



Fall 2023

Instructor: Nicholas Anderson

IAFF 6101

International Affairs Cornerstone Syllabus

Course Details

Modality: In-Person

Course Description & Goals

The International Affairs Cornerstone is required for all incoming students in the Elliott School's International Affairs and Global Communications graduate programs. The course introduces students to a variety of ways of thinking about international affairs; explores some of today's major areas of international policy, while demonstrating the value of international relations theory for analyzing them; and provides students with an appreciation of the range of issues that future practitioners in international affairs will grapple with in the 21st century. The course seeks to ensure that all IA and Global Comms students have a solid foundation in international relations theory, and can use foundational theory to understand and analyze contemporary policy issues. The course also exposes incoming students to several major issues that are currently on the international affairs agenda, including diplomacy; war and conflict; coercion and crises; international trade and finance; international aid and development; global health and the environment; and demographics and emerging technology, among many others. Through this course, students will gain a broad view of the field of international affairs and an introduction to the theories with which to understand it.

Teaching Assistants

This course has weekly one-hour discussion sections led by teaching assistants. They are:

Learning Outcomes & Objectives

By the end of this course, students will be able to:

- Demonstrate a broad understanding of the field of international affairs.
- Demonstrate an understanding of the major theoretical approaches and debates in the study of international affairs.

- Critically engage the some of the most rigorous academic research and writing on international affairs.
- Critically apply insights from these theories and debates to some of the most important contemporary policy issues in international affairs.
- Acquire the ability to employ this analytic foundation in more advanced and/or specialized courses at the Elliott School.

Methods of Instruction

This course uses the following methods of instruction:

- **Readings:** Readings are assigned for each class, including the first and final sessions.
- **Lectures:** Lectures will be held on a weekly basis covering the major issues under examination. They will include time for questions, comments, and discussion. Attendance is mandatory.
- **Discussion sections:** Weekly discussion sections will be taught by Teaching Assistants. Their purpose is to facilitate student discussion. Sections will provide an opportunity to review the week's lecture and readings, to discuss interesting or difficult issues, and to consider new topics. Attendance and active participation are mandatory.
- **Writing assignments:** There are three written assignments—two short papers and a final take-home exam.

Credit Hour Policy

In this 3-credit graduate course, students are expected to work for approximately 450 minutes per week. This includes about 110 minutes of lecture time, 50 minutes of discussion section time, and about 290 minutes (nearly 5 hours) of reading, note taking, writing assignments, and review. In total, you are expected to work for at least 112.5 hours over the duration of this 15-week semester.

Prerequisites

Academic

There are no academic prerequisites for this course.

Technological

As a graduate student, it is necessary to possess baseline technology skills in order to participate fully in the course. Please consult the [GW Online website](#) for further information about recommended configurations and support. If you have questions or problems with technology for this course, please consult the Technology Help link in the left navigation menu in our course in Blackboard.

You should be able to:

- Use a personal computer and its peripherals.
- Use word processing and other productivity software.
- Access course materials on Blackboard and the [GW Library](#) website.
- Use the webcam and microphone on your device (for periodic virtual office hours).
- Seek technology help by contacting [GW Information Technology](#) (202-994-4948).

Course Materials & Requirements

There are no required texts or other materials for the course, though all of the book excerpts assigned in this course are from books I would recommend purchasing if you are interested.

Feedback

I would appreciate your feedback throughout the semester on how the course is going. Please feel free to email me, come to my office hours, or provide anonymous feedback at the following link:

Grading & Assessment

This course uses a percent-based grading schema, as shown below.

<i>Assignment Type</i>	<i>Length</i>	<i>Due date</i>	<i>Total % of Final Grade</i>
Attendance and Participation			20%
Memo #1	600 words	Session 6 (9 Oct.)	20%
Memo #2	600 words	Session 11 (13 Nov.)	20%
Take-Home Final	~2,000 words	15 Dec.	40%
			<i>Total Percent: 100%</i>

The grading scale below determines your final letter grade.

Excellent	Good	Needs Improvement	Low Pass	Fail
A 94%-100%	B+ 87%-89%	B- 80%-83%	C 74%-76%	F Under 70%
A- 90%-93%	B 84%-86%	C+ 77%-79%	C- 70%-73%	

ASSIGNMENTS

- **Attendance and Participation (20%):** Attendance and participation in this course is essential. Students are expected to attend all lectures and discussion sections, arrive on time, have read all of the readings

prior to each session, and be prepared to discuss the issues under consideration in their discussion sections. If—for any reason—active, verbal, and regular participation is a problem for you, please contact your Teaching Assistant directly to work out alternatives.

- **Paper #1 (20%), Due Session 6 (9 Oct.) @ 5:10 PM:** Write a short, persuasive policy memo responding to, and taking a position on, a key question in international affairs. Questions will be circulated and presented in class one week before the paper is due.

Your paper should (i) directly respond to the prompt; (ii) take a clear position on the question; (iii) support your position with logical argumentation and/or evidence; and (iv) discuss the policy implications of your chosen position. The best answers will do all of this while incorporating theories and ideas from multiple class sessions. Your paper should be presented in a professional manner, written in clear and concise prose, and be free of typos and other errors.

