
POLI 1500:0EXW: Introduction to International Relations

On-line
Fall 2020

Course Information

Instructor: Dr. Menninga
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Office Hours: On Zoom Wed 12:30pm–1:30 pm, or email to make an appointment
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Course Description

This course is designed to achieve two objectives: (1) to introduce you to some of the most important topics and puzzles in the study of international relations, and (2) to provide you with some analytic concepts that can be used to study world politics. The course is designed to teach you how to think about politics in the global arena and to prepare you for more advanced courses in international relations. There are no prerequisites for the course. We will frequently refer to important historical and current events as examples and applications of the theories and concepts taught in this course, so if you do not already have your favorite source of news or history, now is a good time to find one. Newspapers including The Economist, BBC World News, The Wall Street Journal, NYTimes, Washington Post, or Foreign Policy all have pretty good coverage of international affairs, but any favorite news source, or two, will do.

Course Goals:

After taking this class, students should be able to:

- explain major concepts and theories for studying international relations,
- translate international relations concepts to ongoing events in global politics,
- understand the relevant actors in international relations and their interests, and .
- understand how institutions affect interactions in international relations.

Course Design & Structure

This course is self-paced within a structure of scheduled course work. Students will progress through the course, completing the course online. There are no required scheduled class meetings. Scheduled assignments (e.g. exams) will be available for a window of time; students can complete these assignments when it best fits their schedule, within that window. Other assignments (e.g. writing reflections or discussions) have deadlines but do not need to be completed at a specific time as long as they are submitted by the posted deadline.

This course is being offered over the World Wide Web as a Distance and Online Education offering. Students will login to the course site to access the course materials. Students are expected to visit the course site regularly to:

- access assigned course materials such as pre-recorded lectures and lecture notes,

- review the course announcements regularly for any updates related to the course, and
- submit assignments and participate in discussion forums.

Media/System Requirements

Technical requirements for completing University of Iowa Distance and Online Education classes include:

- A student-provided personal computer.
- Computer with reliable Internet access. A wired Ethernet connection to the internet is very strongly suggested. Wireless and cellphone data connections may experience connection problems. Android and iOS operating systems are not fully supported at this time. See specific requirements on the Distance and Online Education Technical Requirements/Download page.
- While tablets, smartphones and other mobile devices may allow for some completion of coursework, they are not guaranteed to work in all areas. Please ensure you have a Windows or Mac based computer available to complete coursework in the event your selected mobile device does not meet the needs of the course.

Students who need assistive technologies will have different computer and technology requirements. Please check with Student Disability Services to determine the requirements for the specific technologies needed to support your online classes.

For questions, with virtual classrooms (i.e. Zoom) or UICapture (Panopto), please contact Continuing Education Technical Support (319 335-3925).

Need help with ICON or your Hawkid? Contact the ITS Helpdesk.

Course Materials

The following required book is available in the Iowa Hawk Shop as well as on-line (or likely via your favorite bookstore). The 4th edition is stronger recommended but the 3rd Edition will work. All other readings are available on the course website.

- Jeffrey A. Frieden, David A. Lake, and Kenneth A. Schultz. *World Politics: Interests, Interactions, Institutions. Third/Fourth Edition* W. W. Norton & Company: New York, London.

Course Requirements and Grading

Your course grade will be determined by performance in the following areas. Each is described in greater detail below.

- Keeping Up with Course Content Quizzes: 10%
- Active Engagement Activities: 15%
- Current Event Presentation: 5%
- 2 Papers: 12.5% each (25% total)
- 3 Exams: 15% each (45% total)

Keeping Up with Course Content Quizzes (10% of final grade): Most weeks (starting in Week 2 and skipping weeks with exams), there will be a 5-question multiple choice quiz on recent course content. The goal of these quizzes is to provide a low-stakes opportunity to make sure you're understanding the material and help you review important concepts. While these quizzes will not be comprehensive, they will provide some feedback on how well you are understanding the course material and identify points of confusion. You will have 5 minutes to complete each quiz.

All assignments in this course are open note/book. Note, however, that within 5 minutes you are unlikely to be able to look up every answer in time. Also, while the assignments are all open note/book it is expected that you are working independently (without the assistance of classmates or friends) on all timed assignments.

Your **2 lowest** quiz grades will be dropped at the end of the semester.

