

## **Introduction to International Affairs: Washington Perspectives**

Fall 2013

IAFF1005

Professor Sell

T/TH/F 1957E 113 9:35-10:25

Office hours: Tuesdays 2-4pm and by appointment

Monroe Hall 417

[Susan.sell@gmail.com](mailto:Susan.sell@gmail.com)

### **Teaching Assistants:**

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How do analysts understand and explain international affairs? What causes war and peace? Why are some parts of the world poor and others rich? This course addresses these questions to help you establish a foundation for further study of international affairs. No prior background in international relations is assumed. Students will acquire the basic analytic tools necessary to understand and explain a variety of international phenomena, including war, terrorism, globalization, trade, and humanitarian intervention. They will also gain an understanding of prominent theoretical debates over international security, international political economy, and contemporary challenges in international affairs.

### **Learning objectives:**

The goal is to help you establish a foundation for further study; increase your understanding of contemporary events; and enhance your research, communication, and literacy skills. No prior background in international affairs is assumed. By the end of the semester you should:

- Know basic elements of international affairs
- Comprehend and explain diverse perspectives on international affairs
- Apply theoretical perspectives to empirical material
- Evaluate alternative perspectives' applicability to problems of interest
- Encourage critical thinking about contemporary policy debates

Students will learn core foundational concepts of international affairs and critical thinking skills that will be essential for further study in the field.

### **Required readings:**

There are no textbooks to purchase. All required readings posted on Blackboard unless otherwise indicated. You should complete the required readings prior to each lecture. All students are expected to read, contemplate, and discuss among themselves the assigned course readings, attend lectures, complete written assignments and write three exams. All students will be required to answer in-class questions via their ipads, laptops, or cell phones. Also, through participation in the *Statecraft* simulation students take on the roles of foreign policy decision-

makers and grapple first-hand with the sorts of trade-offs and responsibilities that characterize international affairs.

### **On-line course tools:**

There are two required purchases for this class; both are software licenses.

One is access to an on-line simulation tool, *Statecraft Simulation*. (\$30) You can learn more about *Statecraft* here: <http://www.statecraftsim.com/overview>

Please wait for further instructions prior to purchasing your account.

The other is access to an on-line course tool, *TopHat* (\$20), that will be used for in-class questions. [Vital for both attendance and participation grades). You can learn more about *TopHat* at:

<https://tophat.com/>

Our *TopHat* course code is: 140532

### **Course structure:**

IAFF1005 consists of three weekly lecture sessions with Prof. Sell (T/Th) and the ESIA advising office (F), and one Friday discussion section per week taught by one of the teaching assistants. Throughout the semester we will have ESIA faculty speakers on five Friday mornings to get you acquainted with the deep bench of scholarly expertise available to you here. All of the lectures and discussion sections are required!

### **Academic Integrity**

All members of the university community are expected to exhibit honesty and competence in their academic work. Students have a special responsibility to acquaint themselves with, and make use of, all proper procedures for doing research, writing papers, and taking exams. Members of the community will be presumed to be familiar with the proper academic procedures and will be held responsible for applying them. Deliberate failure to act in accordance with such procedures will be considered academic dishonesty. Academic dishonesty is defined as “cheating of any kind, including misrepresenting one’s own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information.” Acts of academic dishonesty are a legal, moral, and intellectual offense against the community and will be prosecuted through the proper university channels. The University Code of Academic Integrity can be found at <http://www.gwu.edu/~ntegrity/code.html>.

### **Support for Students with Disabilities**

GW’s Disability Support Services (DSS) provides and coordinates accommodations and other services for students with a wide variety of disabilities, as well as those temporarily disabled by injury or illness. Accommodations are available through DSS to facilitate academic access for students with disabilities. Additional information is available at [www.gwu.edu/~dss](http://www.gwu.edu/~dss).

### **In the Event of an Emergency or Crisis during Class**

If we experience some an emergency during class time, we will try to stay at this location until we hear that we can move about safely. If we have to leave the classroom, we will meet in the ESIA lobby in order to account for everyone and to make certain that everyone is safe. Please

refer to Campus Advisories for the latest information on the University's operating status: <http://www.campusadvisories.gwu.edu/>.