The paper should be double spaced and ***no more*** than 600 words in length. Use standard (12-point) font and standard (1-inch) margins. No references or citations are necessary. Please submit your paper anonymized (GWID Number only, filename: "G#####_Memo1") and in Microsoft Word format via Blackboard (under "Assignments").

- **Paper #2 (20%), Due Session 11 (13 Nov.) @ 5:10 PM:** Write a short, persuasive policy memo responding to, and taking a position on, a key question in international affairs. Questions will be circulated and presented in class one week before the paper is due.

Your paper should (i) directly respond to the prompt; (ii) take a clear position on the policy question; (iii) support your position with logical argumentation and/or evidence; and (iv) discuss the policy implications of your chosen position. The best answers will do all of this while incorporating theories and ideas from multiple sessions. Your paper should be presented in a professional manner, written in clear and concise prose, and be free of typos and other errors.

The paper should be double spaced and ***no more*** than 600 words in length. Use standard (12-point) font and standard (1-inch) margins. No references or citations are necessary. Please submit your paper anonymized (GWID Number only, filename: "G#####_Memo1") and in Microsoft Word format via Blackboard (under "Assignments").

- **Take-Home Final Exam (40%), Due Friday, Dec. 15 @ 10:00 AM:** Answer a series of questions of policy concern in international affairs. You may make free and open use of course materials in answering the questions, though you ***must*** work independently. Questions will be circulated 24 hours before the exam is due.

The answers should be presented in a professional manner, written in clear and concise prose, and be free of typos and other errors. They must be double spaced. There is no word limit, but responses will likely total approximately 2,000 words. Use standard (12-point) font and standard (1-inch) margins. No

references or citations are necessary. Please submit your paper anonymized (GWID Number only, filename: "G#####_Final") and in Microsoft Word format via Blackboard.

Course Calendar & Readings

Part I: Introduction

Session 1 (28 Aug.): Introduction: Theory & Policy in International Affairs

Key Concepts & Discussion Questions:

- Key Concepts: theory; system-level; state-level; individual-level; realism; liberalism; constructivism.
- What is a theory?
- How do theories relate to policy issues in international affairs?
- Are theories useful in international affairs? Why or why not?
- Which level of analysis—the individual, states, or system—seems most useful to you? Why?
- Which traditional international relations theory—realism, liberalism, or constructivism—seems right to you? Why?

Required Readings (25 pages):

- Kenneth N. Waltz, *Man, the State, and War: A Theoretical Analysis* (New York: Columbia University Press, 2001), pp. 1-15 (On Blackboard).
- Jack Snyder, "One World, Rival Theories," *Foreign Policy*, No. 145 (November/December 2004), pp. 53-62 ([GWU Library link](#)).

Reminder (4 Sept.) No Class (Labor Day)

Part II: Theories of International Affairs

Session 2 (11 Sept.): The System I: Anarchy & Relative Power

Key Concepts & Discussion Questions:

- Key Concepts: anarchy; power; relative power; absolute power; great powers; security dilemma; balancing; unipolarity; bipolarity; multipolarity; hegemony; hierarchy; hegemonic war.
- What is systemic anarchy, and how does it influence how states behave?
- What are the core assumptions of realism and balance of power theory? Which ones seem most plausible? Which seem least plausible?
- What is the current distribution of power in the international system: unipolar, bipolar, or multipolar? What does this imply for international politics?

- What is the current hierarchy of power in the international system? What does this imply for international politics?
- Will China's rise and the U.S.'s relative decline lead to war? How likely do you think this outcome is?
- Does the U.S. need to shed its "primacy mindset" given recent shifts in the balance of world power? Why or why not?

Required Readings (66 pages):

- John J. Mearsheimer, "Structural Realism," in Tim Dunne, Milja Kurki, and Steve Smith, eds., *International Relations Theories: Discipline and Diversity*, 5th ed. (New York: Oxford University Press, 2021), pp. 51-65 (On Blackboard).
- Robert Gilpin, *War & Change in World Politics* (New York: Cambridge University Press, 1981), **only** pp. 9-39 (On Blackboard).
- Charles Glaser, "Will China's Rise Lead to War? Why Realism Does Not Mean Pessimism," *Foreign Affairs*, Vol. 90, No. 2 (March/April 2011), pp. 80-91 ([GWU Library link](#)).
- Jennifer Lind and Daryl G. Press, "Reality Check: American Power in an Age of Constraints," *Foreign Affairs*, Vol. 99, No. 2 (March/April 2020), pp. 41-48 ([GWU Library link](#)).

Session 3 (18 Sept.): The System II: International Organizations & Law

Key Concepts & Discussion Questions:

- Key Concepts: international organization; international institution; regional organization; United Nations; international law; International Court of Justice; International Criminal Court; international treaties; customary international law.
- Do international organizations contribute to international cooperation? If so, how? If not, why not?
- Does international law influence the behavior of states in international affairs? If so, how? If not, why not?
- Why do governments agree to have their autonomy constrained by international organizations and international law?
- Are international organizations independent actors in international affairs? If so, is this good news or bad news?
- Is the United Nations still relevant in an era of great power competition? Why or why not?
- Why is it so difficult to hold state leaders accountable under international law?

