

Syllabus - Fall 2020

Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT.

Course and Instructor Information

Course Title: Introduction to International Politics

Credits: 3

Format: Online

Prerequisites: No Course Prerequisites

Professor: Miles M. Evers

Email: miles.evers@uconn.edu

Twitter: @mevers90

Office Hours/Availability: Tuesday via Discord, 11 am – 3 pm

Course Materials

Readings are an essential part of this course. Students are expected to complete all assigned readings for their corresponding module. All readings will be available through electronic reserve as well as available for download through Github (<https://github.com/mevers90/POLS-1402>).

Students should download the Discord app on their phone and/or computer, and join the dedicated class server (<https://discord.gg/Ymr379J>). We will use it for simulation exercises, class discussions, office hours, and general questions about the course. Discord represents the social face of the classroom, so you're encouraged to make a nickname, say hi, and communicate with me and your classmates.

Course Description

Why is there no world government? How do we understand politics in the absence of government? And what are the consequences of not having a world government? International politics is very different from domestic politics. People usually associate domestic politics with government: there is a local, state, or federal body that sets and enforces rules that (most of the time) are followed. The international arena is very different. There is no government; only an assemblage of relatively weak organizations like the United Nations run by a small group of large countries.

This course offers conceptual tools for understanding the causes and consequences of politics in the absence of a world government. It begins by presenting why there is no world government as well as the various approaches for studying international politics. It then considers many of the challenges facing the world today, including war, racism, human rights, nuclear proliferation, economic crises, and climate change. Finally, it concludes with various trajectories about the future.

Course Objectives

By the end of the semester, students should be able to:

1. Explain the major debates over international politics
2. Apply insights from these debates to contemporary policy issues
3. Build on their knowledge in more specialized and/or advanced courses

Course Outline

INTRODUCTION

Module 1: What is International Politics?

PART I: Why Is There No World Government?

Module 2: Units

Module 3: Anarchy

Module 4: Order I (Power)

Module 5: Order II (Institutions)

Module 6: Order III (Ideas)

Module 7: Order IV (Capitalism)

Module 8: Order V (Race)

Module 9: Order VI (Gender)

Module 10: Korean War Simulation

PART II: What are the Consequences for Conflict?

Module 11: War

Module 12: Peace

Module 13: Force

Module 14: Proliferation

Module 15: Terrorism

Module 16: Cybersecurity

Module 17: Guest Lecture

PART III: What are the Consequences for Political Economy?

Module 18: Trade

Module 19: Finance

Module 20: Money

Module 21: Sanctions

Module 22: Development

Module 23: Economic Crisis Simulation

Module 24: International Law

Part IV: What It Means for the Future

Module 25: Climate Change

Module 26: Guest Lecture

Module 27: World State

Course Requirements and Grading

Summary of Course Grading:

Course Components	Weight
Guest Lectures	5%
Participation	10%
Quizzes	15%
Simulation 1	20%
Simulation 2	20%
Editorial Paper	30%

Guest Lectures (2.5% x 2 = 5%)

There will be two guest lectures this semester, once in the middle and once at the end of the course. Attendance at each guest lecture represents 2.5% of your grade. These will be hosted on the guest lecture channel on the Discord class server.

Participation (10%)

Students will be asked to join a make at least two contributions per week to the #News-discussion channel on Discord. Participation can include sharing and discussing a news story that they find relevant to any week of the course material (does not have to be relevant to the subject of particular week it is posted), sharing and discussing live think tanks events, simply commenting on others posts, or simply sharing random thoughts—aka my specialty. This is supposed to be very informal. If students have concerns about joining Discord, please contact me via email.

Quizzes (15%)

Each module will include brief multiple-choice questions (3-5 questions) related to the readings and lecture. Students will have one week to complete these quizzes, and should complete the readings answering them.

Simulations (20% x 2 = 40%):

Students will participate in two synchronous simulations exercises hosted on the simulations channel on the Discord class server, which will give them the opportunity to see key IR concepts and theories in action. In these simulations, students will assume role-play as a participant in the UN Security Council. Students will receive an email with their role assignment a week prior to the simulation as well as required readings that will aid their research. Each student should be prepared to use their video and audio.

