

**Note: This is a draft syllabus. An updated version will be provided during or in advance of Week 1 of the course.**

**POLS 285-H1: Introduction to International Relations  
Department of Political Science  
Northern Illinois University**

Honors Seminar, Fall 2018  
Tuesdays and Thursdays, 9:30-10:45am  
Campus Life Building 110

Instructor: Prof. Aarie Glas  
Office: Zulauf Hall 412  
Office Hours: Tuesdays 2:15-5pm & by appointment  
Email: [aglas@niu.edu](mailto:aglas@niu.edu)

Teaching Assistant: TBA  
Office: TBA  
Office Hours: TBA  
Email: TBA

## **I. Overview**

Can laws and treaties stem the proliferation of nuclear weapons? Does the rise of China present a security threat to the world? Why can't global leaders come to an agreement to effectively tackle climate change? Why is global cooperation so difficult, even when most of the world shares similar goals of peace and prosperity? This class will help students answer these questions and more.

This honors seminar course is structured over three parts. In the first, we start with some background, both historical and in terms of theory. We explore a historical overview of the international system, from the Peloponnesian War to the Cold War, to ground our collective understanding of global affairs, and survey what theory means for political science. In the second, we turn to number of theories – or *analytical lenses* – that scholars and policy-makers make use of to understand our world. In the third, the latter half of the course, we examine a number of current debates, including those concerning nuclear deterrence, terrorism, global financial crises, human rights, climate governance, and the rise of China.

Students will come away from the course with a set of analytic frameworks and a depth of historical knowledge that will enable them to better understand current issues in global politics and will empower them to participate in the process of crafting solutions, whether that be as a future policymaker, an issue-advocate, or an engaged global citizen.

## **II. Learning Objectives**

By the end of this course, students will:

- Be able to recognize and discuss core theories of international relations (IR)
- Be able to engage confidently in current debates within the study of IR

**Note: This is a draft syllabus. An updated version will be provided during or in advance of Week 1 of the course.**

- Be able to think critically about global politics and apply diverse analytical lenses to assess contemporary challenges facing the international
- Be able to critically assess and critique scholarly work
- Be able to articulate their views confidently and competently in both discussions and written work

### **III. Class Format**

Our course meets for 75 minutes, twice a week. Classes will mix lecture with discussions and group activities. It is, therefore, essential that students attend having read and reflected upon the required readings for each class. Particularly as this is an Honors Seminar, active participation in a number of forms within each class is a requirement.

### **IV. Grade Distribution**

1. Class Participation: 15% (on-going)
2. Map Quizzes: 5% (see below)
3. Reading Check-In Quizzes: 10% (on-going)
4. Written Assignment 1: 15% (October 25)
5. Written Assignment 2: 20% (November 29)
6. Midterm Exam: 15% (October 18)
7. Final Exam: 20% (TBA)

### **V. Requirements**

**1. Class Participation (15%):** Students are expected to read, reflect upon, and be prepared to discuss the required readings for each class. Participation means active *engagement* in discussions, group activities, and other forms of interaction with your colleagues and Instructor. Missing one or two classes is less consequential than attending all classes but remaining quiet, distracted, or disengaged. If you have concerns about your performance or your ability to confidently engage within the class, please (at any time!) speak with your Instructor in office hours.

Note that this course will engage in discussions that extend beyond our required readings and speak to current issues in global politics. It is therefore strongly recommended that students stay up to date with current global affairs by following a major news source (e.g. The Guardian, Washington Post, New York Times, or The Economist).

**2. Map Quizzes (5%):** Students will sit five (5) short map quizzes in the Tuesday classes of Weeks 2-6. Map quizzes require students to locate 5 countries on a blank map of a given continent or geographic area (i.e. Americas, Europe, Africa, Middle East, Asia – in that order). The five blank maps will be provided on Blackboard in Week 1. Students may consult your

**Note: This is a draft syllabus. An updated version will be provided during or in advance of Week 1 of the course.**

textbook, any up to date online map (e.g. GoogleMaps), or other resource to study the country names of each geographic location in advance.