Required Readings (104 pages):

- Kenneth Abbott and Duncan Snidal, "Why States Act Through Formal International Organizations," *The Journal of Conflict Resolution*, Vol. 42, No. 1 (1998), pp. 3-29 ([GWU Library link](#)).
- Michael N. Barnett and Martha Finnemore, "The Politics, Power, and Pathologies of International Organizations," *International Organization*, Vol. 53, No. 4 (1999), pp. 699-727 ([GWU Library link](#)).

- Kal Raustiala and Viva Iemanjá Jerónimo, "Why the UN Still Matters: Great-Power Competition Makes It More Relevant—Not Less," *Foreign Affairs* (7 June 2023) ([External link](#) or on Blackboard).
- Leslie Johns, *Politics and International Law: Making, Breaking, and Upholding Global Rules* (New York: Cambridge University Press, 2022), pp. 3-6, *skim* 6-19, 19-34 (On Blackboard).
- Oona N. Hathaway, "A Crime in Search of a Court: How to Hold Russia Accountable," *Foreign Affairs* (19 May 2022) ([External link](#) or on Blackboard).

Session 4 (25 Sept.): The System III: Norms, Ideas, & Identities

Key Concepts & Discussion Questions:

- Key Concepts: norms; identity; ideational vs. material; norm entrepreneur; norm diffusion; norm cascade; transnational advocacy network; human rights
- Do norms and ideas influence the behavior of states in international affairs? If so, how? If not, why not?
- What are some examples of ideas that influence foreign policy decision-making?
- What are transnational advocacy networks and how do they influence state foreign policy?
- What are some challenges facing the global human rights movement today and in the immediate future? How should these challenges be navigated?
- Should the global human rights movement change its approach? Why or why not? And if so, how?

Required Readings (71 pages):

- Martha Finnemore and Kathryn Sikkink, "Taking Stock: The Constructivist Research Program in International Relations and Comparative Politics," *Annual Review of Political Science*, Vol. 4 (2001), *only* pp. 391-404 ([GWU Library link](#)).
- Martha Finnemore and Kathryn Sikkink, "International Norm Dynamics and Political Change," *International Organization*, Vol. 52, No. 4 (Autumn 1998), *only* pp. 894-905 ([GWU Library link](#)).
- Margaret E. Keck and Kathryn Sikkink, *Activists Beyond Borders: Advocacy Networks in International Politics* (Ithaca: Cornell University Press, 1998), *only* pp. 8-29 ([GWU Library link](#)).
- Emilie M. Hafner-Burton, "Yesterday, Today, and Tomorrow: Thoughts on Global Human Rights in the Twenty-First Century," in Salvador Santino F. Regilme, Jr. and Irene Hadiprayitno, eds., *Human Rights at Risk: Global Governance, American Power, and the Future of Dignity* (New Brunswick: Rutgers University Press, 2022), pp. 173-186 (On Blackboard).
- Jack Snyder, "Why the Human Rights Movement is Losing: And How It Can Start Winning Again," *Foreign Affairs* (21 July 2022) ([External link](#) or on Blackboard).

Session 5 (2 Oct.): States: Domestic Political Institutions

Key Concepts & Discussion Questions:

- Key Concepts: democracy; autocracy; democratic peace; suffragist peace; two-level game; win-set; bureaucratic politics model; standard operating procedures; varieties of autocracy (military, party, monarchy, personalist).
- Do states with different domestic political systems have different foreign policies? Why or why not?
- Does public opinion shape the foreign policies of states? Why or why not? And if so, how?
- Should public opinion shape the foreign policies of states? Why or why not?
- What is the relationship between women's suffrage and international cooperation and conflict? What explains this relationship?
- Do domestic politics influence diplomatic negotiations between states? Why or why not? And if so, how? Can you think of any recent examples?
- Do bureaucratic politics shape the foreign policies of states? Why or why not? And if so, how? Can you think of any recent examples?
- What are personalist autocracies and what are some of their typical foreign policy behaviors?

Required Readings (73 pages):

- Andrew Moravcsik, "The New Liberalism," in Christian Reus-Smit and Duncan Snidal, eds., *The Oxford Handbook of International Relations* (New York: Oxford University Press, 2008), pp. 234-251 (On Blackboard).
- Joslyn Barnhart, Robert F. Trager, Elizabeth Saunders, and Allan Dafoe, "Women's Suffrage and the Democratic Peace: Female Voters Slow the March to War," *Foreign Affairs* (18 August 2020) ([External link](#) or on Blackboard).
- Robert D. Putnam, "Diplomacy and Domestic Politics: The Logic of Two-Level Games," in Karen A. Mingst, Jack L. Snyder, and Heather Elko McKibben, eds., *Essential Readings in World Politics*, 8th ed. (New York: W. W. Norton & Co., 2022), pp. 234-244, *skim* 245-248 (On Blackboard).
- Nikolas K. Gvosdev, Jessica D. Blankshain, and David A. Cooper, *Decision-Making in American Foreign Policy: Translating Theory into Practice* (New York: Cambridge University Press, 2019), pp. 162-190 (On Blackboard).
- Andrea Kendall-Taylor, Erica Frantz, and Joseph Wright, "The New Dictators: Why Personalism Rules," *Foreign Affairs* (26 September 2016) ([External link](#) or on Blackboard).