Active Engagement Activities (15% of final grade): One of the greatest challenges of an on-line class is providing opportunities for active engagement with course concepts and your classmates. These engagement activities are design to encourage you to reflect on course concepts/engage with your classmates. Most weeks will have 1 Active Engagement Activity (skipping weeks with exams). Some weeks these activities will be writing reflections. Other weeks will involve discussion forums. The specifics for each week are in the weekly module.

Writing reflections will be submitted via ICON but only shared with your instructors. Writing reflections are due on Fridays at 11:59pm. The rubric for these assignments can be found on ICON.

For the discussion forums, students will be split into groups of about 10 students at the beginning of the semester. Three to four students will be assigned as discussion leaders each week. Each student will be a leader twice throughout the semester. Each discussion forum has a set of questions that each group leader should answer. Copy and paste the discussion questions into your reply to help other students follow what you are answering. Students assigned as discussion leaders will post their comments and materials on the designated Discussion Topic board by Wednesday at 11:59pm. Students not assigned as group leaders are expected to post a minimum of 1 comments, in response to the group leaders' posts, in the group discussion by Friday at 11:59pm. To earn credit, you must post comments or questions that connect to the substance of the topic and materials covered that week in class. Saying "good job" or "I agree with you" is not adequate for earning active engagement points.

Your **2 lowest** active engagement activity grades will be dropped at the end of the semester.

Current Event Presentation (5% of final grade): Once during the semester, you will present a current event that relates to that week's topic (See the Getting Started Module to sign up for your week). The current event must have occurred within 3 months of your presentation to be considered "current", but more recent events are preferable. The goal isn't for you to go back and read historical newspapers, but to pay attention to the news starting now and connect what you are learning in this class with what is going on in the world. The presentation should be a couple minutes long (no more than 5) highlighting the event, any relevant context or history, and most importantly how this event demonstrates, relates to, or reminds you of the week's course topic. You have substantial latitude here, so feel free to talk about an event you find interesting or surprising in some way. You are welcome to run your idea by the instructors in advance but are not required to. Please upload your presentation and a related news article (or articles) that discusses the event to the designated assignment in ICON Friday at 11:59pm. The instructors will then share these presentations with your classmates.

These presentations are intended to provide an opportunity to practice oral presentation skills to complement the writing you will do throughout the semester. The presentation is graded on the appropriateness of the current event chosen and the clarity of its connection to course content. Presentation quirks (e.g. saying "um" frequently) will not hurt your grade as we only learn to be better presenters through practice. Voice over powerpoint is what is expected, although you're welcome to set up your recording differently if you like. Powerpoints could be as short as 1 slide summarizing the key points of the current event.

On each exam there will be 4 current event questions taken **directly** from these presentations. So watch your classmates' presentations! These questions will be extra credit worth one point each.

Response Papers (12.5% x 2 = 25%): Students will write two response papers (**3-5 pages each**). The paper prompts will be uploaded to ICON. The first paper is due on **November 2** (Monday) by 11:59pm; the second term paper is due on **December 2** (Wednesday) at 11:59pm. Please submit your papers to the appropriate Dropbox in ICON as a pdf. No other file formats will be accepted.

It is your responsibility to ensure your paper has been uploaded by the deadline. Failure to upload your paper by the deadline will result in the paper being considered late. If you have technical issues, contact Yooneui (yooneui-kim@uiowa.edu) immediately (attach a copy of your finished paper). Submitting a paper late will incur a 10% penalty per day late unless evidence of a medical or family emergency in provided or arrangements were made *prior* to the

due date. Let us know as soon as possible if an emergency will prevent you from completing an assignment on time.

Additional details on the response papers and advice on writing a good response paper will be posted to ICON. Outside research is not required, but the use of current or historical events to defend your claims is always beneficial. The goal of these papers is to demonstrate that you have thought critically about the readings and lectures and that you can generate and defend a solid written argument. **Please do not summarize the readings or other course content.** We have already read them; we are interested in what you have to say. Remember to include any necessary citations and references. The issue of plagiarism is taken very seriously at Iowa.

Exams (15% x 3 = 45%): The exams are open book, open note, but you must work alone. Students have 60 minutes to complete the first two exams and 120 minutes for the final. Exam 1 must be taken September 30-October 2 through ICON. Exam 2 must be taken November 11-13 through ICON. The final exam must be taken December 16-18 through ICON. The exam page will be open at 8am on the open day and close at 11:59pm on the close day (64 hours). You will not be able to take the exam once it is closed and the exam stops at 11:59pm on the close day, so even if you are in the middle of completing it, it will stop. Do not wait until the last hour to take the exam.