After the simulation exercise, students will complete a 3-4 page policy review memo that outlines and the reflects on the policy options discussed, incorporates and critiques the final policy that was adopted, and connects the simulation to the course materials. Students will have two weeks to complete these memos.

Editorial Paper (35%):

Students will be asked to write a short article in the style of blogs posted on [The Monkey Cage](https://www.washingtonpost.com/politics/2019/06/10/about-monkey-cage/). The article will be 1000-1500 max. It will analyze a news story of their choice drawing on insights from class, and citing the relevant literature. These essays will be submitted electronically on SafeAssign by midnight the 10/26. For stylistic information, go to <https://www.washingtonpost.com/politics/2019/06/10/about-monkey-cage/>. In place of the lecture module, I will host a synchronous session for students to discuss their ideas with me. Attendance is voluntary but highly encouraged.

Grading Scale (per the Registrar):

Grade	Letter Grade	Percent
Excellent	A	94 - 100
	A-	90 - 93
Very Good	B+	87 - 89
Good	B	84 - 86
	B-	80 - 83
	C+	77 - 79
Average	C	74 - 76
Fair	C-	70 - 73
Poor	D+	67-69
	D	64 - 66
Merely Passing	D-	60 - 63
Failure	F	0 - 65

Due Dates and Late Policy

All course due dates are identified in the course calendar and blackboard. Deadlines are based on Eastern Time; if you are in a different time zone, please adjust your submittal times accordingly. *I reserve the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.*

Late assignments will incur a full letter grade deduction for each day over the due late.

Exams

In accordance with UConn policy, students are required to be available for their midterm and final exams and/or complete any assessment during the time stated. If you have a conflict with this time you must obtain official permission to schedule a make-up exam with the *Dean of Students*. If permission is granted, the Dean of Students will notify the instructor. Please note that vacations, previously purchased tickets or reservations, graduations, social events, misreading the assessment schedule, and oversleeping are not viable reasons for rescheduling the midterm or final.

Feedback and Grades

I will make every effort to provide feedback and grades in a timely manner. The best option for discussing course material and assignments is to email me (miles.evers@uconn.edu) or post a question on the relevant channel of the Discord class server. This allows you to see whether students have asked a similar question or respond to their questions. Please check this channel before sending a question. Please keep in mind that I will not respond to email after 5 PM or at anytime on the weekends. Additionally, I will not respond to emails received the day before an assignment is due. In general, I will do my best to respond to all student questions within 24 hours, and return course assignment within a week.

To keep track of your performance in the course, refer to My Grades in HuskyCT.

Weekly Time Commitment

You should expect to dedicate 3 to 5 hours a week to this course. This expectation is based on the various course activities, assignments, and assessments and the University of Connecticut's policy regarding credit hours. More information related to hours per week per credit can be accessed at the [Online Student website](#).

Student Authentication and Verification

The University of Connecticut is required to verify the identity of students who participate in online courses and to establish that students who register in an online course are the same students who participate in, complete the course activities and assessments, and receive academic credit. Verification and authentication of student identity in this course will include:

1. Secure access to the learning management system using your unique UConn NetID and password.
2. Students may be required to verify their identity through Online proctoring, Video Conference with ID check, etc.

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. Review these important [standards, policies and resources](#), which include:

- The Student Code
 - Academic Integrity
 - Resources on Avoiding Cheating and Plagiarism
- Copyrighted Materials
- Credit Hours and Workload
- Netiquette and Communication
- Adding or Dropping a Course
- Academic Calendar
- Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships
- Sexual Assault Reporting Policy

Students with Disabilities

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020 or <http://csd.uconn.edu/>.

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government.” (Retrieved March 24, 2013 from [Blackboard's website](#))

Software/Technical Requirements (with Accessibility and Privacy Information)

The software/technical requirements for this course include:

- HuskyCT/Blackboard ([HuskyCT/ Blackboard Accessibility Statement](#), [HuskyCT/ Blackboard Privacy Policy](#))
- [Adobe Acrobat Reader](#) ([Adobe Reader Accessibility Statement](#), [Adobe Reader Privacy Policy](#))
- Microsoft Office (free to UConn students through [uconn.onthehub.com](#)) ([Microsoft Accessibility Statement](#), [Microsoft Privacy Statement](#))
- Dedicated access to high-speed internet with a minimum speed of 1.5 Mbps (4 Mbps or higher is recommended).
- WebCam
- WebEx
- Discord

For information on managing your privacy at the University of Connecticut, visit the [University's Privacy page](#).