Session 6 (9 Oct.): Individuals: Leaders & Other Actors (*Paper #1 Due*)

Key Concepts & Discussion Questions:

- Key Concepts: psychological bias; misperception.
- How important are leaders and other important individual actors in international politics?
- Under what conditions do you think leaders have the greatest influence on their country's foreign policy? Under what conditions do they have the least influence?
- What are some of the specific ways that differences between individual leaders have the greatest impact on foreign policy?

- What are some ways in which a leader's prior experiences might influence their foreign policy decision making?
- What are some ways in which a leader's individual characteristics—such as age, gender, or race—might influence their foreign policy decision making?
- What are some psychological biases and/or misperceptions that might influence foreign policy decision making?

Required Readings (93 pages):

- Daniel Byman and Kenneth M. Pollack, "Beyond Great Forces: How Individuals Still Shape History," *Foreign Affairs*, Vol. 98, No. 6 (November/December 2019), pp. 148-160 ([GWU Library link](#)).
- Allan Dafoe and Devin Caughey, "Honor and War: Southern U.S. Presidents and the Effects of Concern for Reputation," *World Politics*, Vol. 68, No. 2 (April 2016), pp. 341-353, *skim* 353-358, 358-363, *skim* 364-374 ([GWU library link](#)).
- Madison Schramm and Alexandra Stark, "Peacemakers or Iron Ladies? A Cross-National Study of Gender and International Conflict," *Security Studies*, Vol. 29, No. 3 (2020), pp. 515-539, *skim* 539-548 ([GWU Library link](#)).
- Robert Jervis, "Hypotheses on Misperception," in Karen A. Mingst, Jack L. Snyder, and Heather Elko McKibben, eds., *Essential Readings in World Politics*, 8th ed. (New York: W. W. Norton & Co., 2022), pp. 174-185 (On Blackboard).

Session 7 (16 Oct.): Gender & Race in International Affairs

Key Concepts & Discussion Questions:

- Key Concepts: gender; race; Patrilineal/Fraternal Syndrome; patriarchal authoritarianism.
- What does it mean to bring a gender "lens" to the study of world politics? How does the world look different through this lens?
- How has the long history of the "male fraternal group" led to the subjugation of women worldwide? What are some of the means by which men exert control over women? What are some of the effects?
- How does sexism relate to democratic backsliding? What are some solutions to combat this concerning trend?
- Why does race matter in international relations? How does it permeate theory and research in the field?
- What are some underappreciated ways in which W.E.B. Du Bois influenced the modern field of international relations? How might the field look different if he had been taken more seriously?

Required Readings (68 pages):

- Alexis Leanna Henshaw, "Gender and Foreign Policy," in Cameron Theis, ed., *The Oxford Encyclopedia of Foreign Policy Analysis* (Oxford: Oxford University Press, 2017) ([GWU Library link](#)).

- Valerie M. Hudson, Donna Lee Bowen, and Perpetua Lynne Nielsen, *The First Political Order: How Sex Shapes Governance and National Security Worldwide* (New York: Columbia University Press, 2020), pp. **only** 1-8, 52-55 (**optional**: 380-385), 179-180, 188-189, 303-310 ([GWU Library link](#)).
- Erica Chenoweth and Zoe Marks, "Revenge of the Patriarchs: Why Autocrats Fear Women," *Foreign Affairs*, Vol. 101, No. 2 (March/April 2022), pp. 103-116 ([GWU Library link](#)).
- Kelebogile Zvobgo and Meredith Loken, "Why Race Matters in International Relations," *Foreign Policy* (19 June 2020) ([GWU Library link](#)).
- Zachariah Mampilly, "The Du Bois Doctrine: Race and the American Century," *Foreign Affairs* (September/October 2022), pp. 156-167 ([GWU Library link](#)).

Part III: Policy Areas in International Affairs

Session 8 (23 Oct.): Diplomacy & Statecraft

Key Concepts & Discussion Questions:

- Key Concepts: diplomacy; statecraft; ripeness; abandonment; entrapment.
- How important are diplomats and diplomacy in international politics?
- Under what conditions do you think diplomats will have the greatest influence on their country's foreign policy? Under what conditions will they have the least influence?
- Should diplomacy be reserved for when it will accomplish some tangible outcome? Or is there value in "talking for the sake of talking"?
- If credibility is the currency of diplomacy, how do diplomats establish it with their counterparts?
- Why are secret negotiations potentially valuable in international relations? How can diplomats make their commitments credible behind closed doors?
- How does the timing of diplomatic negotiations influence their outcome? Under what conditions is a conflict "ripe" for negotiated settlement?
- Should external parties be pushing for a diplomatic settlement to the War in Ukraine? Why or why not? How can external parties prepare for such a settlement?
- What are the reciprocal fears of abandonment and entrapment in alliance politics? Can you think of recent examples of these phenomena in alliance relations?

