Introduction to International Relations

Course Description

The global arena is a complex and multi-dimensional setting. Recent events such as climate change, war, terrorism, and globalization have served to transform the canvas of world politics. The efforts of Iran to acquire nuclear weapons and the withdrawal of the U.S. from the Iran nuclear deal, the rise of China to a super-power status, the expansion of Russia’s nationalistic ambitions, the unending civil war in Syria, the rise of international terrorism after 9/11, and the global trade feud with the increase in tariffs; these events are associated with major changes in the international system and threats to national security interests of our nation. Today’s global political world appears complex and chaotic. One needs a greater understanding of world events and processes, and equally important tools to grapple with interpreting the international system.

The purpose of this course is to provide students with both the historical and analytical tools necessary for the analysis of international political phenomena. It is designed to provide an introductory survey to theories, concepts, and issues in the study of international relations. Among these are contemporary paradigms in the field, actors in the international system, power and the measurement of power, international conflict, foreign policy, international political economy, integration, international law, international organizations, and the political economy of defense. The emphasis is to provide a critical analysis of the complex issues associated with the contemporary international system. You must be prepared to read, to be critical, and to examine positions with no apparent easy resolution.

Special emphasis will be devoted to the study of international security issues and the analysis of U.S. national security interests. There are no prerequisites for this course; it has been designed for the novice as well as for the motivated student. Although this is not a course in current events, we will be making reference to contemporary events for the purposes of discussing theories and topics related to this course. You are urged to be aware of current world politics for the purposes of engaging in meaningful class discussions. I strongly urge that you skim/read major newspaper cites on a regular basis. Below are some useful information sites.

Current Event News Sources
[Note: Unfortunately most require a subscription for access]
- Wall Street Journal (Newspaper: http://online.wsj.com/)
- Washington Post (Newspaper: http://www.washingtonpost.com/)
- L.A. Times (UK, Newspaper: http://www.latimes.com/)
- Financial Times (UK, Newspaper: http://www.ft.com/home/uk)
- The Independent (UK, Newspaper: www.independent.co.uk/)
- The Guardian (UK, Newspaper: www.guardian.co.uk/)
- The Economist (UK, Magazine: http://www.economist.com/)
In addition this course is designed to help students understand concepts, theories, and historical context of international relations by introducing simulation models into the course content. Studies indicate the utility of in-class role-playing and simulation activities to provide context and real-world application to the study of world politics. Game playing or simulation models allow students to engage in role-playing by assuming parts of various characters in an international bargaining scenario. Thus, through participation in Statecraft simulation, students assume the role of heads or leaders of states and seek specific objectives as the simulation unfolds. Through active participation students can apply new concepts and information, and observe the consequences of their decisions that enhance understanding of subject materials. Students can achieve a deeper level of insight into the political world, making theory more understandable. In the simulation scenarios students negotiate with each other in a setting that attempts to approximate the global arena. The settings contain elements of cooperation and conflict central to international relations. Students grapple first-hand with the intricacies, tradeoffs, and responsibilities that characterize world politics. These activities help move concepts and theories from the abstract to concrete applications, providing for greater retention and understanding of abstract concepts.

The goals/aims of the course are as follows:

- To provide an account of the current international system and its development.
- To provide an overview of the various theories, perspectives, and issues associated with in the study of international politics.
- To identify major actors in the international system and their dynamic interactions.
- To analyze a number of leading issues in the international arena, for example, war, terrorism, free trade, and national security strategy.
- To help students to better understand the global arena, to form opinions about the world, and to develop skills for making an informed analysis of the major global issues of today.

The learning outcomes for this course on which you will be assessed are as follows:

- Understanding of the core concepts and paradigms in international relations.
- Explaining the most important debates and issues in the field of international relations.
- Gaining an understanding and appreciation for the complexities of international politics and the actors who engage in it.
- Understanding the basics of international political economy.
- Examining a wide range of issues in national security studies.
- Gaining an appreciation for the richness and complexity of the international system.

Method of Assessing Learning Outcomes:

- Learning outcomes will be assessed via written & oral assignments, examinations, and participation in a series of simulation exercises.

**Required Online Supplements**

Students will be asked to purchase access to Statecraft simulation at a cost of $35 dollars for the semester. To register, go to [https://www.statecraftsims.com/](https://www.statecraftsims.com/) and click “Login / Sign up” to
create a student account. Along with your email address and password, you will need to sign up with the following Sim Code: Pols3351Fall18.