Policy on Rescheduling Exams: You are required to take all exams during their scheduled window. The only allowable exception to this policy is a documented emergency or university event. All non-emergency make-ups must be discussed and scheduled *in advance* of the scheduled exam date and time. If you miss a scheduled exam, you may be allowed to take a make-up test, but there will be a substantial penalty.

Grading Scale

The grading scale for the course is as follows. Note that grades of A+ are reserved for exceptional circumstances when a student demonstrates intellectual capacity and rigorous scholarship.

Letter Grade	Percentage	Letter Grade	Percentage
A+	99-100	C+	77-79
A	93-98	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
		F	59 or below

Important Dates

- Midterm 1: Sept. 30-Oct. 2
- First paper due: Monday, Nov. 2 at 11:59pm
- Midterm 2: Nov. 11-13
- Second paper due: Wednesday, Dec. 2 at 11:59pm
- Final Exam: Dec. 16-18

Class Policies

Email: Email is the official method of communication for this on-line class. The instructors will send updates or announcements both by email and by posting to the ICON “Announcements” section. All email communication with the professor or TA should include a subject line that begins with Poli:1500 followed by more specific information regarding the purpose of the email. For example, “Poli:1500-meeting to discuss paper ideas”. We all receive many emails a day, this helps ensure that yours doesn’t get lost.

Technology: If a student runs into technology problems or has any questions it is expected that they notify the professor or TA as soon as they encounter the issue. Students ought to start on assignments prior to the hour before the deadline to make sure technology problems do not result in a late penalty.

Forum Etiquette: It is my expectation that students will communicate politely and respectfully with each other and the instructors.

Contesting a Grade: If a student wishes to have a grade reconsidered, the student must submit a written statement to the TA within 72 hours of having the graded assignment returned. The written statement must include the student's rationale for why additional points should be given. The TA will then review the written statement and the assignment. After review the TA has the right to subtract points as well as add points. If the TA and student cannot resolve the concern, then the professor will adjudicate.

When Problems Arise: Students may find it hard to discuss difficulties, dilemmas, dissatisfaction, and the like with the instructors. Please resist the temptation to remain anonymous and let the problem fester. If you have any concerns about your class performance or anything related to the course, please email the professor or TA.

College Policies

Administrative Home of the Course: The administrative home of this course is the College of Liberal Arts and Sciences, which governs academic matters relating to the course such as the add/drop deadlines, the second-grade-only option, issues concerning academic fraud or academic probation, and how credits are applied for various graduation requirements. Different colleges might have different policies. If you have questions about these or other CLAS policies, contact your academic advisor or the Office of Academic Programs and Student Development, 120 Schaeffer Hall, (319) 335-2633, clasps@uiowa.edu. The CLAS Academic Policies Handbook also contains important CLAS academic policy: <http://clas.uiowa.edu/students/handbook>.

Academic Misconduct: All forms of plagiarism and any other activities that result in a student presenting work that is not his or her own are academic fraud. All academic fraud is reported to the departmental DEO and then to the Associate Dean for the Office of Academic Programs and Student Development. All incidents of academic misconduct (plagiarism and cheating) will be subject to the rules and regulations of the College of Liberal Arts and Sciences as defined and stated in section IX of the Academic Policies Handbook (<http://clas.uiowa.edu/students/handbook>).

Complaint Procedures: If at any time you have concerns about this class or your performance in it, please do not hesitate to contact me. If you do not feel that your concern has been resolved satisfactorily, you may contact the Department Chair (contact information provided at the top of page one of this syllabus). If you still do not feel that your concern has been resolved satisfactorily, you may contact the College of Liberal Arts and Sciences Office of Academic Programs and Student Development, 120 Schaeffer Hall, (319) 335-2633, clasps@uiowa.edu. All complaints must be made within six months of the incident. The College's complaint procedures are in section IX of the Academic Policies Handbook (<http://clas.uiowa.edu/students/handbook>).

University Policies

Special Modifications: Subsequent to course enrollment, students needing accommodations should register with Student Disability Services, 3100 Burge Hall, (319) 335.1462, and obtain a Student Academic Accommodation Request (SAAR) form. The form will specify what course accommodations are judged reasonable for that student. The Division of Continuing Education is committed to both Section 504 of the Rehabilitation Act of 1973 and Section 508 of the Workforce Investment Act of 1998.