Required Readings (90 pages):

- David Lindsey, *Delegated Diplomacy: How Ambassadors Establish Trust in International Relations* (New York: Columbia University Press, 2023), pp. 1-19, **skim** 19-26, 26-29 ([GWU Library link](#)).
- Keren Yarhi-Milo, "Tying Hands Behind Closed Doors: The Logic and Practice of Secret Reassurance," *Security Studies*, Vol. 22, No. 3 (2013), **only** pp. 405-429 (**optional**: pp. 429-435) ([GWU Library link](#)).

- I. William Zartman, "Ripeness: The Hurting Stalemate and Beyond," in Paul C. Stern and Daniel Druckman, eds., *International Conflict Resolution After the Cold War* (Washington: National Academy Press, 2000), **only** pp. 225-235 ([GWU Library link](#)).
- Thomas R. Pickering, "How to Prepare for Peace Talks in Ukraine: Ending a War Requires Thinking Ahead," *Foreign Affairs* (14 March 2023) ([External link](#) or on Blackboard).
- Glenn H. Snyder, *Alliance Politics* (Ithaca: Cornell University Press, 1997), **only** pp. 165-172, 180-188 (On Blackboard).

Session 9 (30 Oct.): International Security I: War & Conflict

Key Concepts & Discussion Questions:

- Key Concepts: war; civil war; conflict; one-sided violence; reasons for war (unchecked interests, intangible incentives, uncertainty, commitment problems, misperceptions); casualties vs. fatalities; peacekeeping.
- What do trends in war and conflict from the past seventy years reveal about the nature of modern war?
- What is the state of global conflict in 2022 and 2023?
- Given the enormous costs of military conflict, why do states and sub-state actors sometimes wage war rather than settle their disputes peacefully?
- Is war becoming less common and/or less likely? Why or why not?
- How have civil wars changed in the past twenty years? What explains this change?
- Is peacekeeping an effective tool to resolve or prevent wars? Why or why not?

Required Readings (71 pages):

- Anna Marie Obermeier and Siri Aas Rustad, *Conflict Trends: A Global Overview, 1946-2022* (Oslo: PRIO, 2023), pp. 7-8, **skim** 9-28 ([External link](#) or on Blackboard).
- Christopher Blattman, *Why We Fight: The Roots of War and the Path of Peace* (New York: Viking, 2022), pp. 1-17 (On Blackboard).
- Tanisha M. Fazal and Paul Poast, "War Is Not Over: What the Optimists Get Wrong About Conflict," *Foreign Affairs*, Vol. 98, No. 6 (November/December 2019), pp. 74-83 ([GWU Library link](#)).
- Barbara F. Walter, "The New New Civil Wars," *Annual Review of Political Science*, Vol. 20 (May 2017), pp. 469-482 (On Blackboard).
- Barbara F. Walter, Lise Morjé Howard, and V. Page Fortna, "The Astonishing Success of Peacekeeping," *Foreign Affairs* (29 November 2021) ([External link](#) or on Blackboard).

Session 10 (6 Nov.): International Security II: Crises & Coercion

Key Concepts & Discussion Questions:

- Key Concepts: crisis; coercion; coercion vs. brute force; deterrence; compellence; signaling; costly signal vs. cheap talk; tying hands; sinking costs; second-strike capability.
- What is the difference between coercion and “brute force”? Can you think of recent examples of both?
- What is the difference between deterrence and compellence? Which one is more difficult, and why?
- How can leaders in crises make their threats credible when it is known that following through on them is costly for all? Can you think of recent crises where these factors were at play?
- Are nuclear weapons a force for peace? Why or why not?
- Is the spread of nuclear weapons unacceptably dangerous? Why or why not?

Required Readings (72 pages):

- Thomas C. Schelling, *Arms and Influence* (New Haven: Yale University Press, 1966), **only** pp. 1-6, 69-86 ([GWU Library link](#)).
- James D. Fearon, “Signaling Foreign Policy Interests: Tying Hands Versus Sinking Costs,” *The Journal of Conflict Resolution*, Vol. 41, No. 1 (February 1997), pp. 68-72, **skim** 72-82, 82-87 ([GWU Library link](#)).
- Kenneth N. Waltz, “Peace, Stability, and Nuclear Weapons,” in Robert J. Art and Kenneth N. Waltz, eds., *The Use of Force: Military Power and International Politics*, 5th ed. (Lanham: Rowman & Littlefield, 1999), pp. 357-371 (On Blackboard).
- Scott D. Sagan, “Why Nuclear Spread is Dangerous,” in Robert J. Art and Kenneth N. Waltz, eds., *The Use of Force: Military Power and International Politics*, 5th ed. (Lanham: Rowman & Littlefield, 1999), pp. 372-384 (On Blackboard).

