INTERNATIONAL RELATIONS

Courses offered by the Program in International Relations (IR) are listed under the subject code INTNLREL (https://exploredegrees.stanford.edu/search/?view=catalog&academicYear=&filter-departmentcode=INTNLREL=on&filter-coursestatus-Active=on&filter-term-Autumn=on&filter-term-Winter=on&filter-term-Spring=on&filter-term-Summer=on&page=0) on the Stanford Bulletin’s ExploreCourses web site.

Mission of the Program in International Relations

The Program in International Relations (IR) offers an interdisciplinary undergraduate major, minor and honors program allowing students to explore how global, regional and domestic factors influence relations between actors on the world stage. The program equips students with the skills and knowledge necessary to analyze choices and challenges that arise in this arena. IR majors pursue study in world politics, including courses in Political Science, Economics, History, languages, and other fields focusing on issues such as international security, political economy, economic development, and democratization. The major prepares students for careers in government and the corporate sector, and for admission into graduate programs including, but not exclusive to law, business, economics, and political science.

Learning Outcomes (Undergraduate)

The program expects its undergraduate majors to be able to demonstrate the following learning outcomes. These learning outcomes are used in evaluating students and the Program in International Relations. Students are expected to demonstrate:

1. understanding of core knowledge necessary to understand contemporary world politics.
2. ability to analyze international issues and draw correct inferences using qualitative and/or quantitative analysis.
3. ability to write clearly and persuasively, communicating ideas clearly.
4. ability to evaluate theory and critique research within the discipline.

Bachelor of Arts in International Relations

In the undergraduate major program, students focus on political, economic, and cultural relations among peoples and states in the modern world. Students majoring in IR will pursue a course of study that includes classes in Political Science, Economics, History, languages and other fields. IR majors may focus on a range of issues including international security, international trade and finance, political and economic development as well as history, politics and culture of other countries and world regions. All IR majors must spend at least one quarter studying abroad and show proficiency in a foreign language.

Minor in International Relations

In the undergraduate minor program, students will also focus on political, economic, and cultural relations among peoples and states in the modern world. Students minoring in IR will pursue a condensed course of study that includes classes in Political Science, Economics, History, languages, and other fields. IR minors may focus on a range of issues including international security, international trade and finance, political and economic development as well as history, politics and culture of other countries and world regions. IR minors are not required to study abroad or show proficiency in a foreign language.

Honors Program

The International Relations honors program offers qualified students the opportunity to conduct a major independent research project under faculty guidance. Such a project requires a high degree of initiative and dedication, significant amounts of time and energy, and demonstrated skills in research and writing.

In their junior year, students should consult with prospective honors advisors, choose the courses that provide academic background in their areas of inquiry, and demonstrate an ability to conduct independent research. Students can also select to complete an Interdisciplinary honors thesis with other programs on campus.

Prerequisites for participation include a 3.5 grade point average (GPA), a strong overall academic record, good academic standing, successful experience in writing a research paper, and submission of an acceptable thesis proposal. Students should submit their honors thesis proposal late in Winter Quarter of the junior year; please check with the IR office for the exact deadline. Students are required to enroll in INTNLREL 200A International Relations Honors Field Research, in Spring Quarter of their junior year and should consider participating in Bing Honors College (https://undergrad.stanford.edu/programs/bhc/). In their senior year, honors students must enroll in INTNLREL 200B International Relations Honors Seminar in Autumn Quarter, INTNLREL 200C IR Honors Thesis Writing in Winter Quarter, and in research units through INTNLREL 198 Senior Thesis each quarter of their senior year (Autumn, Winter, and Spring) with their faculty advisor. Honors students present a formal defense of their theses in mid-May. Students must receive at least a grade of ‘B+’ in order to graduate with honors in International Relations.

Coterminal Programs in Related Fields

It is possible for students majoring in International Relations to work simultaneously for a coterminal master’s degree in a number of related fields. Coterminal students should consult advisers in both departments or programs to ensure that they fulfill the degree requirements in both fields. For information on the M.A. program in International Policy, see the “International Policy (http://exploredegrees.stanford.edu/schoolofhumanitiesandsciences/internationalpolicy/)” section of this bulletin. University requirements for the coterminal M.A. are described in the “Coterminal Degree (http://exploredegrees.stanford.edu/cotermdegrees/)” section of this bulletin. See also the Registrar’s Coterminal Degree Programs (https://registrar.stanford.edu/students/coterm-degree-programs/) pages.

Bachelor of Arts in International Relations

The International Relations (IR) major is designed to provide students with an interdisciplinary education of both foundational skills and specific knowledge necessary to analyze contemporary international relations.

