time, I will offer opportunities for students to earn some extra credit. However, extra credit is not offered because you need it. It is offered when I see opportunities for academic enrichment outside normal class work.

What is the best way to get in touch with you?

I prefer e-mail at phillipsj@apsu.edu. My e-mail goes to my phone so unless your e-mail requires me to look something up, you should get a quick response. D2L mail is also fine, but because it doesn’t sync up to my phone, my response time is slower. You can also stop by my office during office hours. That time is reserved for students and I’m happy to see you then. Calling my office number is hit or miss, but if I’m not busy I’ll probably pick up. Calling or texting my cell phone is never appropriate; neither is twitter or facebook. I suppose if you want to leave a note in my mail box at the department that’s fine too.

Outside working hours (after 6pm and on weekends), my turn around time will be slower than normal, but I will respond to your communication, I promise.

Can I add you on Facebook?

Sure. I usually accept all student requests at the end of the semester. I enjoy keeping in touch with former students and seeing all the wonderful things you do as you go out into the world.

Will there be a curve on the assignments?

Sometimes I curve the exams, especially if a question turns out to be unclear or ambiguous. I don’t curve essays or take home work more generally. (If something about the instructions was not clear to you, you should probably have asked about it...)

If I give you a draft of a paper a week before it’s due, will you look at it and give me comments?

Yes. And I promise I will get it back to you in 48 hours. However, anything inside the week before the due date, I will handle at my discretion.

Your D2L files won't open for me. Help!

This is where you need the D2L Help Desk. Visit here for common problems and fixes: [Common D2L Problems](#) The IT Help Desk can help with software problems: [IT Help Desk](#) Call [D2L Help](#) for D2L specific issues: 931-221-6625 (available from 8 to 4:30 whenever the university is open)

Where and in what format should I hand in papers/essays/memos?

Your final paper and your reflection papers are due in the D2L Assignments area. There will be a folder for each assignment. Make sure you put your paper in the right folder.

I reserve the right to reject and fail papers that do not meet the minimum or maximum length requirements. I also reserve the right to reject and fail papers that are unintelligible, poorly proofread, or contain inadequate citations.

Late papers are subject to a 5 point penalty per day late up to 3 days. After 3 days (15 points off), late papers will no longer be accepted and the student will receive a 0.

There is no particular citation format required in this class. Feel free to use APA, Chicago, or MLA citations as long as they are clear.

I really need this class to graduate. How can I maximize my chances of passing the class?

Well, there is no formula for success. Like every class, if you read the material, listen in class, and ask questions or do independent research when there are things you don't understand, you will likely do fine.

D2L froze during my quiz! I submitted my paper but D2L glitched and it's not there! That discussion post I just hit send on has disappeared! Help!

Bear in mind that I am not tech support. I don't control D2L performance. However, please alert me of the issue. Save your quiz answers often. I can usually retrieve saved answers on a quiz even if your browser crashes. Word documents have timestamps. If I can see that you didn't save the file after the due date, I will accept the essay that didn't make it into the drop box. If I see that you have

worked on the paper since the due date, I will treat the paper as late. (If you lie, I will also report your academic dishonesty to the Dean of Students)

I want to bring something to eat or drink to class. Can I do that?

As long as the university is under Covid-19 protocols, no food or beverages are permitted in the classroom. After all, you would have to lower your masks to ingest them and that would diminish the safety of those around you.

If I miss a class, will you tell me if I missed anything important? Will you give me your notes or slides?

When you miss class, it is your responsibility to make up the work without adding to your professor's. Seek the notes from a fellow student.

If there are slides, I will post them on D2L.

University Mandated Materials and Disclaimers

Course Goals

The course contributes to the mission of the university and the political science program. By taking this course, students will:

1. The students' political literacy will be enhanced through doing the assigned readings, participating in in-class/online discussions, and writing of topical essays as part of the course examinations.
2. This course will help develop abstract, critical, and analytical thinking skills through comparing and contrasting of major theoretical perspectives in international relations.
3. The students will gain a broad exposure to some major methodological tools used in the field of international studies.
4. This course will increase students' awareness of various cultures of the world, their value systems, and contribution to complexity of the international system.

5. This course will enhance students' appreciation and interest in international studies and prepare them for more advanced studies in Political Science students'.

Course Objectives

1. To introduce students to the fundamental theories and concepts developed to explain the relations between different actors in the global political environment, characteristics of those relations and their consequences (2 & 3).
2. To examine the historical development of nation-states, patterns of their interactions, and international institutions (4 & 5).
3. To analyze and develop an understanding of the political, economic, and social ramifications of the world dominant political cultures using current examples (2 & 5).
4. To provide students with an accessible system of knowledge about the complexity of the global political issues such as international security, international political economy and globalization (2, 3, & 5).
5. To enhance students' appreciation for diversity and complexity of international system (2, 5, & 6).