**Please see end of syllabus for general information and contacts for the ESIA Advising office.**

### ***Course Requirements***

Grades will be based on:

<i>Midterm</i> (10%)	Take-home midterm consisting of two essay questions; you will have one week to complete it.
<i>Midterm</i> (20%)	In-class midterm: short answer and one essay question.
<i>Five Statecraft response papers</i> (10%)	Due dates throughout the semester (2 pts. each) Topics to be provided. Each paper: 2-pages, double-spaced, 12-point font. Statecraft tracks your participation and performance automatically.
<i>Simulation participation And performance</i> (10%)	Final consisting of identification and essay questions
<i>Final Exam</i> (30%)	Based on lecture and section attendance, participation and any TA assignments. Lecture attendance will be recorded through in-class TopHat participation and your TAs will track your section attendance. Lecture attendance = 5%; Section attendance = 5%; Section participation = 5%.
<i>Lectures &amp; Section</i> (15%)	Satisfactory completion of all advising requirements (Friday sessions)
<i>Advising</i> (5%)	

All of your written essay assignments will be graded on the basis of how persuasive your argument is, how well you use evidence, whether you consider alternative viewpoints, how much you demonstrate knowledge of lectures and readings, and your attention to detail. Common mistakes include: telling the reader what you feel or believe rather than what can be demonstrated empirically or logically, failing to anticipate obvious counter arguments, lacking a thesis and/or clear logical progression of the argument, and sloppy writing and grammar.

**No personal texting, no Facebook etc. during class. This distracts your fellow students who are here to learn. Don't do it. You will need to have a device (laptop, cell phone, iPad) for accessing TopHat. You may use your device to take class notes and participate in TopHat activities ONLY.**

Attendance is expected. Excused absences include illness, only with a doctor's note, and in other circumstances, prior notification and approval of instructor.

**Religious holidays:** Please inform your T.A. *ahead of time and in writing* if you will be absent for a religious holiday.

Unexcused absences from sections or lectures:

If you miss 3 sections or lectures 5% will be deducted from your course grade.

If you miss 4 sections or lectures 8% will be deducted from your course grade.

If you miss 5 or more 10% will be deducted from your course grade.

Class participation is encouraged. Constructive participation requires advance preparation and evidence that you have completed the assigned reading prior to class.

Missed Exams: Unexcused absences on exam day result in an automatic F.  
Make-up exams will not be available.

*Statecraft* response papers will be due in your Friday sections. Dates and assignments TBA. Late papers will *not* be accepted.

*Ideological perspectives:* I do not care WHAT you think. I care THAT you think. I am not on any mission to convert you to my way of seeing the world. There are many legitimate perspectives on issues that we will address this semester. There are, however, better and worse arguments. Good arguments require sound logic, solid evidence, and an explicit consideration of alternative perspectives.

### **Grading Rubric**

**A:** Demonstrates complete mastery of course material. Incorporates specific, detailed evidence to back up arguments. Understands implications and significance of examples. Makes logical, thorough, comprehensive arguments. Organizes material well. Work reflects thoughtfulness and/or originality that goes beyond simple understanding and reflects critical thinking. Addresses counter arguments.

**B:** Demonstrates superior mastery of course material. Incorporates evidence to back up arguments. Understands some implications and some significance of examples. Makes logical arguments. Organizes material well. Makes a good case.

**C:** Demonstrates basic mastery of course material. Tends to be more general than specific in argumentation. Stays on the surface overall. Lacks in-depth, detailed arguments and evidence. Includes some examples in passing. Includes little regarding significance and implications. May include errors of fact or logic.

**D:** Demonstrates poor mastery of course material. Lacks pertinent examples. Disorganized material. Little evidence of mastery of readings. Errors of fact and/or logic evident.

**F:** Fails to demonstrate mastery of course material.

### ***Policy on appealing grades***

TAs will do all grading in coordination with one another and Professor Sell. You must observe a **24-hour waiting period before contesting a grade**. If you believe your grade should be different you should write a brief appeal citing the reason(s) why you think that (fyi: “because I worked hard is not a good reason”) and give it to your TA along with your original exam or essay. Your TA will respond in writing. If you are still dissatisfied you may submit another appeal (with your original appeal, your work, and your TA’s response) to Professor Sell. If the professor determines that the TA graded the exam too harshly the grade will be raised. If the professor determines that the TA graded the exam too generously the grade will be lowered.