**3. Reading Check-In Quizzes (10%):** These short quizzes will be unannounced. They will be held in the first ten minutes of class as decided by the Instructor. Reading Check-Ins will consist of multiple choice questions based on the assigned reading for the day (and/or recent days) alongside widely reported current events and issues. Questions will be straightforward, intended to reward students for completing required readings and having a sustained familiarity with current events. They will be potentially frequent, particularly if it is clear students in the course are not keeping up with readings. The Check-Ins will be equally weighted. For example, if there are 10 throughout the semester, each will be worth 1 point each. If there are 16, each will be worth 0.625 points.

Note that there is *no* opportunity to make-up either the Map Quizzes or the Reading Check-In Quizzes without a formally documented absence (i.e. medical or family emergency) *and* the approval from the Instructor. Make-ups, if offered, will vary from those held in class and may, necessarily, be more challenging.

Note also that no additional time will be provided for either Quiz (i.e. if you arrive to class a few minutes late to find a Reading Check-In or Map Quiz in progress, you will not be granted extra time to complete it).

**4 & 5. Written Assignments (15% and 20%):** Students will write two short essays of 3-4 double-spaced pages. Further details and recommendations will be provided on Blackboard. Students are encouraged to speak to the Instructor and/or Teaching Assistant if they have questions or concerns regarding this assignment once full instructions are provided.

**6. Midterm Exam (15%):** The midterm exam will be held in class (see below schedule). It will consist of multiple choice, short answer, and/or long-answer questions. Further details will be provided in advance. Students will have 65 minutes to complete the midterm. No extra time will be provided if students arrive late. Students should bring their own **exam blue book(s)** to complete the exam. The exam book(s) will be inspected before the exam is administered.

**7. Final Exam (20%):** The final exam will be held during the designated exam period as decided by the Registrar. It will consist of multiple choice, short answer and/or long-answer questions. Further details will be provided in advance. Students should bring their own **exam blue book(s)** to complete the exam. The exam book(s) will be inspected before the exam is administered.

## **VI. Submission of Assignments**

All course assignments are required both in **hardcopy** and **electronically** through Blackboard. Assignments are not considered submitted until both submissions have been made and a late penalty will be applied upon fully submitted (see late policy below). The electronic and hardcopy submissions must be **identical**. Failure to do so will result in a zero on the assignment.

**Note: This is a draft syllabus. An updated version will be provided during or in advance of Week 1 of the course.**

Assignments are *not* accepted via email.

Written assignments must be double-sided, **stapled**, and clearly presented. Student names, student numbers, course code, and both the name of your Instructor and Teaching Assistant should be clearly visible on a title page (or header). Page numbers are required. Failure to comply with these requirements will see a reduction of marks.

All work must be clearly and formally **cited** and a **bibliography** provided (bibliography *does not* count towards word/page length restrictions). Failure to comply with this requirement risks a failure of the assignment and/or further sanctions (see Academic Integrity below).

For a useful guide to a straightforward and recommended citation style, see:

[http://www.chicagomanualofstyle.org/tools\\_citationguide/citation-guide-2.html](http://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html).

A **late penalty of 5% per day** (including weekends) will be levied *up to four (4) days* at which point the assignment will not be accepted and will receive a **zero**. The application of penalties begins at **4:30pm** on the due date, when the Department of Political Science closes (i.e. if you fail to submit the assignment in class on the due date and submit it the same day but after the Department is closed, you will receive a 5% deduction).

**Late assignments** are due in *hardcopy* to the Department of Political Science and *electronically* through Blackboard, unless otherwise noted by the Instructor. Assignments are **not** accepted by email.

**Extensions** and accommodations are possible for documented medical or family emergencies, or additional circumstances when agreed upon with the Instructor in advance. If you think you need to delay taking an exam or submitting a written assignment, talk to your Instructor generally at least *three weeks* before the exam/due date or as soon as possible. Extensions are never guaranteed. They will be based on University policy, the exigency of the circumstances, and timeliness of the request (i.e. the earlier the better).

## **VII. Assessment & Appeals**

Written assignments and exams will be assessed by the Instructor and/or the Teaching Assistant. A common rubric will be used for the course, regardless of grader, and written commentary will be provided.

Both the Teaching Assistant and Instructor will make available office hour times to provide further feedback and guidance after the return of the midterm exam and written assignments. Students are encouraged to speak to their grader in office hours to this end, particularly after the return of Written Assignment 1.