Help

[Technical and Academic Help](#) provides a guide to technical and academic assistance. This course is completely facilitated online using the learning management platform, [HuskyCT](#). If you have difficulty accessing HuskyCT, you have access to the in person/live person support options available during regular business hours through the [Help Center](#). You also have [24x7 Course Support](#) including access to live chat, phone, and support documents.

Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.
- Turn on/off web cam and microphone
- Video conferencing
- Upload documents to website

University students are expected to demonstrate competency in Computer Technology. Explore the [Computer Technology Competencies](#) page for more information.

Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the [Office of Institutional Research and Effectiveness](#) (OIRE).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.

Course Calendar

Week 1 (08/31 – 09/04)

Module 1: Introduction

No required readings.

PART I: WHY IS THERE NO WORLD GOVERNMENT?

Module 2: Units

1. Buzan, Barry and Richard Little. 2001. "Chapter 12: Units in the Modern International System" in *International Systems in World History: Remaking the Study of International Relations* (Oxford: Oxford University Press).
2. Bull, Hedley. 1977. "Chapter 1" in *The Anarchical Society* (London, Palgrave MacMillan).

Week 2 (09/07 – 09/11)

Module 3: Anarchy

1. Waltz, Kenneth N. "The Anarchic Structure of World Politics," in Art and Jervis, *International Politics*, (Oxford: Oxford University Press),
2. Wendt, Alexander. "Anarchy is What States Make of It," in Art and Jervis, *International Politics* (Oxford: Oxford University Press).

Module 4: Order I (Power)

1. Dunne, Tim and Brian C. Schmidt, "Chapter 6: Realism" in Baylis, Owen, and Smith, *The Globalization of World Politics: An Introduction to International Relations* (Oxford: Oxford University Press).
2. Jervis, Robert. "Offense, Defense, and the Security Dilemma," in Art and Jervis, *International Politics* (Oxford: Oxford University Press).

Week 3 (09/14 – 09/18)

Module 5: Order under Anarchy II (Institutions)

1. Keohane, Robert O. 1998. "International Institutions: Can Interdependence Work?" *Foreign Policy* 110: 82-96.
2. Ikenberry, G. John. 2011. "The Future of the Liberal World Order: Internationalism After America," *Foreign Affairs* 90(3), 56-68.

Module 6: Order under Anarchy III (Ideas)

1. Barnett, Michael. 2017. "Chapter 10: Social Constructivism," in Baylis, Owen, and Smith, *The Globalization of World Politics: An Introduction to International Relations* (Oxford: Oxford University Press).
2. Tannenwald, Nina. 1999. "The Nuclear Taboo: The United States and the Normative Basis of Nuclear Non-Use," *International Organization* 53(3): 433-468.

Week 4 (09/21 – 09/25)

Module 7: Order under Anarchy VI (Capital)

1. Hobden, Stephen and Richard Wyn Jones. 2017. "Chapter 8: Marxist Theories of International Relations," in Baylis, Owen, and Smith, *The Globalization of World Politics: An Introduction to International Relations* (Oxford: Oxford University Press).
2. Block, Fred. 1977. "The Ruling Class Does Not Rule: Notes on the Marxist Theory of the State," *Socialist Revolution* 33.

Module 8: Order under Anarchy IV (Race)

1. Shilliam, Robbie. 2017. "Chapter 18: Race in World Politics," in Baylis, Owen, and Smith, *The Globalization of World Politics: An Introduction to International Relations* (Oxford: Oxford University Press).
2. Henderson, Errol A. 2017. "The Revolution Will Not Be Theorised: Du Bois, Locke, and the Howard School's Challenge to White Supremacist IR Theory." *Millennium* 45(3): 492-510.

Week 5 (09/28 – 10/02)

Module 9: Order under Anarchy V (Gender)

1. Kinsella, Helen. 2017. "Chapter 12: Feminism," in Baylis, Owen, and Smith, *The Globalization of World Politics: An Introduction to International Relations* (Oxford: Oxford University Press).
2. Enloe, Cynthia. 2014. "Base Women" in *Bananas, Beaches and Bases: Making Feminist Sense of International Politics* (Berkeley: University of California Press), 125-173.