After you are enrolled in Statecraft you will participate throughout the semester in a series of complex, group international politics simulation settings. The setting is a fictitious world with several major powers/countries. These countries vary in terms of attributes, political systems, economy, resource endowment, goals and grievances. In these active simulation settings students will represent all fictitious countries and take on leadership positions within a country. You will be required to work with team members to ensure that your country survives and prosperous in the simulated global international system.

Blackboard and Textbook Supplements

The course website is located on ASU’s online course management system, identified as Blackboard: https://blackboard.angelo.edu/. You should familiarize yourself with the course components on Blackboard. You will find useful information such as course policies, syllabus, grading system, chapter powerpoint presentations, grades for exams and assignments plus reading materials not contained in the textbooks.

To access Blackboard you must have an ASU email account and be registered for this course. To login go to https://blackboard.angelo.edu/ and type in your ASU userid and password. Please try to access Blackboard as soon as possible to make sure that you are enrolled in the course and that you understand the various features of Blackboard.

The textbook publisher, Pearson Educators maintains on online learning platform entitled “Revel” for accessing supplemental materials including chapter guides, online flashcards and quizzes, videos, and current events news. Please note that reviewing this material is not required, but will help you to prepare for examinations. These supplements are located online at: https://www.pearsonhighered.com/revel/. Access is typically included in the price of the textbook package, or it can be purchased separately. For online assistance with the site, see https://www.pearsonhighered.com/revel/students/support/.

Office Hours

Office hours are as follows: M,W,F 9:00-10:00 AM
T,R 9:00-9:30 AM
M,T,W 2:00-3:30 PM
By appointment also

Course Requirements

Attendance and Participation

Each student is required to regularly attend class. Participation is important because it allows you to work with the readings, to air thoughts and opinions, and to contribute to course instruction. The best classes are those where students take ownership of the ideas and concepts exposed in the readings and explore the implications for interpreting the world of politics. You
are expected to be on time for the start of class and your attendance record will be used to compute your class participation and attendance grade for the semester. You are expected to demonstrate that you have read the readings and engage in classroom discussions. Your participation and input in class discussions will also comprise part of your grade, approximately 5% of course grade.

A record of your attendance will be compiled with the use of an attendance sheet, passed at the beginning of class. You are responsible for signing this sheet. A failure to sign the sheet will be counted as absent for that date. Your attendance record will be determined by the number of classes attended. Please note that a poor attendance record defined as less than 75 percent will be penalized by a reduction in your overall course grade by seven percentage points. Absences for university related programs or activities will not be included in the total. All other absences will be included in the overall total. It is the policy of the University to excuse absences of students that result from religious observances without penalty. A student absence for observance of a religious holy day will be treated in accordance with OP 10.19 of ASU’s Operating Policies and Procedures.

According to the University Calendar, the last day for a partial or total withdrawal from the University is Thursday, November 1, 2018. Withdrawal grades will be indicated by the letter W.

Statecraft Simulation

Students will be assigned individual leadership roles in the various countries of the fictitious global setting of Statecraft and participate in a series of simulation turns. Each student is expected to 1) be prepared for his/her role, 2) attend each Statecraft simulation Monday session, 3) read the student manual, 4) take simulation manual quizzes, 5) prepare simulation memos for each turn, and 6) submit a simulation paper.

Simulation Manual Quizzes:
The simulation manual quizzes are very important to ensure that you are knowledgeable about the simulation rules of Statecraft. There are two quizzes which will be administered online early in the simulation: the first during “Turn Zero” and the second during “Turn One.” You will need to click on the Quiz tab to take these two quizzes.

Simulation Attendance:
It is critically important that students attend each Statecraft simulation Monday session. In order to provide an incentive to attend these sessions, you will be penalized for absences through the loss of extra credit earned from the simulation (which can total 30 points or more, depending on how successful you are in achieving country-specific and global goals):