Learning Outcomes

See [Learning Outcomes](#) in the D2L Course Content Section.

Statement of Academic Integrity

Familiarize yourself with the university policy regarding academic integrity. Do not violate it. Any form of cheating will be referred to the Dean of Students and dealt with in accordance with the university policies described here: [University Academic Policies](#).

Other than copying homework assignments off of fellow students and lifting material off the internet (which is intentional misconduct), most academic misconduct is unintentional, particularly in the area of improper citation in your homework, quizzes, and papers. If you are unsure about proper citation, please consult with me. One good source for APA citation guidelines can be found here: [APA Citation Guide](#)

The following is the definition of Academic Misconduct from APSU's Policies and Procedures Manual:

1. Plagiarism. The adoption or reproduction of ideas, words, statements, images or works of another person as one's own without proper attribution.
2. Cheating. Using or attempting to use unauthorized materials, information, or aids in any academic exercise or test/examination. The term academic exercise includes all forms of work submitted for credit or hours.
3. Fabrication. Unauthorized falsification or invention of any information or citation in an academic exercise.
4. Facilitation or Collusion. Assisting or attempting to assist another to violate a provision of the institution's student code of conduct regarding academic misconduct.

Students with Disabilities

Any student who has a disability that may affect his/her academic performance is encouraged to make an appointment with me to discuss this matter, or you may contact Disability Services; telephone 221-6230; tty 221-6278; fax 221-7102.

COVID-19 Statement & Guidelines

Austin Peay State University is concerned for the health and well-being of the entire community. The nature of COVID-19 is such that each of our individual actions affects not only our personal well-being but also those of every other person with whom we interact or share a space. Given the possibility of changes to CDC guidelines or those of local or state officials, students and faculty alike will need to be adaptable and flexible as events may occur that necessitate a change in the course schedule or mode of delivery. To minimize the disruption that might occur if a student falls ill or is unable to attend classes for some other legitimate

reason, class materials must be made available electronically to students unless the nature of the coursework makes this impossible.

To enhance the health and safety of the APSU community, it is expected that every member of this course acknowledges the following university guidelines:

Masks and face coverings:

All students are expected to wear masks or face coverings and maintain physical distancing in all university buildings. Both are necessary classroom requirements that will help keep our community safe.

1. All students and instructors must arrive to class wearing a mask or face covering over their mouth and nose. If a student does not have a mask or face covering, the student must pick up a disposable mask (available throughout campus – in classrooms and in administrative academic department offices) before joining the class session.
2. If a student habitually arrives to class without wearing a mask or face covering, the student may be advised that they can only attend an online section of the course, if such an option is available, for the remainder of the semester. If the course is not available online, the student will be informed that the in-person course is the only option and they will be given one more opportunity to return to class and wear a mask or face covering. The instructor will file a report with the Dean of Students in the Office of Student Affairs. The student may face sanctions up to and including the student being administratively withdrawn from the course and not receive a refund of tuition or fees.
3. If a student refuses to put on a mask or face covering in a class, after being instructed to do so, the instructor will request that the student leave the class. The instructor will file a report with the Dean of Students in the Office of Student Affairs. The student will face sanctions up to and including the student being administratively withdrawn from the course and not receive a refund of tuition or fees. If a student refuses to leave the classroom upon request from an instructor, campus police will be called to escort the student from the classroom. In this case, the student will again be referred to the Dean of Students in the Office of Student Affairs. If this situation

occurs, the faculty member may take a break or dismiss the class for that day at their discretion. (Questions regarding Failure to Comply Code of Student Conduct violations should be directed to the Dean of Students, 931-221-7323).

4. If a student has a medical condition that inhibits the student's ability to wear a mask or face covering, the student must contact Disability Services to receive an accommodation (931-221-6230). If a student seeks an exception to the mask requirement, the faculty member and advisor should work with the student to seek an online section of the course. If an online section is not available, or the student does not wish to enroll in the online course, the faculty member will provide instruction to the student remotely, using available lecture capture and other appropriate technology.

Student Illness:

If a student tests positive for COVID-19 or is experiencing any COVID-19 symptoms (fever or chills, shortness of breath or difficulty breathing, cough, muscle pain, sore throat, headache, fatigue, new loss of taste or smell, congestion or runny noses, nausea or vomiting, diarrhea), remain at home, please complete the COVID-19 reporting form, and seek medical assistance or COVID-19 testing if instructed to do so. Students may reach out to Boyd Health Services for guidance. The student should not return to class (or campus activities) until the student has been released by Boyd Health Services. Boyd Health Services will provide guidance during the quarantine/isolation period and a representative from the Office of the Dean of Students will contact the student to provide additional information.