Module 10: Korean War Simulation

Materials available at <https://modeldiplomacy.cfr.org/preview/136/overview>. Students will receive an email with their country assignments, and the date/time of the simulation. Policy papers will be due one week after the simulation. Time of simulation is TBD.

PART II: WHAT ARE THE CONSEQUENCES FOR CONFLICT?

Week 6 (10/05 – 10/09)

Module 11: War

1. Fearon, James. "Rationalist Explanations for War," in Art and Jervis, *International Politics*, (Oxford: Oxford University Press), 95-103.
2. Lake, David A. 2010. "Two Cheers for Bargaining Theory: Assessing Rationalist Explanations of the Iraq War," *International Security* 35(3): 7-52

Additional Perspectives:

1. Lauren Wilcox. 2009. "Gendering The Cult Of The Offensive," *Security Studies* 18(2), 214-240
2. Zoltán I. Búzás. 2013. "The Color Of Threat: Race, Threat Perception, And The Demise Of The Anglo-Japanese Alliance (1902–1923)," *Security Studies* 22(4): 573-606.
3. Anievas, Alexander. 2013. "1914 In World Historical Perspective: The 'Uneven' And 'Combined' Origins Of World War I." *European Journal Of International Relations* 19(4), 721–746.

Module 12: Peace

1. Maoz, Zeev, and Bruce Russett. 1993. "Normative and Structural Causes of Democratic Peace, 1946-1986." *The American Political Science Review* 87(3): 624-38.
2. Russett, Bruce, John R. Oneal, and David R. Davis. 1998. "The Third Leg of the Kantian Tripod for Peace: International Organizations and Militarized Disputes, 1950-85." *International Organization* 52(3): 441-67
3. Fazal, Tanisha M. and Paul Poast. 2019. "War Is Not Over: What the Optimists Get Wrong About Conflict," *Foreign Affairs*, <https://www.foreignaffairs.com/articles/2019-10-15/war-not-over>

Week 7 (10/12 – 10/16)

Module 13: Diplomacy of Force

1. Schelling, Thomas. 1966. *Arms and Influence* (New Haven: Yale University Press), Chapter 2 & 3.
2. Lupton, Danielle. 2020. "Trump thought escalating the Iran crisis would solve it. That's not how escalation works," *The Washington Post*, <https://www.washingtonpost.com/politics/2020/01/08/trump-thinks-that-escalating-iran-crisis-will-solve-it-sadly-thats-not-how-it-works/>

Module 14: Nuclear Proliferation

1. Sagan, Scott. 1996. "Why Do States Build Nuclear Weapons? Three Models in Search of a Bomb", *International Security* 21(3): 54-86.
2. Sagan, Scott D. and Kenneth N. Waltz, "Indian and Pakistani Nuclear Weapons: For Better or Worse?" in Sagan and Waltz, *The Spread of Nuclear Weapons: A Debate Renewed* (New York: Norton, 2003), 88-124.
3. Zenko, Micah. 2020. "What Will Iran Do If It Gets a Nuclear Bomb?" *The Atlantic*, <https://www.theatlantic.com/international/archive/2012/02/what-will-iran-do-if-it-gets-a-nuclear-bomb/253430/>

Additional Perspectives:

1. Duncanson, Claire & Catherine Eschle. 2008. "Gender and the Nuclear Weapons State: A Feminist Critique of the UK Government's White Paper on Trident," *New Political Science* 30(4), 545-563
2. Singh, Jaswant. 1998. "Against Nuclear Apartheid," *Foreign Affairs*, 77(5), 41-52
3. Jacobsen, John Kurt and Claus Hofhansel. 1984. "Safeguards and Profits: Civilian Nuclear Exports, Neo-Marxism, and the Statist Approach," *International Studies Quarterly* 28(2), 195-21

Week 8 (10/19 – 10/23)

Module 15: Terrorism

1. Cronin, Audrey K. 2003. "Behind the Curve: Globalization and International Terrorism," *International Security* 27(3): 30–58
2. Pape, Robert A. 2003. "The Strategic Logic of Suicide Terrorism." *The American Political Science Review* 97(3): 343-61.
3. Meier, Anna A. 2019. "Identity, Law, And How Political Elites Define Terrorism," *Political Violence At A Glance*, <http://politicalviolenceataglance.org/2019/10/18/identity-law-and-how-political-elites-define-terrorism/>