## **SCHEDULE/COURSE SUMMARY**

### **Part One: Introduction and Critical Concepts**

August 27: Introduction  
 August 29: Anarchy and Power  
 September 3: Anarchy and War  
 September 5: Anarchy and War  
 September 10: Anarchy?  
 September 12: Managing Anarchy [game theory]  
 September 17: Managing Anarchy [institutions]  
**Statecraft simulation begins**  
 September 19: Political Uses of Force and Power  
 September 24: Nuclear Proliferation  
**TAKE HOME MIDTERM DISTRIBUTED VIA BLACKBOARD**

### **Part Two: International Political Economy**

September 26: Embedded Liberalism  
 October 1: Trade (pre-1945)  
**TAKE HOME MIDTERM DUE IN CLASS AND ON  
 BLACKBOARD VIA SAFE ASSIGN**  
 October 3: Trade (post-1945)  
 October 8: Money  
 October 10: Finance and Financial Crises  
 October 15: Development and Poverty  
 October 17: BRICS  
 October 22: **In-class Midterm Exam**

### **Part Three: Contemporary Challenges**

October 24: Failed States, Crises and the United Nations  
 October 29: Humanitarian Intervention and Civil War  
 October 31: Humanitarian Intervention and Civil War  
 November 5: Terrorism and Security  
 November 7: Unipolarity?  
 November 12: Globalization and Global Governors  
 November 14: International Politics and the Internet  
 November 19: International Law  
 November 21: Human Rights  
 November 26: The Future  
**November 28: Thanksgiving Break**  
 December 3: Make-up Day [if needed]  
 December 5: **Final Exam Review**  
  
 December 9-10: University reading days  
  
**TBD: FINAL EXAM**

## Reading assignments – unless otherwise indicated all readings available on Blackboard

### Part One: Introduction and Critical Concepts

Tuesday, August 27: **Welcome and introduction**

- No assigned readings

Thursday, August 29: **Anarchy and Power**

- Thucydides, “The Melian Dialogue”: 1-5.
- Kenneth Waltz, *Man, the State, and War*, pp. 1-15 (Blackboard)
- John Mueller, “War has Almost Ceased to Exist: An Assessment”, *Political Science Quarterly*, 124(2) (Summer 2009): 300-303; 310-312; 319-321.
- Jack Snyder, “One World: Rival Theories”, *Foreign Policy* (Nov/Dec 2005): 55-62.
- Dan Reiter, “Exploring the Bargaining Model of War” *Perspectives on Politics* 1(1) (March 2003), pp. 27, 29-30 (under “The causes of war”), 33-34 (under “Other theoretical perspectives” and under “Deterrence, the spiral model, and cognitive psychological biases”).

Friday, August 30: **Dean Brown: The Shape of Things to Come: Global Trends and Stability Problems**

- Primary Readings
- U.S. National Intelligence Council, *Global Trends 2030: Alternative Worlds*, December 2012, pp. i-xiv (Executive Summary) and pp. 7-38 (Megatrends).
- Jack A. Goldstone, “The New Population Bomb: The Four Megatrends That Will Change the World,” *Foreign Affairs*, January-February 2010.
- John W. McArthur, “Own the Goals: What the Millennium Development Goals Have Accomplished,” *Foreign Affairs*, March-April 2013.
- UN Department of Peacekeeping Operations, *United Nations Peacekeeping Fact Sheet*, June 2013.
- Arms Control Association, *Nuclear Weapons: Who Has What at a Glance*. Fact Sheet, April 2013.
- Joshua S. Goldstein, “World Peace Could Be Closer Than You Think,” *Foreign Policy*, September-October 2011.
- Optional Readings
- Eurasia Group, *Top Risks 2013*, January 2013.
- World Economic Forum, *Global Risks 2013*.
- Council on Foreign Relations, *Preventive Priorities 2013*.
- “The 2013 Failed States Index,” *Foreign Policy*, July-August 2013.

- Graham Allison, “Nuclear Disorder: Surveying Atomic Threats,” *Foreign Affairs*, January-February 2010.
- Joseph S. Nye, Jr. “The Future of American Power: Dominance and Decline in Perspective,” *Foreign Affairs*, November-December 2010, pp. 2-12.