**Grade appeals** are possible. To appeal a grade – whether the material is graded by the Instructor or the Teaching Assistant – the following steps must be undertaken:

**Note: This is a draft syllabus. An updated version will be provided during or in advance of Week 1 of the course.**

- a. Within one week of the return of the material *but not before 48 hours* students must provide an **email** to the Instructor indicating the intention to appeal a grade.
- b. Within 24 hours of the emailed notice of appeal, the student must provide a typed **written appeal** outlining the rationale for the request. That written appeal must be provided to the Department of Political Science or the Instructor in class or in office hours *along* with the original graded material (and any supplemental rubric or commentary provided). The appeal must no more than 1 typed page single spaced, and should be detailed enough to justify the appeal and outline the particularities of the apparent disagreement.
- c. The Instructor will review the appeal and, if appropriate, undertake a detailed review of the assignment. The grade offered on appeal may increase, decrease, or maintain the original score. The grade offered on appeal will be final.
- d. Students will, after the conclusion of the appeal, be invited to discuss the assignment and the rationale for its grade in the Instructor's office hours.

### **VIII. Academic Integrity**

This course will take academic misconduct seriously. All work submitted must be a student's own in full and must be *cited* properly.

Any student in this course found to have plagiarized (*accidentally* or otherwise) the work of another individual (including, but not limited to, other students or from existing scholarship) will receive a **failing grade** in this course and may be subject to additional sanctions by the University.

Students are expected to have read and to abide by NIU's Student Code of Conduct (<http://www.niu.edu/conduct/student-code-of-conduct>). This is your responsibility and a requirement of this course.

Please take NIU's Online Tutorial on Academic Integrity to re-familiarize yourself if you have doubts or concerns (<http://www.niu.edu/ai/students/>) and/or speak to your Instructor in office hours.

If you have any questions throughout the course relating to academic practices, academic integrity, and issues of plagiarism and/or citation please speak to the Instructor and/or consult the links noted above. Failure to understand these requirements does not constitute an excuse to deviate from them.

**Note:** With the above in mind, please ensure that all drafts, preliminary work, and research notes, as well as all *graded and returned* course assignments, are retained until course grades are finalized by the Registrar. Your Instructor may request to review either draft or finalized material at any point during the course and/or discuss student assignments in person.

**Note: This is a draft syllabus. An updated version will be provided during or in advance of Week 1 of the course.**

## **IX. Course Materials**

There are two required texts for the course. Please note the editions. It may be possible to utilize alternative editions of these textbooks for some readings. Students interested in doing so should consult the alternative editions to note and manage discrepancies (i.e. some readings may not be within older editions). Additional readings *beyond* these two texts will be provided via Blackboard (**BB** in the below schedule, and see the “Additional Readings” folder under “Content”) or via direct online links.

Karen A. Mingst and Ivan Arreguin-Toft. *Essentials of International Relations*, Seventh Edition. (Norton, 2016). (**EIR** in schedule)

Karen A. Mingst and Jack L. Snyder. *Essential Readings in World Politics*, Sixth Edition. (Norton, 2016). (**ERWP** in schedule)

Beyond the two required texts, students are expected to follow **current events**. It is therefore **required** that students stay up to date with current global affairs by following a major newspaper or online news source (e.g. The Guardian, Washington Post, New York Times, or The Economist). I highly recommend getting in the habit of reading the news every day and consulting more than one source.

**Note** that familiarity with current issues in global affairs will be a component of assessment in this course in a number of ways, including the participation score in class, the Reading Check-Ins, and through questions on the Midterm and Final Exams.

**Recommended readings:** a small number of recommended readings are noted in the outline below. These are *not* required reading material, but provided for further reading should students so desire. If any student desires additional recommended material, please let me know as I will be happy to provide suggestions on any and all topics!

## **X. Office Hours**

Your Instructor will hold weekly Office Hours (as noted on page 1). These are drop-in times and all students are always welcome to attend to discuss anything related to the course, or anything else you feel that your Instructor could potentially help with.

No RSVP is required. Students are encouraged to visit as often as they like, and are invited to attend in small groups if you wish. If you cannot meet during this period, please email me well in advance to arrange an alternative time.

Your Teaching Assistant will hold Office Hours at set times after the return of graded material and in advance of the exams. Notice of these times and locations will be provided in class and via Blackboard.

**Note: This is a draft syllabus. An updated version will be provided during or in advance of Week 1 of the course.**

## **XI. Email Contact**

Both the Instructor and the Teaching Assistant will (try to) answer questions by email when appropriate. Please use the **course code** somewhere in the subject line and ensure you make use of your **official NIU email address** for all communications. Those two requirements help ensure that emails are received and read in a timely manner. A 24-48-hour turnaround time should be anticipated, so please do not leave questions to the last minute.