Additional Perspectives:

1. Michael Mousseau (2003) "Market Civilization and Its Clash with Terror, *International Security* 27:3, 5-29
2. Anna A Meier (forthcoming), "The Idea of Terror: Institutional Reproduction in Government Responses to Political Violence" *International Studies Quarterly*.
3. Leah Windsor (2020) "The Language of Radicalization: Female Internet Recruitment to Participation in ISIS Activities," *Terrorism and Political Violence*, 32:3, 506-538

Module 16: Cybersecurity

1. Buchanan, Ben. 2017. "The Cybersecurity Dilemma: Where Thucydides Meets Cyberspace," *Council on Foreign Relations*, <https://www.cfr.org/blog/cybersecurity-dilemma-where-thucydides-meets-cyberspace>
2. Lindsay, Jon. 2013. "Stuxnet and the Limits of Cyber Warfare," *Security Studies*, 22(3), 365-404.
3. Borghard, Erica D. and Shawn W. Lonegarn. 2017. "The Logic of Coercion in Cyberspace," *Security Studies*, 26(3), 452-481.

Additional Perspectives:

1. Stewart, Camille. 2020. "Systemic Racism is a Cybersecurity Threat," *Council on Foreign Relations*, <https://www.cfr.org/blog/systemic-racism-cybersecurity-threat>
2. Slaughter, Anne-Marie and Elizabeth Weingarten. 2016. "The National Security Issue No One Is Talking About," *Time*, <https://time.com/4290563/women-in-cybersecurity/>
3. Foster, John Bellamy and Robert W. McChesney. 2014. "Surveillance Capitalism: Monopoly-Finance Capital, the Military-Industrial Complex, and the Digital Age," *The Monthly Review* 66(3).

Week 9 (10/26 – 10/30)

Module 17: Guest Lecture 1 (Time and Topic TBD)

PART III: WHAT ARE THE CONSEQUENCES FOR POLITICAL ECONOMY?

Module 18: Trade

1. Milner, Helen V. 1998. "International Political Economy: Beyond Hegemonic Stability." *Foreign Policy* 110: 112-23.
2. Frieden, Jeffry A, David A Lake, and Kenneth A Schultz. "Chapter 7: International Trade," in *World Politics: Interests, Interactions, Institutions*, 2019, 294-345.
3. Farrell, Henry and Abraham Newman. 2020. "This Is What the Future of Globalization Will Look Like," *Foreign Policy*, <https://foreignpolicy.com/2020/07/04/this-is-what-the-future-of-globalization-will-look-like/>

Additional Perspectives:

1. Hannah, Erin, Adrienne Roberts, and Silke Trommer. 2020. "Towards a feminist global trade politics," *Globalizations*, DOI: 10.1080/14747731.2020.1779966
2. Guisinger, Alexandra. 2017. "Americans views of trade aren't just about economics. They're also about race." *The Monkey Cage*, <https://www.washingtonpost.com/news/monkey-cage/wp/2017/08/16/americans-views-of-trade-arent-just-about-economics-theyre-also-about-race/>
3. Cutler, A. Claire. 1995. "Global Capitalism and Liberal Myths: Dispute Settlement in Private International Trade Relations." *Millennium*, 24(3), 377–397.

Week 10 (11/02 – 11/06)

Module 19: Finance

1. Frieden, Jeffry A, David A Lake, and Kenneth A Schultz. "Chapter 8: International Financial Relations," in *World Politics: Interests, Interactions, Institutions*, 2019, 346-385.
2. Tooze, Adam. 2018. "The Forgotten History of the Financial Crisis," *Foreign Affairs*, 199-210.

Module 20: Money

1. Frieden, Jeffry A, David A Lake, and Kenneth A Schultz. "Chapter 9: International Monetary Relations," in *World Politics: Interests, Interactions, Institutions*, 2019, 386-424.
2. Khanna, Aashna and W. Kindr Winecoff. 2020. "The Money Shapes the Order." *International Studies Perspectives* 21, 113-119.