Students with Disabilities

Any student who has a disability that may affect his/her academic performance is encouraged to make an appointment with me to discuss this matter, or you may contact Disability Services; telephone 221-6230; tty 221-6278; fax 221-7102.

Minors in the Classroom

Minors (any non-student under the age of 18) accompanying staff, faculty, students or visitors on campus are not permitted in the classroom.

Service Animals in the Classroom

Consult Policy 3:007 Animals on Campus for appropriate situations allowing service animals in the classroom.

Caveat

The above schedule and procedures are subject to change in the event of extenuating circumstances

Midterm Grades

A midterm grade shall be awarded for all students in this course. The grade awarded may not necessarily be based on 50% of the course requirements and may or may not differ from the final grade. Your midterm grade will be posted on AP Self Service.

Semester Schedule of Readings & Assignments

Wednesday, January 20: Welcome/Introductions

Friday, January 22: Power and International Relations

- Moises Naim, "How Power Works," in *The Decay of Power* 20-34 (Basic Books, 2013) (D2L)

Monday, January 25: How to Study International Relations

- Mingst, Chapter 1, 3-17

Wednesday, January 27: A Brief History of the Last 500 Years (Part I)

- Mingst, Chapter 2, 19-42

Friday, January 29: A Brief History of the Last 500 Years (Part II)

- Mingst, Chapter 2, 42-65

Monday, February 1: Power and Principle in World Affairs: Questions from the Ancient World

- Thucydides, "The Melian Dialogue" 8-14
- Michael Walzer, "Against Realism," *Just and Unjust Wars*, (Basic Books, 1977) 3-20

Wednesday, February 3: The Security Dilemma

- Robert Jervis, "Offense, Defense, and the Security Dilemma," 90-111

Friday, February 5: Theories of IR: Classical Realism

- Mingst, Chapter 3, 67-80

Monday, February 8: Theories of IR: Neorealism

- Stephen Kotkin, "Realist World," *Foreign Affairs* (July/August 2018), 10-15

Wednesday, February 10: Theories of IR: Liberalism

- Mingst, Chapter 3, 81-86
- Daniel Deudney & John Ikenberry, "Liberal World," *Foreign Affairs* (July/August 2018), 16-24

Friday, February 12: Theories of IR: Neoliberal Institutionalism

- Ilan Goldensang, "What a War With Iran Would Look Like," *Foreign Affairs*, June 3, 2019
- Drew Hinshaw, Joe Parkinson, and Benoit Faucon, "Swiss Backchannel Helped Defuse US-Iran Crisis," in *Wall Street Journal*, January 10, 2020

Monday, February 15: Mini Spring Break

- No Class :(

Wednesday, February 17: Theories of IR: Constructivism and Radical Theories

- Mingst, Chapter 3, 86-98

Friday, February 19: Theories of IR: Constructivism and Radical Theories (continued)

- Amy Chua, "Tribal World," *Foreign Affairs* (July/August 2018), 25-33
- Mohammad Javad Zarif, "What Iran Really Wants," *Foreign Affairs*, May/June 2014

Monday, February 22: Statecraft Turn 0.

- Read and Study the Statecraft Manual
- Take Foreign Policy Attitude Test on State Craft Sim
- Bring a laptop to class if you can.

Wednesday, February 24: Levels of Analysis: The System, the State, & the Individual

- Mingst, Chapter 4, 107-147

Friday, February 26: The Tools of Statecraft

- Mingst, Chapter 5, 149-165

Saturday, Feb 27 11:45pm: Turn 0 ends

- Instruction Manual Quiz #1 must be completed by end of turn 0
- All decisions relating to turn 0 must be entered

Monday, March 1: The Tools of Statecraft (continued)

- Mingst, Chapter 5, 165-184
- Philip Zelikow, Eric Edelman, Kristofer Harrison, and Celeste Ward Gwenter, "The Rise of Strategic Corruption," *Foreign Affairs*, July/August 2020, 107-120

Wednesday, March 3: Statecraft Turn 1 Discussion & Exam Prep

- Check what happened in statecraft after turn 0 ended.
- Write Reflection #1 on turn 0. Turn it in on the Statecraft site by class time.
- Bring a laptop to class if you can.

Friday, March 5: Exam 1

- You may bring a 3x5 notecard with you as a memory aid.

Saturday, March 6 11:45pm: Turn 1 Ends

- Instruction Manual Quiz #2 must be completed
- All decisions relating to turn 1 must be entered

Monday, March 8: Statecraft Turn 2 Discussion & Intro to War

- Mingst, Chapter 6, 187-206
- Write Reflection #2 on turn 1. Turn it in on the Statecraft site by class time.