Tuesday, September 3: **Anarchy and War**

- Kenneth Waltz, “The Origins of War in Neorealist Theory”, *Journal of Interdisciplinary History*, vol. 18(4) (Spring 1988): 615-628.
- Robert Gilpin, “The Theory of Hegemonic War”, *Journal of Interdisciplinary History*, vol. 18(4) (Spring 1988): 591-613.

Thursday, September 5: **Anarchy and War**

- James Fearon, “Rationalist Explanations for War”, *International Organization* 49(3) (Summer 1995): 379-414

Friday, September 6: **Peer Advisors and Student Engagement**

Tuesday, September 10: **Anarchy?**

- Alexander Wendt, “Anarchy is What States Make of It”, *International Organization* 46(2) (Spring 1992): 391-425.
- Ian Hurd, “Legitimacy in International Politics”, *International Organization* 379-381; 401-403.

Thursday, September 12: **Managing Anarchy [game theory]**

- Robert Jervis, “Cooperation under the Security Dilemma”, *World Politics*, 30(2) (January 1978): 167-214.

Friday, September 13: **David Ettinger: Library Services**

Tuesday, September 17: **Managing Anarchy [institutions]**

- Michael Doyle, “Kant, Liberal Legacies, and Foreign Affairs”, *Philosophy and Public Affairs*, 12(3) (Summer, 1983): 205-235.
- David Kang, “The Theoretical Roots of Hierarchy in International Relations,” *Australian Journal of International Affairs* 58(3) (September 2004): 337-352.
- Robert Keohane, “International Institutions: Can Interdependence Work?”, *Foreign Policy*, 110 (Spring 1998): 82-96 + 194.

Thursday, September 19: **Political Uses of Force and Power**

- Robert Art, “To What Ends Military Power?” *International Security*, (Spring 1980) 4(4): 4-14.
- Robert Pape, “The Strategic Logic of Suicide Terrorism”, *American Political Science Review*, 97(3) (August 2003): 343-361.
- Michael Barnett and Raymond Duvall, “Power in International Politics”, *International Organization*, 59(1) (January 2005): pp. 49-66 [start at “Compulsory Power” subheading]
- **STATECRAFT SIMULATION BEGINS: TURN ZERO**

Friday, September 20: **Guest Speaker, University Professor Martha Finnemore**

Tuesday, September 24: **Nuclear Proliferation**

- Scott Sagan, “Why Do States Build Nuclear Weapons? Three Models in Search of a Bomb”, *International Security* 21(3) (Winter 1996-1997): 54-86.
- Eric Edelman et. al., “The Dangers of a Nuclear Iran: The Limits of Containment”, *Foreign Affairs*, 90(1) (Jan.-Feb. 2011): 66-81.
- Barry Posen, “We Can Live with a Nuclear Iran”, MIT Center for International Studies Audit of the Conventional Wisdom, 06-05 (March 2006): 1-3.
- **STATECRAFT SIMULATION TURN ONE**
- **TAKE HOME MIDTERM EXAM DISTRIBUTED VIA BLACKBOARD 10:25am.**

**Part Two: International Political Economy**

Thursday, September 26: **Embedded Liberalism**

- Andrew Lang, “Reconstructing Embedded Liberalism: John Gerard Ruggie and Constructivist Approaches to the Study of the International Trade Regime”, *Journal of International Economic Law* 9(1) (March 2006): 81-112.

Friday, September 27: **Four-Year Plan and Advising Syllabus (half of class)**

Tuesday, October 1: **Trade (pre-1945)**

- Arthur Stein, “The Hegemon’s Dilemma: Great Britain, the United States, and the International Economic Order,” *International Organization* 38(2) (Spring 1984): 355-386.
- **STATECRAFT SIMULATION TURN TWO**
- **TAKE HOME MIDTERM EXAM DUE AT 9:35 IN CLASS IN HARD COPY AND ON BLACKBOARD VIA SAFE ASSIGN**



Thursday, October 3: **Trade (post-1945)**

- Congressional Research Service, “The World Trade Organization: Background and Issues”, January 23, 2007, pp. 1-15.
- Oxfam, “Running into the Sand: Why Failure at Cancun Trade Talks Threatens the World’s Poorest People”, *Oxfam Briefing Paper 53*, August 2003: 7-18; 23-28.
- Oxfam, “Empty Promises: What Happened to ‘Development’ in the WTO’s Doha Round?” *Oxfam Briefing Paper 131*, July 16, 2009. 38 pp.
- Joseph Stiglitz, “So-called Free Trade Talks should be in the Public not Corporate Interest”, *The Guardian*, July 5, 2013, available at: <http://www.theguardian.com/business/economics-blog/2013/jul/05/free-trade-talks-public-corporate-interest>