Substantive questions regarding course materials and discussions, or concerns or questions about the assignments are best discussed in class or in Office Hours and not by email. Please always feel free to raise questions at the onset of class for the benefit of all your colleagues in the course. As a rule of thumb, if a question or a welcomed response is longer than three or four sentences, it is likely a topic to chat about in Office Hours or in class.

## **XII. Our Space and Issues of Accessibility**

Together, we will foster a comfortable, engaging, and accessible scholarly environment. All students should feel welcome to attend and speak freely in class and in Office Hours. To this end we will approach this course as colleagues, and we will treat each other with respect and dignity at all times.

NIU, and myself as your Instructor, are committed to making reasonable accommodations for persons with documented disabilities. If any disabilities may impact on coursework or other academic requirements, please notify both your Instructor and the Disability Resource Center (Tel. 815-753-1303) on the fourth floor of the Health Services Building as soon as possible, and within the first two weeks of the start of this course. If you would rather not speak to your Instructor, note that the Disability Resource Center can assist students in making appropriate accommodations with Instructors discretely.

If you have any concerns about the course or your ability to access or engage with the course material or our discussions – at any point throughout the course – please also feel free to contact me by email or speak to me in person. I will happy to assist as best as I am able. I am also happy to raise any issues or concerns you may have on your behalf with the Department or the University directly.

## **XIII. Laptops and Technology**

I strongly recommend students take notes in class by hand and transcribe those into typed notes. That is an excellent way to begin your exam preparations in this and other courses. If students choose – or need – to make use of a laptop computer, please sit towards the back of the room to not distract your colleagues. Additionally, do not deviate from a productive use of your computer (e.g. typing notes or researching during group work) or *any* use of your phone for the duration of our time in class.

**Note: This is a draft syllabus. An updated version will be provided during or in advance of Week 1 of the course.**

If I suspect that a student is misusing their computer, witness the use of a phone, or deem a student's behaviour to be a distraction to myself or your colleagues in the class I will ask the student to leave the room for the remainder of the class. This will also negatively affect your participation score.

#### **XIV. Preferred Names and Pronouns**

Class rosters and University data systems are provided to faculty with the student's legal name and legal gender marker. As an NIU student, you are able to change how your preferred/proper name shows up on class rosters. This option is helpful for various student populations, including but not limited to: students who abbreviate their first name; students who use their middle name; international students; and transgender students. As your Instructor, I am committed to using your proper name and pronouns as you prefer it.

We will take time during our first class together to do introductions, at which point you can share with all members of our class what name and pronouns you use, as you are comfortable. Additionally, if these change at any point during the semester, please let me know and we can develop a plan to share this information with others in a way that is safe for you.

Should you want to update your preferred/proper name, you can do so by looking at the following guidelines and frequently asked questions:

<http://www.niu.edu/regrec/preferredname/index.shtml>

<http://www.niu.edu/regrec/preferredname/preferrednamefaq.shtml>

#### **XV. Blackboard**

This course will use Blackboard as our course webpage. This webpage will host readings that are *not* available in the above-mentioned textbooks, to document student grades, and to disseminate announcements. Blackboard will also host copies of all additional material provided in the course (e.g. assignment details).

Please check Blackboard before contacting the Instructor or Teaching Assistant for information regarding assignments or readings, and regularly visit the webpage to ensure you are up to date on announcements in the course.

**Note: This is a draft syllabus. An updated version will be provided during or in advance of Week 1 of the course.**

### **XVI. Letter Grade Distribution:**

Students will receive a percentage score for each assignment that can be totaled and translated into a letter grade according to the scale below.