Session 11 (13 Nov.): International Political Economy I: Trade, Finance, & Currency (*Paper #2 Due*)

Key Concepts & Discussion Questions:

- Key Concepts: international trade; international finance; international monetary relations; globalization; free trade; trade protectionism; comparative advantage; World Trade Organization (WTO); most favored nation (MFN) status; free trade agreement; economic sanctions; economic statecraft; “debt-trap diplomacy”; sovereign lending; foreign direct investment; International Monetary Fund (IMF); monetary policy; exchange rate; fixed vs. floating exchange rates; currency crisis; global reserve currency.
- If international trade is economically beneficial, why does every country restrict it in some way?
- Is contemporary globalization a force for liberation or a source of vulnerability? Why?
- Are economic sanctions an effective foreign policy tool? If so, under what conditions? If not, why are they so commonly used?
- How successful do you think China’s economic statecraft—such as its use of foreign investment and aid—has been in recent years? Why?
- Is the U.S. dollar at risk of losing its position as the most important global reserve currency? Why or why not?

Required Readings (62 pages):

- Dani Rodrik, *The Globalization Paradox: Democracy and the Future of the World* (New York: W.W. Norton & Co., 2011), pp. 47-66 (On Blackboard).
- Henry Farrell and Abraham L. Newman, "Chained to Globalization: Why It's Too Late to Decouple," *Foreign Affairs*, Vol. 99, No. 1 (January/February 2020), pp. 70-80 ([GWU library link](#)).
- Daniel W. Drezner, "The United States of Sanctions: The Use and Abuse of Economic Coercion," *Foreign Affairs*, Vol. 100, No. 5 (September/October 2021), pp. 142-154 ([GWU Library link](#)).
- Audrye Wong, "How Not to Win Allies and Influence Geopolitics: China's Self-Defeating Economic Statecraft," *Foreign Affairs*, Vol. 100, No. 3 (May/June 2021), pp. 44-53 ([GWU library link](#)).
- Carla Norrlöf, "The Dollar Still Dominates: American Financial Power in the Age of Great-Power Competition," *Foreign Affairs* (21 February 2023) ([External link](#) or on Blackboard).

Reminder (20 Nov.) No Class (Thanksgiving Break)**Session 12 (27 Nov.): International Political Economy II: International Development, Aid, & Migration***Key Concepts & Discussion Questions:*

- Key Concepts: international development; inclusive vs. extractive institutions; international aid; international migration; refugee; remittances; weaponized migration.
- Why are some countries rich and other countries poor?
- How effective has international development aid been over the past few decades? What explains its record?
- Do developed countries have a moral obligation to provide development aid to less-developed countries? Why or why not?
- How is migration linked to other aspects of economic globalization, such as international trade and investment?
- If immigration brings so many benefits, why is it such a divisive political issue?
- How are some leaders using migration for coercive purposes? What are some possible policy responses?

Required Readings (93 pages):

- Daron Acemoglu and James Robinson, *Why Nations Fail: The Origins of Power, Prosperity, and Poverty* (New York: Crown, 2012), **only** pp. 7-9, 45-95 (On Blackboard).
- Sarah Blodgett Bermeo, "Foreign Aid," in Jon C. Pevehouse and Leonard Seabrooke, eds., *The Oxford Handbook of International Political Economy* (New York: Oxford University Press, 2021) (On Blackboard).

- David Leblang and Margaret E. Peters, "Immigration and Globalization (and Deglobalization)," *Annual Review of Political Science*, Vol. 25 (2022), pp. 377-391 ([GWU Library link](#)).
- Kelly M. Greenhill, "When Migrants Become Weapons: The Long History and Worrying Future of a Coercive Tactic," *Foreign Affairs*, Vol. 101, No. 2 (March/April 2022), pp. 155-165 ([GWU Library link](#)).

Session 13 (4 Dec.): Transnational Issues: The Environment & Global Health

Key Concepts & Discussion Questions:

- Key Concepts: climate change; collective good; clean energy; health diplomacy.
- Given the threat of global climate change, why is it so difficult to cooperate internationally to protect the environment?
- Is climate change the most important challenge facing the world? Why or why not?
- What specific challenges does climate change present to individuals, states, and international relations? How can they be best addressed?
- Who should bear the costs of addressing global climate change? Why?
- How is the global shift to cleaner forms of energy likely to influence international relations in the years ahead?
- How did the global COVID-19 pandemic challenge the existing structures of international relations and global governance? Will future pandemics likely play out similarly?
- What explains the differences in government response to COVID-19 and global climate change?

Required Readings (61 pages):

- Joshua Busby, "Warming World: Why Climate Change Matters More Than Anything Else," *Foreign Affairs*, Vol. 97, No. 4 (July/August 2018), pp. 49-55 ([GWU Library link](#)).
- Thomas Bernauer, "Climate Change Politics," *Annual Review of Political Science*, Vol. 16 (2013), **only** pp. 421-433 (On Blackboard).
- Jason Bordoff and Meghan L. O'Sullivan, "Green Upheaval: The New Geopolitics of Energy," *Foreign Affairs*, Vol. 101, No. 1 (January/February 2022), pp. 68-84 ([GWU Library link](#)).
- Tanisha M. Fazal, "Health Diplomacy in Pandemical Times," *International Organization*, Vol. 74, No. 51 (December 2020), pp. E78-E93 ([GWU Library link](#)).
- Hamish van der Ven and Xixian Sun, "Varieties of Crises: Comparing the Politics of COVID-19 and Climate Change," *Global Environmental Politics*, Vol. 21, No. 2 (February 2021), pp. 13-20 ([GWU Library link](#)).