Suggested Preparation for the Major

Prospective International Relations majors are advised to consider Thinking Matters courses that relate to international relations to satisfy a major requirement. Also recommended is any introductory seminar taught by International Relations affiliated faculty through Stanford Introductory Studies.

Degree Requirements

Students interested in majoring in International Relations are encouraged to declare during their sophomore year, but no later than the beginning of their junior year to ensure timely completion of the program. They are urged to discuss their plans with the undergraduate student services officer as early as possible, and to take recommended preparatory courses for the major in their freshman and sophomore years. To declare the major, students must fill out the Declaration of Major in Axess; choose a faculty advisor; and submit completed and acceptable program proposal forms to the Director of the Program in International Relations (IR). It is recommended that students meet with their faculty advisor at least once per academic year to discuss progress towards degree completion. Quarterly meetings are highly encouraged. Students
completing a double major, or who have a minor, are also required to file a Major-Minor and Multiple Major Course Approval Form (https://stanford.box.com/MajMin-MultMaj/) by the Final Study List deadline for the term in which the student intends to graduate.

With the exception of foreign language courses used to satisfy the two-year language requirement, which may be taken for CR/NC, all IR major courses, listed below, must be taken for a letter grade of C’ or better. Transfer courses from universities outside of Stanford must receive a ’B-‘ or better to count towards degree requirements. Up to five units of Directed Reading can be counted towards major requirements. Up to three non-Stanford courses, for a maximum of fifteen units, may be counted towards degree requirements. Request for transfer credit, including course syllabi and official transcripts, should be submitted to the undergraduate student services officer, and to the Office of the Registrar’s external credit evaluation section. Approval of such courses toward the major is at the discretion of the Faculty Director.

Students majoring in International Relations must complete a minimum of 70 units (30 units of core courses as well as 40 units of specialization courses). As part of the core curriculum, IR majors must take an Introductory economics course.

Students who took courses in previous years that are not featured in the below table should consult the Stanford Bulletin for the years in which the courses were taken.