Friday, October 4: **Four-Year Plan and Advising Syllabus (other half of class)**

Tuesday, October 8: **Money**

- Jonathan Kirshner, “The Study of Money”, *World Politics* 52 (April 2000): 407-436.
- Benjamin Cohen, “The International Monetary System: Diffusion and Ambiguity”, *International Affairs*, 84(3) (2008): 455-470.
- Martin Feldstein, “The Failure of the Euro: the Little Currency that Couldn’t”, *Foreign Affairs*, (January/February 2012): 105-113.
- Charles Kupchan, “The Euro Can Be Saved – Can the EU?”, *Washington Post*, June 1, 2012, available at: [http://www.washingtonpost.com/opinions/the-euro-can-be-saved-can-the-eu/2012/06/23/gJQApYSc7U\\_story.html](http://www.washingtonpost.com/opinions/the-euro-can-be-saved-can-the-eu/2012/06/23/gJQApYSc7U_story.html) (2pp.).
- **STATECRAFT SIMULATION TURN THREE**

Thursday, October 10: **Finance and Financial Crisis**

- Jeffrey Frieden, “Global Imbalances, National Rebalancing, and the Political Economy of Recovery”, Working Paper, Council on Foreign Relations, Center for Goeconomic Studies and International Institutions and Global Governance, (October, 2009) 1-9.
- Jeffrey Frieden, “Global Economic Governance after the Crisis”, *Perspektiven der Wirtschaftspolitik* (2012): 1-12.
- Robert Wade, “Financial Regime Change?”, *New Left Review* 53 (September/October 2008): 5-21.

Friday, October, 11: **Center for Career Services and Internships**

Tuesday, October 15: **Development and Poverty**

- David Dollar and Aart Kray, “Spreading the Wealth”, *Foreign Affairs*, 81(1) (Jan-Feb 2002): 120-133.
- Bruce Scott, “The Great Divide in the Global Village”, *Foreign Affairs*, 80(1): 160-177.
- William Easterly, “The Handouts that Feed Poverty”, *Los Angeles Times*, April 30, 2006. 2pp. <http://articles.latimes.com/2006/apr/30/opinion/oe-easterly30>
- Jeffrey Sachs, “Foreign Aid Skeptics Thrive on Pessimism”, *Los Angeles Times*, May 7, 2006. 2pp.
- **STATECRAFT SIMULATION TURN FOUR**

Thursday, October 17: **BRICS**

- Cornel Ban and Mark Blyth, “The BRICs and the Washington Consensus: An Introduction”, *Review of International Political Economy* 20(2) (2013): 241-255.
- Christopher McNally, “Sino-Capitalism: The Re-emergence of China and the International Political Economy”, *World Politics*, 64(4) (October 2012): 741-776.
- Richard Saull, “Rethinking Hegemony: Uneven Development, Historical Blocs, and the World Economic Crisis”, *International Studies Quarterly*, 56 (2012): 323-338.
- John Ikenberry, “The Future of the Liberal World Order”, *Foreign Affairs* 90(3) (May/June 2011): 56-68. Available at: <http://search.proquest.com.proxygw.wrlc.org/docview/863517044?accountid=11243>

Friday, October 18: **TBA**

Tuesday, October 22: **IN-CLASS MIDTERM EXAM**

- **STATECRAFT SIMULATION TURN FIVE**

### **Part Three: Contemporary Challenges**

Thursday, October 24: **Failed States, Crises, and the United Nations**

- James Traub, “Think Again: Failed States”, *Foreign Affairs*, (Jul/Aug 2011): 51-54.
- Joelle Tanguay, “Redefining Sovereignty and Intervention”, *Ethics and International Affairs*, 17:1, (2003): 141-148.
- Kyle Beardsley and Holger Schmidt, “Following the Flag or Following the Charter? Examining the Determinants of UN Involvement in International Crises”, *International Studies Quarterly* 56 (2012): 33-49.