2 Absences -- Minus 10% Extra Credit
3-4 Absences -- Minus 40% Extra Credit
5 or more Absences -- Minus 100% Extra Credit
Simulation Memos:
For each simulation turn students must post a simulation memo on Statecraft before each turn ends. These memos must be 300 words in length (the equivalent of one double-spaced page), although you are encouraged to write more if you so desire. In a sense, these memos will become your ongoing “journal” for the simulation experience. They are intended to help insure that you are actively participating in, and thinking about, the simulation each week. You should comment on the challenges facing your country and address your position-specific responsibilities. You may reflect on past decisions, strategies, and future expectations. Late memos and memos shorter than the required length will not be counted. If you complete all memos satisfactorily, you will receive all 40 points. Missing memos will lead to penalties as follows:

<table>
<thead>
<tr>
<th>Memos Completed Satisfactorily</th>
<th>Memo Points Earned</th>
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</thead>
<tbody>
<tr>
<td>All</td>
<td>40 points</td>
</tr>
<tr>
<td>Missing 1</td>
<td>35 points (minus 5)</td>
</tr>
<tr>
<td>Missing 2</td>
<td>25 points (minus 15)</td>
</tr>
<tr>
<td>Missing 3</td>
<td>15 points (minus 25)</td>
</tr>
<tr>
<td>Missing 4 or more memos</td>
<td>0 points (minus 40)</td>
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Simulation Short Paper:
The short paper (2 to 3 pages) requires you to integrate your simulation experience with class materials. You should briefly reflect on your overall experience with Statecraft. You should discuss the overall success and/or lack of success of strategies adopted. You should note the applicability of key terms, concepts, and theory from the course materials considered. Finally, you should provide an assessment of the simulation scenario, particularly regarding its connection to contemporary international events and activities. This paper is due on the day of the last class session (Friday, December 7th). Late papers will be penalized by a ½ reduction in letter grade for every day late. Please note the paper may not be submitted electronically, you will need to submit a hard copy. Additional details will be made available on Blackboard.

Term Paper
The term paper is a thought piece on the topic of the national security interests of the United States. It is design to complement the simulation exercises in which you fictitiously focused on conflict and ways to resolve conflict among the various countries of Statecraft. You are asked to analyze and examine U.S. strategies for protecting and advancing national security interests. You are asked prepare a thought piece pertaining to the U.S.’s national security interests and its implications for foreign policy, economic policy, civil liberties, human rights, and international terrorism. The purpose of the term paper is for you to (a) conduct research on the selected course topic relevant to the U.S. national security policy process, (b) gain an understanding of the national security issues facing this country, (c) develop a specific theme relating to this topic, (d) deliver an oral presentation with respect to findings and analysis, and (e) prepare a written essay.

To help you with the term paper it is suggested that you assume the role of an advisor in the National Security Council in which you present to the president a paper that develops the
national security interests relating to a specific topic. You are to explore in depth the national security dimensions of a selected topic by considering the role of history, major actors with a significant stake, the national security interests of the selected policy area, and the various policy options for responding to the security interests of the topic. To assist you with this project several articles will be selected and placed on Blackboard. These materials develop a wide variety of themes and should help you narrow down your topic, depending upon your particular interests and viewpoints. Please keep in mind that the purpose of the exercise is to engage in original thinking and analysis by developing insightful thoughts and arguments supported by referenced materials. You may need to explain theories, expound on arguments and concepts, and expand the analysis of the relevant materials by incorporating additional readings. In your thought piece you must marshal the evidence to support the assertions made in the essay.

Given the variety of topics and areas, the class will concentrate on six major topics. These topics will help you narrow down the issues and to focus on important national security concerns of the United States. The six main topics are as follows: What are the U.S. national security concerns with regards to U.S. relations with Iran and/or North Korea? What are the U.S. national security concerns with regards to U.S. relations with Syria? What are the U.S. national security concerns with regards to U.S. relations with Russia? What are the U.S. national security concerns with regards to U.S. relations with China? What are the national security threats posed by climate change? What are the U.S. national security interests posed by global trade war? You should make all attempts to discuss your paper ideas (topic, possible sources, etc.) with me by the middle of the semester. You should have some specific issues in mind and possible questions.

A one-half page summary of your finalized topic/theme is due on Friday, November 9, 2018. You should also include specific sources consulted. If you have any doubts about the appropriateness of your topic or of the sources you are using, please check with me.

The written essay should be in length between seven to ten pages long, excluding the title, footnotes, and reference pages. It will be graded according to 1) the development of the theme for the paper, 2) the identification of the main issues, concepts, arguments, and relevant topics, 3) the identification and discussion of background literature that deals with the relevant topics, 4) the analysis and treatment of the theme and topics, 5) demonstration of English writing skills, and 6) the organization of essay, i.e., introduction, main body, flow of arguments, and conclusion. The due date for the term paper project is Monday, December 3, 2018. Papers handed in after the due date will be penalized by a ½ reduction in letter grade for every day late.