Week 11 (11/09 – 11/13)

Module 21: Sanctions

1. Pape, Robert. 1997. "Why Economic Sanctions Do Not Work," *International Security*, 22(2), 90-136; skip the appendix.
2. Drezner, Daniel. 2011. "Sanctions Sometimes Smart: Targeted Sanctions in Theory and Practice," *International Studies Review* 13(1), 96-108.

Module 22: Development

1. Rostow, Walter. 1959. "The Stages of Economic Growth," *The Economic History Review* 12, 1:1-16.
2. Rodrik, Dani. 2007. "How to Save Globalization from its Cheerleaders," *The Journal of International Trade and Diplomacy* 1(2): 1-33.

Additional Perspectives:

1. Nunn, Nathan. 2008. "The Long-term Effects of Africa's Slave Trades," *The Quarterly Journal of Economics* 123(1), 139-176
2. McEwan, Cheryl (2001). "Postcolonialism, feminism and development: intersections and dilemmas." *Progress in Development Studies* 1(2), 93-111.
3. Brenner, Robert. "The Origins of Capitalist Development: A Critique of Neo-Smithian Marxism." *New Left Review* 104, 25-92

Week 12 (11/16 – 11/20)

Module 23: Economic Crisis in Europe

Materials available at <https://modeldiplomacy.cfr.org/preview/98/overview>. Students will receive an email with their country assignments, and the date/time of the simulation. Policy papers will be due one week after the simulation. Time of simulation is TBD.

Module 24: International Law

1. Frieden, Jeffry A, David A Lake, and Kenneth A Schultz. 2019. "Chapter 11: International Law and Norms," and a short excerpt on human rights law from Chapter 12 in *World Politics: Interests, Interactions, Institutions*, 462-498, 512-528
2. Western, Jon, and Joshua S. Goldstein. 2011. "Humanitarian Intervention Comes of Age: Lessons From Somalia to Libya." *Foreign Affairs* 90(6), 48-59
3. Hurd, Ian. 2011. "Is Humanitarian Intervention Legal? The Rule of Law in an Incoherent World," *Ethics and International Affairs* 25(3), 293-313.

Additional Perspectives:

1. Anghie, Antony. 2006. "The Evolution of International Law: Colonial and Postcolonial Realities." *Third World Quarterly* 27(5), 739-753
2. Carpenter, R. Charli. 2003. "'Women and children first': Gender, norms, and humanitarian evacuation in the Balkans 1991-95." *International Organization* 57(4), 661-694
3. Cutler, A. Claire. 1997. "Artifice, ideology and paradox: the public/private distinction in international law," *Review of International Political Economy* 4(2), 261-285

Break

Week 14 (11/30 – 12/04)

PART IV: WHAT IT MEANS FOR THE FUTURE?

Module 25: Climate Change

1. Ostrom, Elinor. 2009. "A Polycentric Approach for Coping With Climate Change," *The World Bank Development Economics*, 1-56.
2. Wright, Christopher, and Daniel Nyberg. 2015. "Creative self-destruction: the climate crisis and the myth of 'green' capitalism" *The Conversation*, <https://theconversation.com/creative-self-destruction-the-climate-crisis-and-the-myth-of-green-capitalism-47479>
3. Hale, Thomas, Jessica F. Green, and Jeff D. Colgan, "The Existential Politics of Climate Change," Global Policy Forum, <https://www.globalpolicyjournal.com/blog/21/02/2019/existential-politics-climate-change>

Additional Perspectives:

1. Kaijser, Anna & Annica Kronsell. 2014. "Climate change through the lens of intersectionality", *Environmental Politics*, 23:3, 417-433.
2. Storm, Servaas, 2009. "Capitalism and climate change: Can the invisible hand adjust the natural thermostat?" *Development and Change*, 40(6), pp.1011-1038.

3. Cutter, Susan L. 1995. "Race, class and environmental justice." *Progress in Human Geography*, 19(1), 111–122.

Module 26: Guest Lecture 2

Week 15 (12/07– 12/11)

Module 27: World State

1. Strange, Susan. 1999. "The Westfailure System." *Review of International Studies*, 25(3), 345-354
2. Craig, Campbell. 2008. "The Resurgent Idea of World Government." *Ethics & international affairs* 22(2), 133–142
3. Wendt, Alexander. 2016. "World State Project, <https://www.alexanderwendt.org/world-state-project>