Understanding Sexual Harassment: Sexual harassment is reprehensible and will not be tolerated by the University. It subverts the mission of the University and threatens the well-being of students, faculty, and staff. Visit this site for the Office of the Sexual Misconduct Response Coordinator for definitions, assistance, and the full University policy.

Poli 1500:0EXW Fall 2020 Course Calendar

This online course is organized within a structure of scheduled course work (see weekly calendar below). Although we will not meet in a classroom, we will progress through the course materials as a class. For this reason, you must complete the assigned course work according to the due dates listed in the calendar below.

All assignments, videos, readings (that aren't in the textbook which is referred to as FLS) referenced below are linked to in the weekly modules on ICON. Use the week's module to access the assignments or resources listed.

I rarely assign the entire chapter of FLS at a time, pay attention to the page numbers listed below.

All deadlines are at 11:59pm unless explicitly stated otherwise.

Learning Objectives	Assessments/Assignments	Learning Activities
Frameworks for Studying IR		
Week 1 Course Introductions & Studying IR (Aug. 24-28)		
<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Become familiar with course requirements and policies • Understand what makes a good IR theory • Recognize arguments made at different levels of analysis 	<p>Assessment/Assignments</p> <ul style="list-style-type: none"> • Student Introductions: Due 8/28 • Watch "Course Tour Video" and review course syllabus • Sign up for current event presentation week (Assignments>Current Event Presentation) by 8/28 • Note discussion leader week • Write Week 1's reflection by 8/28 	<p>Learning Activities</p> <ul style="list-style-type: none"> • Modules Getting Started, General Course Resources, and Week 1 • Read FLS, Introduction (pp. xx-xxvii in 3rd Edition; xxiv-xxxi in 4th) • Skim FLS, Chapter 1 • Watch "What is IR" • Watch "Studying IR"
Week 2 Frameworks for Studying IR (Aug. 31-Sept. 4)		
<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Consider sources of power in the international system • Understand different ways scholars have thought about power/order in the international system 	<p>Assessment/Assignments</p> <ul style="list-style-type: none"> • Keeping Up with Course Content Quiz: Due 9/4 • Online Discussion: What is Power? <ul style="list-style-type: none"> ○ Leaders: Begin the conversation by 9/2 ○ Everyone else: Reply to leaders by 9/4 	<p>Learning Activities</p> <ul style="list-style-type: none"> • Read FLS, Introduction (pp. xxxvii-end in 3rd Edition; xxxi-end in 4th) • Read FLS, Chapter 2 (pp. 42-53 in both Editions) • Watch "Grand Theories" • Engage in Online Discussion for Week 2 • Watch "Varieties of Order"

Week 3 Public Goods, Cooperation, & Bargaining (Sept. 7-11)		
<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Understand the concept of a public good • Understand the difference between cooperation and bargaining • Engage in conversations about legitimacy, power, and hypocrisy in IR 	<p>Assessment/Assignments</p> <ul style="list-style-type: none"> • Keeping Up with Course Content Quiz: Due 9/11 • Online Discussion: Legitimacy & Hypocrisy in IR <ul style="list-style-type: none"> ○ Leaders: Begin the conversation by 9/9 ○ Everyone else: Reply to leaders by 9/11 	<p>Learning Activities</p> <ul style="list-style-type: none"> • Read Finnemore, “Legitimacy, Hypocrisy, and the Social Structure of Unipolarity” (selections; see annotations in text) • Engage in Online Discussion for Week 3 • Watch “Public Goods in IR” • Read FLS, Ch 2 (pp. 53-79 in both Editions) • Watch “Cooperation & Bargaining”
Week 4 Game Theory & IR (Sept. 14-18)		
<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Understand the rational choice framework • Differential between the 3 canonical games • Identify factors that facilitate (or hamper) cooperation in the international system 	<p>Assessment/ Assignments</p> <ul style="list-style-type: none"> • Keeping Up with Course Content Quiz: Due 9/18 • Writing Reflection: Due 9/18 	<p>Learning Activities</p> <ul style="list-style-type: none"> • Read FLS “A Primer on Game Theory” (pp. 82-87 in both Editions) • Watch “Game Theory in IR” • Watch “Overcoming the Prisoner’s Dilemma” • Read UN Charter and reflect on how it seeks to encourage cooperation in the international system
Week 5 Sovereignty (Sept. 21-25)		
<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Understand the concept of sovereignty in IR, its origins, and limitations. 	<p>Assessment/Assignments</p> <ul style="list-style-type: none"> • Keeping Up with Course Content Quiz: Due 9/25 • Writing Reflection: Due 9/25 	<p>Learning Activities</p> <ul style="list-style-type: none"> • Read Naim “5 Wars of Globalization” pp. 29-36 • Read CFR Backgrounder on Somaliland • Watch “Sovereignty” • Prepare for next week’s exam
Week 6 Exam 1 (Sept. 28-Oct. 2)		
	<p>Assessment/Assignments</p> <ul style="list-style-type: none"> • Exam: Open from 8am Wed. 9/30 to 11:59pm Fri. 10/2 	<p>Learning Activities</p> <ul style="list-style-type: none"> • Discussion: Exam 1 Q&A (Closes Tue. 9/29 at 5pm)