Friday, October 25: **Undergraduate Research Panel: “Pursuing Your Passion Through Study”**

Tuesday, October 29: **Humanitarian Intervention and Civil War**

- Samantha Power, “Bystanders to Genocide”, *Atlantic Monthly* (September 2001), pp. 84-108, available at: <http://www.theatlantic.com/doc/200109/power-genocide>.
- Anne Bartlett, “The Power to Name in Darfur”, *Peace Review: A Review of Social Justice*, 20: 149-157.
- Gregory Stanton, “Could the Rwandan Genocide have been prevented?” (Blackboard)
- **STATECRAFT SIMULATION TURN SIX**

Thursday, October 31: **Humanitarian Intervention and Civil War**

- Benjamin Valentino, “The True Costs of Humanitarian Intervention”, *Foreign Affairs*, 90(6) (November/December 2011): 60-73.
- Roland Paris, “Afghanistan: What Went Wrong?” *Perspectives on Politics* 11(2) (June 2013): 538-548.
- Stephen Biddle, Jeffrey Frieden, and Stephen Long, “Civil War Intervention and the Problem of Iraq”, *International Studies Quarterly* 56 (2012): 85-98.
- Alexander Downes, “To the Shores of Tripoli? Regime Change and Its Consequences”, *The Boston Review*, (September/October 2011), available at: <http://bostonreview.net/downes-regime-change>

Friday, November 1: **Guest Speaker, Professor Nathan Brown**

Tuesday, November 5: **Terrorism and Security**

- Kilcullen, *The Accidental Guerrilla* pp. 7-27 (Blackboard)
- Robert Pape, “Blowing up an Assumption”, *New York Times*, May 18, 2005, 1 page.
- Bruce Hoffman, *Inside Terrorism*, 2006, pp. 41-44 (Blackboard)
- Audrey Kurth Cronin, “Historical Patterns of Ending Terrorism”, 2008, *The Adelphi Papers*: 23-50.
- **STATECRAFT SIMULATION TURN SEVEN**

Thursday, November 7: **Unipolarity?**

- Stephen Walt, “Alliances in a Unipolar World”, *World Politics* 61(1) (January 2009): 86-120.
- Christopher Layne, “This Time It’s Real: the End of Unipolarity and the *Pax Americana*”, *International Studies Quarterly* 56(2012): 203-213.

Friday, November 8: **Registration**

Tuesday, November 12: **Globalization and Global Governors**

- Michael Lang, “Globalization and Its History”, *The Journal of Modern History* 78(4) (December 2006): 899-931.
- Susan K. Sell, “Who Governs the Globe?” in Thomas Weiss and Rorden Wilkinson eds., *International Organization and Global Governance* (Routledge, Abington, UK: 2013).

Thursday, November 14: **International Politics and the Internet**

- Henry Farrell and Martha Finnemore, “Hypocrisy”, *Foreign Affairs* (October 2013)
- Susan K. Sell, “Revenge of the Nerds: Collective Action against Intellectual Property Maximalism in the Global Information Age”, *International Studies Review*, 15(1) (March 2013): 67-85.
- Milton Mueller, Andreas Schmidt, and Brendan Kuerbis, “Internet Security and Networked Governance in International Relations”, *International Studies Review*, 15(1) (March 2013): 86-104.

Friday, November 15: **Guest Speaker, Professor Henry Farrell**

Tuesday, November 19: **International Law**

- Joost Pauwelyn, Ramsel Wessel, and Jan Wouters, “The Stagnation of International Law”, Working Paper No. 97, Leuven Centre for Global Governance Studies, (October 2012): 1-40.
- Beth Simmons and Allison Danner, “Credible Commitments and the International Criminal Court”, *International Organization* 64(2) (April 2010): 225-256.

Thursday, November 21: **Human Rights**

- Yonatan Lupu, “Best Evidence: The Role of Information in Domestic Judicial Enforcement of International Human Rights Agreements”, *International Organization* 67:3 (July 2013): 469-503.
- Brian Greenhill, “The Company You Keep: International Socialization and the Diffusion of Human Rights Norms”, *International Studies Quarterly* 54 (2010): 127-145.