Written Assignments

All written assignments must be typed and clearly identified by a title page and/or heading marker. They should also meet the following formatting requirements: double spaced, one-inch margins, paginated (page numbers in the bottom right-hand corner), and 12-point font, Times New Roman.

All written assignments prepared for this class must be original work done exclusively for this class. Please reference ideas that are not your own and make certain that you document quotations, paraphrases, and any information taken from sources not your own. Thus do not copy
the words of others without appropriate punctuation and citation. Plagiarism and cheating is a serious breach of academic honesty and will be punished in accordance with University rules.

Oral Presentation

At the end of the semester each student will have an opportunity to present the results of his/her research and labor. Students should approach their presentation as though briefing important policy makers in the United States government. You will be required to provide a short 4 minute presentation of your analysis and interpretation, developed in accordance with the instructions below. The intent is for you to provide a thoughtful and informed analysis of U.S national security concerns and major policy options for the executive administration. The intent is for you to bring into the classroom your insights gained from engaging in the study of international relations, focusing on possible courses of action for the U.S. by considering the current economic and/or political challenges being faced by the nation. You will be required to develop an appropriate audio-visual presentation (PowerPoint or a similar format). You should be well prepared for your presentation so that you make take follow-up questions. The oral presentation is due at the beginning of the fifteenth week, December 5th. *Nota Bene: there is no makeup for the oral presentation.*

The following are some points to consider as your outline and develop your oral presentation:

- What are the significant issues/problems associated with the selected topic?
- What are significant events surrounding the setting/scenario? [What factors influence the security construction?]
- What are the roles of significant actors and the security interests driving their actions?
- What different policies are relevant for addressing the national security threats?
- What theories and concepts from the course materials are useful for providing guidance in with the issue at hand?

Examinations

Your grade will also be determined by three exams; their total weight will constitute approximately 59% of the total course grade. All exams will be closed book and a combination of multiple-choice, identification, and short essay. They will cover course readings and class discussions. A make-up exam will be granted only in case of verified absence for health or personal emergency. If possible, you should notify me before the exam, if not, within 24 hours after the exam date. The design of the make-up exam is left solely up to the instructor; the make-up exam may be comprehensive and entirely essay or a combination of multiple-choice and essay; it will be scheduled during the last week before finals. *Please note that you will be allowed to take only one make-up exam for the semester.*

Grading System

Your semester grade will be based on the total number of points accumulated for each course requirement. Each item is weighted according to the specified percentage (listed below) and will contribute to your overall course grade. The total number of earned points for the semester equals to 1,000 points. Your total earned semester points will be used to determine your letter
grade. The grading scale adopted for determining the letter grade is listed below. In order to be fair to all students it should be considered fairly rigid.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>900-1,000 plus</td>
</tr>
<tr>
<td>B</td>
<td>800-899</td>
</tr>
<tr>
<td>C</td>
<td>700-799</td>
</tr>
<tr>
<td>D</td>
<td>600-699</td>
</tr>
<tr>
<td>F</td>
<td>599 and below</td>
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Extra-Credit

There will be an opportunity to earn extra-credit points by achieving simulation goals. At the conclusion of the simulation game each country will receive a score indicating how successful the participants of each country were in achieving a range of goals. There are three main types of goals in Statecraft comprised of Cooperative Global Goals, Country Development Goals, and Competitive Country Goals. Each country can pursue different strategies for achieving key goals and corresponding scores. Thus the decisions made and routes to attain these goals will determine the overall number of points that each country will receive at the end of the simulation exercise. These overall country scores will comprise the extra-credit points; they will be over and above the 1,000 points shown above.

Grading Scale

Based on the total number of points actually earned plus the amount of extra-credit points, your final course letter grade will be determined as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>900-1,000 plus</td>
</tr>
<tr>
<td>B</td>
<td>800-899</td>
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<tr>
<td>C</td>
<td>700-799</td>
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<tr>
<td>D</td>
<td>600-699</td>
</tr>
<tr>
<td>F</td>
<td>599 and below</td>
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</tbody>
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Special Needs

In accordance with OP 10.15 of ASU’s Operating Policies and Procedures, persons with disabilities which may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, in order to request such accommodations prior to any accommodations being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made.