Week 7 International Conflict & Collective Security (Oct. 5-9)		
<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Recognize common causes of conflict • Understand the bargaining model of war • Understand the purpose of and drawbacks to collective security 	<p>Assessment/Assignments</p> <ul style="list-style-type: none"> • Keeping Up with Course Content Quiz: Due 10/9 • Writing Reflection: Due 10/9 	<p>Learning Activities</p> <ul style="list-style-type: none"> • Read FLS, Ch 3 • Watch “Causes of War” • Read FLS, Ch 5 (pp. 203-213 in 3rd Edition; 205-214 in 4th) • Watch “Collective Security”
Week 8 Alliances & Nuclear Proliferation (Oct. 12-16)		
<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Understand the purpose of and drawbacks to alliances • Understand non-proliferation strategies and their challenges 	<p>Assessment/Assignments</p> <ul style="list-style-type: none"> • Keeping Up with Course Content Quiz: Due 10/16 • Online Discussion: Future of Alliances <ul style="list-style-type: none"> ○ Leaders: Begin the conversation by 10/14 ○ Everyone else: Reply to leaders by 10/16 	<p>Learning Activities</p> <ul style="list-style-type: none"> • Read FLS, Ch 5 (pp. 184-205 in 3rd Edition; 186-207 in 4th) • Watch “Alliances” • Read FLS, Ch 14 (pp. 579-589 in 3rd Edition; 593-606 in 4th) • Watch “Nuclear Non-Proliferation” • Listen to NPR “U.S. Relationship with Turkey A Balancing Act in Fight Against ISIS” • Engage in Online Discussion for Week 8
Week 9 Civil War & Terrorism (Oct. 19-23)		
<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Evaluate the bargaining theory of war in the context of intrastate conflicts • Understand the various strategies of terrorist attacks and how governments can counter these strategies 	<p>Assessment/Assignments</p> <ul style="list-style-type: none"> • Keeping Up with Course Content Quiz: Due 10/23 • Writing Reflection: Due 10/23 • NOTE: Paper 1 due Nov 2! 	<p>Learning Activities</p> <ul style="list-style-type: none"> • Read FLS, Ch 6 (pp. 234-264 in 3rd Edition; 236-268 in 4th) • Watch “Civil Wars” • Read FLS, Ch 6 (pp. 264-287 in 3rd Edition; 268-291 in 4th) • Watch “Terrorism”