Friday, November 22: **Professor Robert Sutter on Asia**

Tuesday, November 26: **The Future**

- John Mearsheimer, “The Gathering Storm: China’s Challenge to US Power in Asia”, *The Chinese Journal of International Politics*, 3 (2010): 381-396.
- Regis Debray, “Decline of the West?” *New Left Review* (Mar/Apr 2013): 29-44.
- Andrew Moravcsik, “Europe, the Second Superpower”, *Current History* (March 2010): 91-98.
- Eric Edelman, “The Broken Consensus: America’s Contested Primacy”, *World Affairs*, (Nov/Dec 2010): 51-60

Thursday, November 28 and Friday, November 29: **Thanksgiving break**

Tuesday, December 3: MAKE UP DAY [if needed]

Thursday, December 5: **Final Exam Review**

**Final exam date should become available in late September**

IAFF 1005  
Introduction to International Affairs: A Washington Perspective  
Elliott School Academic Advising and Student Services  
Fall 2013

**ADVISING INFORMATION**

An important part of IAFF 1005 is the academic advising component, which will help students plan and select their Elliott School courses. The advising component helps pave the way for a successful four years at GW and takes place during the special events hour on Fridays throughout the semester. Students learn the administrative processes of registration and transferring courses and also hear about special opportunities, such as study abroad, internships and research fellowships. The Office of Academic Advising and Student Services has seven professional advisors and a director who will coordinate this part of the course. Students are assigned to an advisor on the basis of their last name and will remain with their assigned advisor throughout their four-year program. We look forward to working with you.

Office of Academic Advising and Student Services  
1957 E Street, Suite 302  
Phone: 202.994.3002  
Web: <http://www.gwu.edu/academics/ugrad/advising/index.cfm>  
E-mail: [advising@gwu.edu](mailto:advising@gwu.edu)  
Office Hours: M-Th 9am-6pm; F 9am-5pm

**ADVISING ASSIGNMENTS FOR ACADEMIC CREDIT**

**Four-Year Academic Plan**

There are two parts of the Four-Year Plan assignment: the worksheet and the advising appointment. Both parts of the assignment will be explained during a Friday special events hour. There will be two Four-Year Plan Fridays. You will attend **one**, based on your discussion section. (See Calendar) The Four-Year Plan is due three weeks after the advising workshop. The four-year plan is an exercise designed to familiarize you with the curriculum and your academic options – it is tentative and not binding.

**Individual Advising Appointment**

Students are required to meet individually with their academic advisor to discuss their tentative Four-Year Plan. They are to complete this meeting within three weeks of the Four-Year Plan advising workshop. Students submit their Four-Year Plan to their advisors during this meeting. This meeting, along with the Four-Year Plan worksheet is worth 2% of the final grade in this course.

**See Calendar of Fridays to determine when YOUR assignment is due. Prior to the due date, you will receive the assignment in class.**

### **Educational Development Panels and Programs**

The special events hour on Fridays will feature panel presentations and programs. Presentations will be on topics relevant to students' academic and pre-professional development. Attendance is mandatory and is recorded by the Office of Academic Advising. Attendance is worth 3% of the final grade in this course.

**See Calendar of Fridays.**

## **STUDENT SUPPORT SERVICES**

### **Disability Support Services (DSS)**

Any student who may need an accommodation based on the potential impact of a disability should contact the DSS Office at 202.994.8250 in Rome Hall, Suite 102, to establish eligibility and to coordinate reasonable accommodations.

### **University Counseling Center (UCC)**

The UCC offers assistance and referral to address students' personal, social, career and student skills problems. Services for students include: crisis and emergency mental health consultations, confidential assessment, counseling services and referrals. Contact the UCC at 202.994.5300.

### **Student Health Service (SHS)**

Students have access to a full service medical center located at 2141 K Street, Suite 501. For more information about services and medical staff go to <http://gwired.gwu.edu/shs> or call 202.994.6827.

## **ACADEMIC INTEGRITY**

This class holds strictly to the GW Code of Academic Integrity. It states that academic dishonesty is defined as "cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information." For more information, see:

[www.gwu.edu/~ntegrity/code.htm](http://www.gwu.edu/~ntegrity/code.htm). All students are required to read the academic code in its entirety.

**\*Students are not allowed to use electronic devices including laptops, smart phones, etc. during class time.**

**\*\*Attendance is mandatory for all sessions and makes up 3% of your class grade.**