Academic Honesty

Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding and complying with the university Academic Honor Code, which is contained in both print and web versions of the ASU Student Handbook. See the Current Student page on the ASU homepage (URL address: http://www.angelo.edu/cstudent/) and click on Academic Honor Code. Acts of academic
dishonesty and misconduct as referenced in Angelo State University's Student Handbook will be referred to the Dean of Students.

**Unprofessional Behavior**

A certain classroom decorum based upon mutual respect toward others contributes towards a productive environment. Please note that arriving late without a good reason or making distracting noise in the classroom, i.e., whispering or eating, is unprofessional and a sign of disrespect. Please be sure to turn off cell phones, pagers or other electronic devices with audible signals, and also refrain from bringing food and beverages.

**Reading Materials**


**Course Schedule**

[Note: The above schedule is a tentative and may be updated or changed during the semester.]

27 August: *Introduction*
- What are the rules in play for this course?
- What will be the basis for evaluating student performance?
- Introduction to simulation in IR
- Questions pertaining to management of the course will be answered by discussing the course syllabus.

29 August – 5 September: *The Globalization of International Relations*
- International Relations as a Field of Study – What are core principles of IR
- Actors and Influences – What is the difference between state and nonstate actors in IR?
- Evolving International System – What significant historical changes have occurred?
- Levels of Analysis – What is meant by the levels of analysis employed for the study of IR?
- History and Geography – What is the historical context for the study of IR?
- *Readings*: Pevehouse/Goldstein, Chapter 1

Chapter 1 sets the foundation for the rest of the textbook by introducing the core principles of international relations (IR), describing state and nonstate actors in IR, discussing four levels of analysis by which to explain events in IR, discussing the geographical context of IR, and presenting the historical context of IR since the beginning of the 20th century.

7 September – 12 September: *Realist Theories*
- Realism – What constitutes the theoretical framework of realism?
- Power – Why is an understanding of power important in the study of IR?
- The International System – What are some common characteristics of the international system?
- Alliances – How are alliances formed and maintained, and what are their purposes?
Strategy – What are the various strategies of statecraft?
Readings: Pevehouse/Goldstein, Chapter 2

Chapter 2 introduces the theoretical framework of realism and compares it briefly to idealism. It discusses various realist theorists from Sun Tzu through Hans Morgenthau. It then treats the concept of power and the issues pertaining to its conceptualization and measurement. It then moves on to discuss specific characteristics of the international system, treating the concepts of anarchy, sovereignty, balance of power, distribution of power, and hegemony. The chapter also examines the concept of alliances and concludes with a discussion of strategy in the exercise of statecraft.

14 September – 19 September: Liberal and Social Theories
- Liberalism/Neoliberalism – What is the difference between the two?
- Collective Security – What is the problem with the pursuit of collective security?
- International Regimes – What is the role of international regimes in IR?
- Alternative social theories – What constitutes the perspectives of constructivism, postmodernism, Marxism, peace studies and gender studies?
Readings: Pevehouse/Goldstein, Chapter 3

Chapter 3 covers alternative theoretical frameworks to realism. It continues the analysis with the way IR scholars approach and study the field. The chapter discusses the role of international regimes and the concept of collective security. It considers the concepts of liberalism and neoliberalism, and discusses the concept of international regimes.

**21 September (Friday) – First Term Exam**

24 September: Statecraft Orientation
- Read Statecraft Manual
- Take Statecraft Manual Quiz

26 September – 3 October: Foreign Policy
- The Making of Foreign Policy – What are the structures and processes by which nations engage in foreign policymaking?
- Decision Making Models – What are the three models of decision-making in the study of IR?
- The Domestic Influence – What constitutes the influence of the domestic level of analysis on foreign policy?
- October 1 – Statecraft simulation Monday, Turn 1
Readings: Pevehouse/Goldstein, Chapter 4

Chapter 4 examines how foreign policy is made. It considers the structures and processes of foreign policy decision making, and discusses three models of decision-making. It considers other aspects of decision-making that are not well considered in the models – the influence of the individual and dynamics of group think. The rest of the chapter addresses the influence of the domestic level of analysis on foreign policy by focusing on processes and choices within states, focusing on the type of actors and interests.
5 October – 12 October: *International Conflict*

- Types of conflict – What are the different types of conflict?
- Causes of Conflict – What explanations exist for the causes of conflict?
- Conflicts of Ideas – What characteristics embody the term?
- Conflicts of Interest – What characteristics embody the term?