**Core Courses (30 units):**

<table>
<thead>
<tr>
<th>Required Courses:</th>
<th>Units</th>
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<tbody>
<tr>
<td><strong>International Politics:</strong></td>
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<tr>
<td>POLISCI 101</td>
<td>Introduction to International Relations</td>
</tr>
<tr>
<td><strong>Comparative Governance (Select one of the following):</strong></td>
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<tr>
<td>HISTORY 102</td>
<td>History of the International System since 1914</td>
</tr>
<tr>
<td>POLISCI 104</td>
<td>Introduction to Comparative Politics</td>
</tr>
<tr>
<td>POLISCI 114D</td>
<td>Democracy, Development, and the Rule of Law</td>
</tr>
<tr>
<td><strong>American Foreign Policy (Select one of the following):</strong></td>
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</tr>
<tr>
<td>INTNLREL 154</td>
<td>The Cold War: An International History</td>
</tr>
<tr>
<td>INTNLREL 168</td>
<td>America as a World Power in the Modern Era</td>
</tr>
<tr>
<td>INTNLREL 168A</td>
<td>American Interventions, 1898-Present</td>
</tr>
<tr>
<td>INTNLREL 173</td>
<td>Presidents and Foreign Policy in Modern History</td>
</tr>
<tr>
<td>INTNLREL 176</td>
<td>Diplomacy on the Ground: Case Studies in the Challenges of Representing Your Country</td>
</tr>
<tr>
<td>POLISCI 110C</td>
<td>America and the World Economy</td>
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<tr>
<td>POLISCI 110D</td>
<td>War and Peace in American Foreign Policy</td>
</tr>
<tr>
<td>POLISCI 110G</td>
<td>Governing the Global Economy</td>
</tr>
<tr>
<td>POLISCI 214R</td>
<td>Challenges and Dilemmas in American Foreign Policy</td>
</tr>
<tr>
<td><strong>Introductory Economics (Select one of the following):</strong></td>
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</tr>
<tr>
<td>ECON 1</td>
<td>Principles of Economics</td>
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<tr>
<td>ECON 50</td>
<td>Economic Analysis I</td>
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<tr>
<td>ECON 51</td>
<td>Economic Analysis II</td>
</tr>
<tr>
<td>ECON 52</td>
<td>Economic Analysis III</td>
</tr>
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<td><strong>Skills Classes (Select one of the following):</strong></td>
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<tr>
<td>ECON 102A</td>
<td>Introduction to Statistical Methods (Postcalculus) for Social Scientists</td>
</tr>
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<td>POLISCI 150A</td>
<td>Data Science for Politics</td>
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<tr>
<td><strong>STATS 60</strong></td>
<td>Introduction to Statistical Methods: Precalculus</td>
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<tr>
<td><strong>STATS 101</strong></td>
<td>Data Science 101</td>
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<td><strong>Applied Economics Courses (Select one of the following):</strong></td>
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<tr>
<td>EARTSYS 112</td>
<td>Human Society and Environmental Change</td>
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<tr>
<td>EARTSYS 212</td>
<td>Human Society and Environmental Change</td>
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<tr>
<td>ECON 106</td>
<td>World Food Economy</td>
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<tr>
<td>ECON 111</td>
<td>Money and Banking</td>
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<tr>
<td>ECON 118</td>
<td>Development Economics</td>
</tr>
<tr>
<td>ECON 124</td>
<td>Economic Development and Challenges of East Asia</td>
</tr>
<tr>
<td>ECON 125</td>
<td>Economic Development, Microfinance, and Social Networks</td>
</tr>
<tr>
<td>ECON 126</td>
<td>Economics of Health and Medical Care</td>
</tr>
<tr>
<td>ECON 127</td>
<td>Economics of Health Improvement in Developing Countries</td>
</tr>
<tr>
<td>ECON 131</td>
<td>The Chinese Economy</td>
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<tr>
<td>ECON 141</td>
<td>Public Finance and Fiscal Policy</td>
</tr>
<tr>
<td>ECON 143</td>
<td>Finance, Corporations, and Society</td>
</tr>
<tr>
<td>ECON 149</td>
<td>The Modern Firm in Theory and Practice</td>
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<tr>
<td>ECON 150</td>
<td>Economic Policy Analysis</td>
</tr>
<tr>
<td>ECON 155</td>
<td>Environmental Economics and Policy</td>
</tr>
<tr>
<td>ECON 162</td>
<td>Games Developing Nations Play</td>
</tr>
<tr>
<td>ECON 165</td>
<td>International Finance</td>
</tr>
<tr>
<td>ECON 166</td>
<td>International Trade</td>
</tr>
<tr>
<td>EDUC 306A</td>
<td>Economics of Education in the Global Economy</td>
</tr>
<tr>
<td>ESS 112</td>
<td>Human Society and Environmental Change</td>
</tr>
<tr>
<td>HISTORY 103D</td>
<td>Human Society and Environmental Change</td>
</tr>
<tr>
<td>HISTORY 200E</td>
<td>Doing Economic History</td>
</tr>
<tr>
<td>INTLPOL 207</td>
<td>Economics of Corruption</td>
</tr>
<tr>
<td>INTNLREL 110C</td>
<td>America and the World Economy</td>
</tr>
<tr>
<td>INTNLREL 123</td>
<td>The Future of the European Union: Challenges and Opportunities</td>
</tr>
<tr>
<td>INTNLREL 147</td>
<td>Political Economy of the Southern Cone Countries of South America</td>
</tr>
<tr>
<td>OSPBER 82</td>
<td>Globalization and Germany</td>
</tr>
<tr>
<td>OSPFLOR 26</td>
<td>Economics of the EU</td>
</tr>
<tr>
<td>OSPMADR 54</td>
<td>Contemporary Spanish Economy and the European Union</td>
</tr>
<tr>
<td>OSPPARIS 91</td>
<td>The Future of Globalization: Economics, Politics and the Environment</td>
</tr>
<tr>
<td>OSPSANTG 119X</td>
<td>The Chilean Economy: History, International Relations, and Development Strategies</td>
</tr>
<tr>
<td>POLISCI 110C</td>
<td>America and the World Economy</td>
</tr>
<tr>
<td>POLISCI 110G</td>
<td>Governing the Global Economy</td>
</tr>
<tr>
<td>POLISCI 110X</td>
<td>America and the World Economy</td>
</tr>
<tr>
<td>POLISCI 213R</td>
<td>Political Economy of Financial Crisis</td>
</tr>
<tr>
<td>POLISCI 241A</td>
<td>Political Economy of Development</td>
</tr>
<tr>
<td>SIW 103</td>
<td>Economic Growth and Development Patterns, Policies, and Prospects</td>
</tr>
</tbody>
</table>
Crosslisted courses may only be taken once for credit. Crosslisted courses may appear in the list below multiple times. Functional specializations are not declared on Axess nor are they printed on the diploma or transcript.

The following courses are approved for each functional specialization.