Wednesday March 10: The Causes of War

- Mingst, Chapter 6, 206-224

Friday March 12: Mini-Spring Break #2

- No class :(

Saturday, March 13 11:45pm: Turn 2 Ends

- All decisions relating to turn 2 must be entered

Monday, March 15: Statecraft Turn 3 Discussion & WWI Case Study

- Reread Mingst. 32-36
- Write Reflection #3 on turn 2. Turn it in on the Statecraft site by class time.

Wednesday, March 17: World War I: World War I: Continued

- Scott Sagan, "1914 Revisited," *International Security* (1986) (D2L)
- Gordon, "Domestic Conflict and WWI," *Journal of Modern History* (1974) (D2L)

Friday, March 19: Discussion of Cyberwarfare

- Jordan Robertson & Michael Reilly, "The Big Hack" *Bloomberg Businessweek*, Oct. 4 2018, 1-34

- Michele Flournoy & Michael Sulmeyer, “Battlefield Internet” *Foreign Affairs* (Sep/Oct 2018), 40-46
- Robert Chesney and Danielle Citron, “Deepfakes and the New Disinformation War,” *Foreign Affairs* Jan-Feb 2019, 147-155

Saturday, March 20 11:45pm: Turn 3 Ends

- All decisions relating to turn 3 must be entered

Monday, March 22: Turn 4 Discussion & International Cooperation

- Mingst, Chapter 7, 233-246
- Write Reflection #4 on turn 3. Turn it in on the Statecraft site by class time.

Wednesday, March 24: International Cooperation Continued

- William Nordhaus, “The Climate Club,” *Foreign Affairs*, May/June 2020, 10-17 (D2L)
- James Baker, George Shultz, and Ted Halstead, “The Strategic Case for US Climate Leadership,” *Foreign Affairs*, May/June 2020, 28-38
- Mohamed Adow, “The Climate Debt,” *Foreign Affairs*, May/June 2020, 60-68

Friday, March 26: International Law

- Mingst, Chapter 7, 246-264

Saturday March 27: Turn 4 ends

- All decisions relating to turn 3 must be entered

Monday, March 29: Turn 5 discussion & International Political Economy

- [Video: The Deceptive Promise of Free Trade](#)
- Write Reflection #5 on turn 4. Turn it in on the Statecraft site by class time.

Wednesday, March 31: International Political Economy: Ideas

- Mingst, Chapter 8, 269-279

Friday, April 2: International Political Economy: Institutions & 21st Century Challenges

- Mingst, Chapter 8, 279-317

Saturday April 3: Turn 5 ends

- All decisions relating to turn 5 must be entered

Monday, April 5: Turn 6 Discussion & Contraband Capitalism

- Phil Williams, "Transnational Organized Crime and the State" in Art & Jervis *International Politics* (Pearson, 2013) 463-476
- Peter Andreas, *Gangster's Paradise, Foreign Affairs* (2013)
- Write Reflection #6 on turn 5. Turn it in on the Statecraft site by class time.

Wednesday, April 7: IGOs and NGOs

- Mingst, Chapter 9, 319-324

Friday, April 9: Exam 2

- A 3x5 notecard may be brought as a memory aid.

Saturday April 10: Turn 6 ends

- All decisions relating to turn 6 must be entered

Monday, April 12: Turn 7 Discussion & The United Nations

- Mingst, Chapter 9, 324-340
- Write Reflection #7 on turn 6. Turn it in on the Statecraft site by class time.

Wednesday, April 14: The UN Continued

- New Reading on the UN

Friday, April 16: The European Union

- Mingst, Chapter 9, 340-353

Saturday April 17: Turn 7 ends

- All decisions relating to turn 7 must be entered
- A champion is crowned!

Monday, April 19: Statecraft Debriefing Session

- Reading TBA
- Write Reflection #8 on turn 7. Turn it in on the Statecraft site by class time.

Wednesday, April 21: NGOs

- Mingst, Chapter 9, 353-364

Friday, April 23: Human Security: Migration

- Mingst, Chapter 11, 401-409

Monday, April 26: Thinking About Where We Are

- Walter Russell Mead, "The End of the Wilsonian Era," Foreign Affairs, Jan/Feb 2021, 123-137 (D2L)
- G. John Ikenberry, "The Next Liberal Order," Foreign Affairs, July/August 2020, 133-142 (D2L)

Wednesday, April 28: Final Thoughts & Exam Review

- 1,500 word Term Paper due in D2L drop box by class time.

Wednesday May 5: Final Exam 1:30-3:30pm