**October 8 – Statecraft simulation Monday, Turn 2**

*Readings:* Pevehouse/Goldstein, Chapter 5

Chapter 5 deals with the scholarly research on the types of war and causes of war. The chapter defines the concept of conflict and continues with study of international conflict. It treats international conflict into two categories – conflict of interests and conflict of ideas.

15 October – 22 October: *Military Force and Terrorism*

- The Use of Force – What constitutes the use of force in a conflict situation?
- Conventional Forces – What are the different types of conventional forces and the impact of evolving technologies?
- Terrorism – What are the different types of terrorism?
- Weapons of Mass Destruction – Describe the different types of weapons of mass destruction.

**October 15 – Statecraft simulation Monday, Turn 3**

**October 22 – Statecraft simulation Monday, Turn 4**

*Readings:* Pevehouse/Goldstein, Chapter 6

Chapter 6 covers the use of violent action (military force) as leverage to reach a more favorable outcome in a conflict situation. It analyzes the different types of military capabilities for applying leverage to influence the outcome. It provides a brief introduction to the study of terrorism and different forms. The chapter goes on to discuss weapons of mass destruction and the concept of military economics.

**24 October (Wednesday) – Second Term Exam**

26 October – 29 October: *National Security Strategy*

- Analysis of the Bush Administration
- Analysis of the Obama Administration
- Analysis of Trump Administration

**October 29 – Statecraft simulation Monday, Turn 5**

*Readings:* To be identified

31 October – 7 November: *International Organization, Law and Human Rights*

- International Organizations – What roles are played by international organizations for nonviolent conflict resolution and cooperation?
- The United Nations – What are the strengths and weakness of the U.N. for resolving conflict?
- International Law – How important is international law for influencing world politics?
- Law and Sovereignty – What are the tensions between international law and sovereignty?

**November 5 – Statecraft simulation Monday, Turn 6**
Chapter 7 examines possible solutions to the problem of war and conflict. The scholarly research examines norms, rules and institutions that provide for nonviolent conflict resolution. The chapter examines the role of the United Nations and the relevance of international law for conflict resolution. It goes on to assess the tensions between international law and sovereignty.

**9 November (Friday) – Summary Page for Term Paper Due**

9 November – 16 November: *International Trade*
- International Political Economy – What constitutes the study of IPE?
- Theories of Trade – What are the dominant perspectives within IPE for the study of trade?
- Trade Regimes – What are trade regimes and their role in the global economy?
- Globalization – How important is economic globalization today?
- November 12 – *Statecraft simulation Monday, Turn 7???
- Readings: Pevehouse/Goldstein, Chapter 8

Chapter 8 begins with an overview of the predominant approaches to international political economy (IPE) – liberalism and mercantilism. Each is compared and contrasted to the realist perspective in international relations and defined in terms of economic perspectives. The chapter analyzes trade regimes such as WTO and GATT, the global economy and the enforcement of trade rules. The chapter concludes with an analysis of economic globalization.

19 November – 30 November: *International Integration*
- Integration Theory – What is the global force of integration and is it relevant today in the study of IR?
- The European Union – Is the EU growing in power and influence?
- The Power of Information – How has this new force in IR impacted global politics?
- November 19 – *Statecraft simulation Monday, Turn 8???
- November 26 – *Statecraft simulation Monday, Turn 9???
- Readings: Pevehouse/Goldstein, Chapter 10

Chapter 10 explores another important force in the study of IR that has the potential to undermine sovereignty – integration. It begins with an overview of the integration theories of functionalism and neofunctionalism and the linked concepts of spillover and security community. It also explores briefly the potential costs of integration along with the wave of disintegration, beginning with decolonization and continuing through the Soviet Union and Eastern Europe and to the present day. It provides a closer examination of integration within the European Union followed by an analysis of a broader force impelling international interdependence – the power of information.

**3 December (Monday) – National Security Strategy Paper Due**

3 December – 7 December: *Class Presentations on U.S. National Security Strategies*
**7 December (Friday) – Short Simulation Paper Due**

**12 December (Wednesday) – Final Exam: 10:30-12:30 p.m.**