**Specialization Courses (40 units):**

The eleven specializations are:

1. Africa
2. Comparative International Governance
3. East and South Asia
4. Economic Development/World Economy
5. Environment, Energy, and Natural Resources
6. Europe (East and West) & Russia
7. International History and Culture
8. International Security
9. Latin America and Iberian Studies
10. Middle East and Central Asia
11. Social Development/Human Well-Being

Students must take 40 units of specialization courses in order to meet the 70 units required for the major. 20-25 units must be from the student’s primary specialization; 15-20 units from the secondary specialization. Functional specializations are not declared on Axess nor are they printed on the diploma or transcript.

The following courses are approved for each functional specialization.

**Africa**

Crosslisted courses may appear in the list below multiple times. Crosslisted courses may only be taken once for credit.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>AFRICAAM 49S</td>
<td>African Futures: Nationalism, Pan-Africanism, and Beyond</td>
</tr>
<tr>
<td>AFRICAAM 133</td>
<td>Literature and Society in Africa and the Caribbean</td>
</tr>
<tr>
<td>AFRICAST 145B</td>
<td>Africa in the 20th Century</td>
</tr>
<tr>
<td>AFRICAST 111</td>
<td>Education for All? The Global and Local in Public Policy Making in Africa</td>
</tr>
<tr>
<td>AFRICAST 112</td>
<td>AIDS, Literacy, and Land: Foreign Aid and Development in Africa</td>
</tr>
<tr>
<td>AFRICAST 132</td>
<td>Literature and Society in Africa and the Caribbean</td>
</tr>
<tr>
<td>AFRICAST 135</td>
<td>Designing Research-Based Interventions to Solve Global Health Problems</td>
</tr>
<tr>
<td>AFRICAST 211</td>
<td>Education for All? The Global and Local in Public Policy Making in Africa</td>
</tr>
<tr>
<td>ANTHRO 27N</td>
<td>Ethnicity and Violence: Anthropological Perspectives</td>
</tr>
<tr>
<td>COMPLIT 133A</td>
<td>Literature and Society in Africa and the Caribbean</td>
</tr>
<tr>
<td>COMPLIT 233A</td>
<td>Literature and Society in Africa and the Caribbean</td>
</tr>
<tr>
<td>CSRE 133E</td>
<td>Literature and Society in Africa and the Caribbean</td>
</tr>
<tr>
<td>FRENCH 133</td>
<td>Literature and Society in Africa and the Caribbean</td>
</tr>
<tr>
<td>HISTORY 45B</td>
<td>Africa in the 20th Century</td>
</tr>
<tr>
<td>HISTORY 48Q</td>
<td>South Africa: Contested Transitions</td>
</tr>
<tr>
<td>HISTORY 106A</td>
<td>Global Human Geography: Asia and Africa</td>
</tr>
<tr>
<td>HISTORY 145B</td>
<td>Africa in the 20th Century</td>
</tr>
<tr>
<td>HISTORY 147</td>
<td>History of South Africa</td>
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</tbody>
</table>

**Comparative International Governance**

Crosslisted courses may appear in the list below multiple times. Crosslisted courses may only be taken once for credit.