>= 93.00	A	77.00 - 79.99	C+
90.00 - 92.99	A-	70.00 - 76.99	C
87.00 - 89.99	B+	60.00 - 69.99	D
83.00 - 86.99	B	<= 59.99	F
80.00 - 82.99	B-		

### **XVII. Class Schedule:**

<b>Week #</b>	<b>Week of</b>	<b>Topic</b>
1	August 27	Introduction <i>No Thursday Class, Prof. Glas is away</i>
2	September 3	Context: History & Thinking Analytically
3	September 10	Realism & Liberalism
4	September 17	Neorealism & Neoliberalism
5	September 24	Constructivism & Feminist IR
6	October 1	Marxism & Foreign Policy Decision-Making
7	October 8	Individual Psychology and Thinking Analytically About IR, again
8	October 15	Review & <b>Midterm Exam October 18</b>
9	October 22	The Cold War and the Nuclear Age <b>Written Assignment 1 Due October 25</b>
10	October 29	Human Security, Terrorism, and Intra-State Conflict
11	November 5	International Law & Institutions
12	November 12	International Political Economy <i>No Thursday Class, Thanksgiving</i>
13	November 19	Human Rights & Non-State Actors
14	November 26	Climate Change <b>Written Assignment 2 Due November 29</b>
15	December 3	The Future of the World Order & Review

**Note:** Topics and readings may be subject to change at the discretion of your Instructor. Any change in the above schedule (e.g. the cancellation or rescheduling of a class or the hosting of the class by a guest other than your Instructor) will be noted as soon as possible by your Instructor through Blackboard.

*Note: This is a draft syllabus. An updated version will be provided during or in advance of Week 1 of the course.*

## **XVIII. Detailed Class Schedule**

### **Part I. Introduction**

#### **Week 1. Introduction**

Class 1: Introduction  
Read Syllabus in Full  
(start EIR Chapter 2)

Class 2: No Class

#### **Week 2. Context: History & Thinking Analytically**

Class 3: Class 2: Whirlwind History!  
EIR Chapter 2

Class 4: What is Theory?  
EIR 71-74  
Jack Snyder, "One World, Rival Theories," from *Foreign Policy* (ERWP)

### **Part II. IR Theory**

#### **Week 3. Realism & Liberalism**

Class 5: Classical Realism  
EIR 76-83  
Thomas Hobbes, from *Leviathan* (ERWP)  
Hans J. Morgenthau, "A Realist Theory of International Politics and Political Power,"  
from *Politics among Nations* (ERWP)  
+Review EIR 21-38  
+Review EIR 271-275

Class 6: Classical Liberalism  
EIR 83-89  
EIR 305-312  
+Review EIR 38-40  
Woodrow Wilson, "The Fourteen Points" (ERWP)  
Michael W. Doyle, "Liberalism and World Politics" (ERWP)

**Note: This is a draft syllabus. An updated version will be provided during or in advance of Week 1 of the course.**

#### **Week 4. Neorealism & Neoliberalism**

Class 7: Neorealism

EIR 109-116

EIR 113-142

EIR 275-277

+ Review EIR 76-83

John J. Mearsheimer, “Anarchy and the Struggle for Power,” from *The Tragedy of Great Power Politics* (**ERWP**)

Thucydides, “Melian Dialogue,” from *The Peloponnesian War* (**ERWP**)

Class 8: Neoliberalism

EIR 116-118

EIR 142-143

+ Review EIR 83-89

*Recommended:* Robert Axelrod and Robert O. Keohane (1988), “Achieving Cooperation Under Anarchy” (**BB**)

#### **Week 5. Constructivism and Feminist IR**

Class 9: Constructivism

EIR 92-95

EIR 144-145

Alexander Wendt, “Anarchy Is What States Make of It: The Social Construction of Power Politics” (**ERWP**)

*Recommended:* Matthew J. Hoffmann (2010), “Norms and Social Constructivism in International Relations” in *Oxford Research Encyclopedia of International Studies*. Oxford: Oxford University Press. (**BB**)

Class 10: Feminist IR

EIR 95-97

J. Ann Tickner, “Man, the State, and War: Gendered Perspectives on National Security” (**ERWP**)

#### **Week 6. Marxism and Foreign Policy Decision-Making**

Class 11: Marxism and Dependency Theory

EIR 89-92

EIR 143-144

V. I. Lenin, from *Imperialism, The Highest Stage of Capitalism* (**ERWP**)

Class 12: Models of Foreign Policy Decision-Making

EIR 162-169

**Note: This is a draft syllabus. An updated version will be provided during or in advance of Week 1 of the course.**

## **Week 7. Individual Psychology and Thinking Analytically About IR, again**

Class 13: The Individual

EIR 181-207

Robert Jervis, "Hypotheses on Misperception" (ERWP)

Class 14: Thinking Analytically About IR, again

EIR 97-104

Drezner, "Theories of International Politics...and Zombies" (BB)