Part V: The Future of International Affairs

Session 14 (11 Dec.): Demographics, Technology, & International Affairs

Key Concepts & Discussion Questions:

- Key Concepts: demographics; cyberspace; cybersecurity; artificial intelligence.
- How do demographics influence international relations, now and in the years ahead? How important are demographics compared to other drivers of change?
- Is a “cyber 9/11” or a “cyber Pearl Harbor” the serious threat some make it out to be? Why or why not? And if not, what is the more insidious threat?
- How will artificial intelligence transform global politics in the years ahead? How will it influence decision making in democracies and autocracies, respectively?

Required Readings (36 pages):

- Nicholas Eberstadt, “With Great Demographics Comes Great Power: Why Population Will Drive Geopolitics,” *Foreign Affairs*, Vol. 98, No. 4 (July/August 2019), pp. 146-157 ([GWU Library link](#)).
- Jacqueline Schneider, “A World Without Trust: The Insidious Cyberthreat,” *Foreign Affairs*, Vol. 101, No. 1 (January/February 2022), pp. 22-31 ([GWU Library link](#)).
- Henry Farrell, Abraham Newman, and Jeremy Wallace, “Spirals of Delusion: How AI Distorts Decision-Making and Makes Dictators More Dangerous,” *Foreign Affairs*, Vol. 101, No. 5 (September/October 2022), pp. 168-181 ([GWU Library link](#)).

Friday, 15 December 2023, 10:00 AM: Take-Home Final Due

Policies

Incomplete Grades

At the option of the instructor, an Incomplete may be given for a course if a student, for reasons beyond the student’s control, is unable to complete the work of the course, and if the instructor is informed of, and approves, such reasons before the date when grades must be reported. An Incomplete can only be granted if the student’s prior performance and class attendance in the course have been satisfactory. Any failure to complete the work of a course that is not satisfactorily explained to the instructor before the date when grades must be turned in will be graded F, Failure.

If acceptable reasons are later presented to the instructor, the instructor may initiate a grade change to the symbol I, Incomplete. The work must be completed within the designated time period agreed upon by the instructor, student, and school, but no more than one calendar year from the end of the semester in which the course was taken. To record the exact expectations, conditions, and deadlines of the Incomplete please use the Elliott School’s Incomplete Grade Contract:

[Incomplete Grade Contract for Graduate Courses](#)

The completed and signed contract is to be submitted to the Academic Affairs and Student Services Office. All students who receive an Incomplete must maintain active student status during the subsequent semester(s) in which the work of the course is being completed. If not registered in other classes during this

period, the student must register for continuous enrollment status. For more information regarding Incompletes please review the relevant sections in the University Bulletin:

<http://bulletin.gwu.edu/university-regulations/#graduatetext>

Instructor Response Time

I will usually respond to emails within 24 hours, often considerably faster. On weekends, I may be somewhat slower. If you haven't heard back from me via email within 24 hours, please feel free to follow up.

I will return graded assignments within one week.

Statement on Inclusive Teaching

In support of inclusive excellence, the Elliott School is committed to supporting our faculty and students in exercising inclusive teaching throughout our curriculum. All faculty members are expected to practice inclusive teaching as outlined in ESIA inclusive teaching statement (<https://elliott.gwu.edu/statement-inclusive-teaching>) and to include a stated commitment in the syllabus. Resources for inclusive teaching can be found here: <https://elliott.gwu.edu/inclusive-teaching-resources>.

Inclement Weather

In-person classes may be held online in case of inclement weather. Faculty will inform students of relevant instructional continuity plans.

Late Work

Late submissions of assignments will be deducted one letter gradient (e.g., A to A-, A- to B+, etc.) for each day they are late. Extensions will be granted on a case-by-case basis for illnesses, family emergencies, religious observances, and the like. If you are seeking an extension for one of these reasons, please give your TA as much advance notice as is possible. Extensions will very rarely be granted on or in the day or two leading up to a due date, except under extraordinary circumstances.

GW Acceptable Use for Computing Systems and Services

All members of the George Washington University must read and comply with the Acceptable Use Policy when accessing and using computing systems and services, including email and Blackboard. Please read [the Acceptable Use Policy](#) to familiarize yourself with how GW information systems are to be used ethically.

Academic Integrity

Academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the

fabrication of information. Note that, in accordance with [university guidelines](#), using generative artificial intelligence such as ChatGPT to write any part of any assignment is a violation of academic integrity.

Please review GW's policy on academic integrity, located at: <https://studentconduct.gwu.edu/code-academic-integrity>. All graded work must be completed in accordance with the George Washington University Code of Academic Integrity. For more information, see [Promoting Academic Integrity](#).

Sharing of Course Content

Unauthorized downloading, distributing, or sharing of any part of a recorded lecture or course materials, as well as using provided information for purposes other than the student's own learning may be deemed a violation of GW's Student Conduct Code.