Week 10 Human Rights & the Responsibility to Protect (Oct. 26-30)		
<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Understand the role of the ICC • Appraise how human rights violations are addressed in IR 	<p>Assessment/Assignments</p> <ul style="list-style-type: none"> • Keeping Up with Course Content Quiz: Due 10/30 • Online Discussion: R2P Theory versus Practice <ul style="list-style-type: none"> ○ Leaders: Begin the conversation by 10/28 ○ Everyone else: Reply to leaders by 10/30 • NOTE: Paper 1 due Nov 2! 	<p>Learning Activities</p> <ul style="list-style-type: none"> • Read FLS, Ch 12 • Watch “Human Rights” • Listen to NPR “The ‘Responsibility to Protect’ In Syria And Beyond” • Watch “R2P” • Engage in Online Discussion for Week 10
Week 11 Peacekeeping, the Democratic Peace, and the Future of War (Nov. 2-6)		
<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Appraise how the international community can assist conflict resolution • Evaluate the democratic peace claims 	<p>Assessment/Assignments</p> <ul style="list-style-type: none"> • Paper 1 due Nov 2 • Keeping Up with Course Content Quiz: Due 11/9 <p>NOTE: With a paper due this week and an exam next week there is no active engagement activity this week.</p>	<p>Learning Activities</p> <ul style="list-style-type: none"> • Read FLS, Ch 5 (pp. 213-231 in 3rd Edition; 214-233 in 4th) • Watch “Peacekeeping” • Read FLS, Ch 4 (pp. 166-181 in 3rd Edition; 168-183 in 4th) • Watch “Democratic Peace” • Watch “The Long Peace?” • Prepare for Exam 2
Week 12 Exam 2 (Nov. 9-13)		
	<p>Assessment/Assignments</p> <ul style="list-style-type: none"> • Exam: Open from 8am Wed. 11/11 to 11:59pm Fri. 11/13 	<p>Learning Activities</p> <ul style="list-style-type: none"> • Discussion: Exam 2 Q&A (Closes Tue. 11/10 at 5pm)
Week 13 Trade (Nov. 16-20)		
<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Understand why economists support free trade • Evaluate how different sectors or workers within a country are affected by freer trade • Consider the role of institutions like the WTO in shaping international trade 	<p>Assessment/Assignments</p> <ul style="list-style-type: none"> • Keeping Up with Course Content Quiz: Due 11/20 • Online Discussion: Is the WTO Binding? <ul style="list-style-type: none"> ○ Leaders: Begin the conversation by 11/18 ○ Everyone else: Reply to leaders by 11/20 	<p>Learning Activities</p> <ul style="list-style-type: none"> • Read FLS, Special Topic (pp. 324-339 in 3rd Edition; 340-345 in 4th) • Watch “The Case for Free Trade” • Read FLS, Ch 7 (pp. 290-314 in 3rd Edition; 294-318 in 4th) • Watch “Trade Protection” • Read FLS, Ch 7 (pp. 314-331 in 3rd Edition; 318-337 in 4th) • Watch “WTO” • Read Pelc “Why the deal to pay Brazil \$300 million to keep U.S. cotton subsidies is bad for the WTO, poor countries, and US taxpayers” • Engage in Week 13 Discussion

Week 14 Exchange Rates & Financial Crises (Nov. 16-20)		
Learning Objectives: <ul style="list-style-type: none"> Understand how different exchange rate policies work Evaluate how different sectors and people are affected by exchange rate policies 	Assessment/Assignments <ul style="list-style-type: none"> Keeping Up with Course Content Quiz: Due 11/20 Writing Reflection: Due 11/20 NOTE: Paper 2 due Dec 2! 	Learning Activities <ul style="list-style-type: none"> Read FLS, Ch 9 (pp. 380-394 in 3rd Edition; 386-402 in 4th) Watch “Exchange Rates” Read FLS, Ch 9 (pp. 394-417 in 3rd Edition; 402-421 in 4th) Watch “Financial Crises” Watch Short videos on UK/EU and Brexit in preparation of this week’s writing reflection
Thanksgiving Break (Nov. 23-27) NOTE: Paper 2 due Dec 2!		
Week 15 Development & Foreign Aid (Nov. 30-Dec. 4)		
Learning Objectives: <ul style="list-style-type: none"> Assess how different economic strategies have influenced economic growth Evaluate the role of the international community in development 	Assessment/Assignments <ul style="list-style-type: none"> Paper 2 due Dec. 2! Keeping Up with Course Content Quiz: Due 12/4 Writing Reflection: Due 12/4 	Learning Activities <ul style="list-style-type: none"> Explore GapMinder Data in preparation of this week’s writing reflection Read FLS, Ch 10 Watch “Past Strategies for Growth” Watch “International Assistance & Development”
Week 16 IMF & Future of IR (Dec. 7-Dec. 11)		
Learning Objectives: <ul style="list-style-type: none"> Understand the evolution of the IMF Evaluate the critiques levied against the IMF’s lending policy 	Assessment/Assignments <ul style="list-style-type: none"> Keeping Up with Course Content Quiz: Due 12/11 Online Discussion: Who Should have a Say in the IMF? <ul style="list-style-type: none"> Leaders: Begin the conversation by 12/9 Everyone else: Reply to leaders by 12/11 	Learning Activities <ul style="list-style-type: none"> Read FLS, Ch 8 (pp. 349-365 in 3rd Edition; 360-371 in 4th) Listen “Do We Need the IMF” Watch “IMF & International Lending” Engage in Week 16 Discussion Watch “Where Does the World Go from Here?” Prepare for next week’s exam
Final Exam (Dec. 14-18)		
	Assessment/Assignments Exam: Open from 8am Wed. 12/16 to 11:59pm Fri. 12/18	Learning Activities Discussion: Final Exam Q&A (Closes Tue. 12/15 at 5pm)