+Review: Jack Snyder, "One World, Rival Theories," from *Foreign Policy* (ERWP)

## **Week 8. Review and Midterm**

Class 15: Review Class

Class 16: **Midterm Exam (March 8)**

## **Part III. Issues and Application**

### **Week 9. The Cold War and the Nuclear Age**

Class 17: The Cold War & The International System

EIR 58-59

+ Review EIR 44-56

George F. Kennan ("X"), "The Sources of Soviet Conduct" (ERWP)

G. John Ikenberry, from *Liberal Leviathan: The Origins, Crisis, and Transformation of the American World Order* (ERWP)

Hans J. Morgenthau, "The Balance of Power, Different Methods of the Balance of Power, and Evaluation of the Balance of Power," from *Politics among Nations* (ERWP)

Class 18: Security Dilemmas & Nuclear Proliferation

EIR 297-305

Robert Jervis, "Cooperation under the Security Dilemma" (ERWP)

Kenneth N. Waltz, "Why Iran Should Get the Bomb: Nuclear Balancing Would Mean Stability" (ERWP)

### **Week 10. Human Security, Terrorism, and Intra-State Conflict**

Class 19: Old & 'New' Wars, and Terrorism

EIR 277-291

Andrew H. Kydd and Barbara F. Walter, "The Strategies of Terrorism" (ERWP)

Class 20: Just War & Human Security

EIR 291-297

**Note: This is a draft syllabus. An updated version will be provided during or in advance of Week 1 of the course.**

### **Week 11. International Law & Institutions**

Class 21: International Organizations and the UN

EIR 208-228

Samantha Power, “Bystanders to Genocide: Why the United States Let the Rwandan Tragedy Happen” (**ERWP**)

Class 22: Regional International Organizations and International Law

EIR 228-246

### **Week 12. International Political Economy**

Class 23: History and Functions of the Global Economy

EIR 316-359

Daniel W. Drezner, “The Irony of Global Economic Governance: The System Worked” (**ERWP**)

Recommended: Robert Gilpin, “The Nature of Political Economy,” from *U.S. Power and the Multinational Corporation* (**ERWP**)

Class 24: *No Class, Thanksgiving*

### **Week 13. Human Rights & Non-State Actors**

Class 25: Human Rights

EIR 360-395

*Recommended:* Amartya Sen, “Human Rights and Capabilities” (**ERWP**)

Class 26: Human Rights and Non-State Actors

EIR 247-258

Margaret E. Keck and Kathryn Sikkink, “Transnational Advocacy Networks in International Politics” (**ERWP**)

### **Week 14. Climate Change**

Class 27: Climate Change

EIR 397-417

Robert Kaplan, “The Coming Anarchy” (**BB**)

*Recommended:* Thomas Homer-Dixon (1994), “Environmental Scarcities and Violent Conflict” (**BB**)

*Recommended:*

**Note: This is a draft syllabus. An updated version will be provided during or in advance of Week 1 of the course.**

(A) Climate Science Basics (per the 2016 EPA):

[https://19january2017snapshot.epa.gov/climatechange\\_.html](https://19january2017snapshot.epa.gov/climatechange_.html)

(B) Global Limits TED Talk:

[http://www.ted.com/talks/johan\\_rockstrom\\_let\\_the\\_environment\\_guide\\_our\\_development](http://www.ted.com/talks/johan_rockstrom_let_the_environment_guide_our_development)

Class 28: Climate Change Governance

Garrett Hardin, “The Tragedy of the Commons” **(ERWP)**

Scott Barrett, “Why Have Climate Negotiations Proved So Disappointing?” **(ERWP)**

*Recommended:* Steve Prins and Gwyn Rayner (2007), “The Wrong Trousers: Radically Rethinking Climate Policy” (available online: <http://eureka.sbs.ox.ac.uk/66/>)

### **Week 15. The Future of the World Order & Exam Review**

Class 29: The Future of World Politics

Francis Fukuyama “The End of History?” **(ERWP)**

Samuel Huntington “The Clash of Civilizations” **(ERWP)**

John G. Ikenberry (2018), “The end of liberal international order?” **(BB)**

*Recommended:* John G. Ikenberry (2008), “The Rise of China and the Future of the West: Can the Liberal System Survive?” **(BB)**

Class 30: Review Class

**Final Exam:** TBA