Use of Student Work (FERPA)

The professor will use academic work that you complete during this semester for educational purposes in this course during this semester. Your registration and continued enrollment constitute your consent.

Copyright Policy Statement

Materials used in connection with this course may be subject to copyright protection under Title 17 of the United States Code. Under certain Fair Use circumstances specified by law, copies may be made for private study, scholarship, or research. Electronic copies should not be shared with unauthorized users. If a user fails to comply with Fair Use restrictions, he/she may be liable for copyright infringement. For more information, including Fair Use guidelines, see [Libraries and Academic Innovations Copyright page](#).

Bias-Related Reporting

At the George Washington University, we believe that diversity and inclusion are crucial to an educational institution's pursuit of excellence in learning, research, and service. Acts of bias, hate, or discrimination are anathema to the university's commitment to educating citizen leaders equipped to thrive and to serve in our increasingly diverse and global society. We strongly encourage students to [report possible bias incidents](#). For additional information, follow this link: <https://diversity.gwu.edu/bias-incident-response>.

Disability Support Services & Accessibility

If you may need disability accommodations based on the potential impact of a disability, please register with Disability Support Services (DSS) at: <https://disabilitysupport.gwu.edu/>. If you have questions about disability accommodations, contact DSS at 202-994-8250 or dss@gwu.edu or visit them in person in Rome Hall, Suite 102.

For information about how the course technology is accessible to all learners, see the following resources:

[Blackboard accessibility](#)

[Microsoft Office accessibility](#)

[Adobe accessibility](#)

Religious Observances

In accordance with university policy, students should notify faculty during the first week of the semester of their intention to be absent from class on their day(s) of religious observance. For details and policy, see: <https://registrar.gwu.edu/university-policies#holidays>.

Counseling and Psychological Services

The University's Counseling and Psychological Services office offers 24/7 assistance and referral to address students' personal, social, career, and study skills problems. Services for students include: crisis and emergency mental health consultations confidential assessment, counseling services (individual and small group), and referrals. For additional information call 202-994-5300 or see: <https://healthcenter.gwu.edu/counseling-and-psychological-services>.

Emergency Preparedness and Response Procedures

The University has asked all faculty to inform students of these procedures, prepared by the GW Office of Public Safety and Emergency Management in collaboration with the Office of the Executive Vice President for Academic Affairs.

To Report an Emergency or Suspicious Activity

Call the University Police Department at 202-994-6111 (Foggy Bottom) or 202-242-6111 (Mount Vernon).

Shelter in Place – General Guidance

Although it is unlikely that we will ever need to shelter in place, it is helpful to know what to do just in case. No matter where you are, the basic steps of shelter in place will generally remain the same.

- If you are inside, stay where you are unless the building you are in is affected. If it is affected, you should evacuate. If you are outdoors, proceed into the closest building or follow instructions from emergency personnel on the scene.
- Locate an interior room to shelter inside. If possible, it should be above ground level and have the fewest number of windows. If sheltering in a room with windows, move away from the windows. If there is a large group of people inside a particular building, several rooms may be necessary.
- Shut and lock all windows (for a tighter seal) and close exterior doors.
- Turn off air conditioners, heaters, and fans. Close vents to ventilation systems as you are able. (University staff will turn off ventilation systems as quickly as possible).

- Make a list of the people with you and ask someone to call the list in to UPD so they know where you are sheltering and who is with you. If only students are present, one of the students should call in the list.
- Await further instructions. If possible, visit [GW Campus Advisories](#) for incident updates or call the GW Information Line 202-994-5050.
- Make yourself comfortable and look after one other. You will get word as soon as it is safe to come out.

Evacuation

An evacuation will be considered if the building we are in is affected or we must move to a location of greater safety. We will always evacuate if the fire alarm sounds. In the event of an evacuation, please gather your personal belongings quickly (bag, keys, GWorld card, etc.) and proceed to the nearest exit. Every classroom has a map at the door designating both the shortest egress and an alternate egress. Anyone who is physically unable to walk down the stairs should wait in the stairwell, behind the closed doors. Firemen will check the stairwells upon entering the building.

Once you have evacuated the building, proceed to our primary rendezvous location: the court yard area between the GW Hospital and Ross Hall. In the event that this location is unavailable, we will meet on the ground level of the Visitors Parking Garage (I Street entrance, at 22nd Street). From our rendezvous location, we will await instructions to re-enter the school.

Alert DC

Alert DC provides free notification by e-mail or text message during an emergency. Visit [GW Campus Advisories](#) for a link and instructions on how to sign up for alerts pertaining to GW. If you receive an Alert DC notification during class, you are encouraged to share the information immediately.

GW Alert

GW Alert provides popup notification to desktop and laptop computers during an emergency. In the event that we receive an alert to the computer in our classroom, we will follow the instructions given. You are also encouraged to download this application to your personal computer. Visit [GW Campus Advisories](#) to learn how.

Additional Information

Additional information about emergency preparedness and response at GW or the University's operating status can be found on [GW Campus Advisories](#) or by calling the GW Information Line at 202-994-5050.