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>INTNLREL 62Q</td>
<td>Mass Atrocities: Reckoning and Reconciliation</td>
</tr>
<tr>
<td>OSPCPTWN 10</td>
<td>Climate Change and Political Violence</td>
</tr>
<tr>
<td>OSPCPTWN 30</td>
<td>Introduction to Contemporary Issues in South Africa</td>
</tr>
<tr>
<td>OSPCPTWN 38</td>
<td>Genocide: African Experiences in Comparative Perspective</td>
</tr>
<tr>
<td>OSPCPTWN 45</td>
<td>Transitional Justice and Transformation Debates in South Africa</td>
</tr>
<tr>
<td>POLISCI 46N</td>
<td>Contemporary African Politics</td>
</tr>
<tr>
<td>POLISCI 146A</td>
<td>African Politics</td>
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**Units**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>COMM 180</td>
<td>Ethics, Public Policy, and Technological Change</td>
</tr>
<tr>
<td>CS 182</td>
<td>Ethics, Public Policy, and Technological Change</td>
</tr>
<tr>
<td>EARTHSYS 61Q</td>
<td>Food and security</td>
</tr>
<tr>
<td>EARTHSYS 112</td>
<td>Human Society and Environmental Change</td>
</tr>
<tr>
<td>EARTHSYS 212</td>
<td>Human Society and Environmental Change</td>
</tr>
<tr>
<td>EASTASN 162</td>
<td>Seminar on the Evolution of the Modern Chinese State, 1550-Present</td>
</tr>
<tr>
<td>ESS 61Q</td>
<td>Food and security</td>
</tr>
<tr>
<td>ESS 112</td>
<td>Human Society and Environmental Change</td>
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<tr>
<td>ETHICSOC 130</td>
<td>20th Century Political Theory: Liberalism and its Critics</td>
</tr>
<tr>
<td>ETHICSOC 131S</td>
<td>Modern Political Thought: Machiavelli to Marx and Mill</td>
</tr>
<tr>
<td>ETHICSOC 182</td>
<td>Ethics, Public Policy, and Technological Change</td>
</tr>
<tr>
<td>ETHICSOC 280</td>
<td>Transitional Justice, Human Rights, and International Criminal Tribunals</td>
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<tr>
<td>GERMAN 270</td>
<td>Sovereignty and the Limits of Globalization and Technology</td>
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<tr>
<td>HISTORY 48Q</td>
<td>South Africa: Contested Transitions</td>
</tr>
<tr>
<td>HISTORY 87</td>
<td>The Islamic Republics: Politics and Society in Iran, Afghanistan and Pakistan</td>
</tr>
<tr>
<td>HISTORY 103D</td>
<td>Human Society and Environmental Change</td>
</tr>
<tr>
<td>HISTORY 173</td>
<td>Mexican Migration to the United States</td>
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<tr>
<td>HISTORY 181B</td>
<td>Formation of the Contemporary Middle East</td>
</tr>
<tr>
<td>HISTORY 187</td>
<td>The Islamic Republics: Politics and Society in Iran, Afghanistan and Pakistan</td>
</tr>
<tr>
<td>HISTORY 202G</td>
<td>Peoples, Armies and Governments of the Second World War</td>
</tr>
<tr>
<td>HISTORY 204E</td>
<td>Totalitarianism</td>
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<tr>
<td>HISTORY 205K</td>
<td>The Age of Revolution: America, France, and Haiti</td>
</tr>
<tr>
<td>HISTORY 224C</td>
<td>Genocide and Humanitarian Intervention</td>
</tr>
<tr>
<td>HUMRTS 103</td>
<td>Transitional Justice, Human Rights, and International Criminal Tribunals</td>
</tr>
<tr>
<td>HUMRTS 106</td>
<td>Human Rights in Comparative and Historical Perspective</td>
</tr>
<tr>
<td>INTLPOL 203</td>
<td>Trade and Development</td>
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<tr>
<td>INTLPOL 217</td>
<td>The Future of Global Cooperation</td>
</tr>
<tr>
<td>INTLPOL 231B</td>
<td>Understanding Russia: Its Power and Purpose in a New Global Order</td>
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</table>
POLISCI 148
POLISCI 146A
POLISCI 143S
POLISCI 140P
POLISCI 131L
POLISCI 130
POLISCI 110G
POLISCI 46N
PHIL 82
POLISCI 46N
POLISCI 110G
POLISCI 130
POLISCI 131L
POLISCI 140P
POLISCI 143S
POLISCI 146A
POLISCI 147
POLISCI 148

International Relations

Chinese Politics
Comparative Democratic Development
African Politics
Comparative Corruption
Populism and the Erosion of Democracy
Modern Political Thought: Machiavelli to
and its Critics
Contemporary African Politics
Change
Ethics, Public Policy, and Technological
Politics at the Turn of the Century
Modernization and its Discontents: Chilean
Politics at the Turn of the Century

East and South Asia

Crosslisted courses may appear in the list below multiple times. Crosslisted courses may only be taken once for credit.

Units

CHINA 112	Tiananmen Square: History, Literature, Iconography	3-5
CHINA 115	Sex, Gender, and Power in Modern China	3-5
EASTASN 77	Divided Memories & Reconciliation: the formation of wartime historical memory in the Pacific	4
EASTASN 94	The Rise of China in World Affairs	3-5
EASTASN 97	The International Relations of Asia since World War II	3-5
EASTASN 117	Health and Healthcare Systems in East Asia	3-5
EASTASN 162	Seminar on the Evolution of the Modern Chinese State, 1550-Present	3-5
EASTASN 168	Taiwan Security Issues	3-5
EASTASN 189K	Korea and the World	3
EASTASN 277	Divided Memories & Reconciliation: the formation of wartime historical memory in the Pacific	4

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EASTASN 285  American and Chinese Approaches to Managing Global Challenges  2
EASTASN 289K  Korea and the World  3
EASTASN 297  The International Relations of Asia since World War II  3-5
ECON 124  Economic Development and Challenges of East Asia  3-5
ECON 131  The Chinese Economy  4
FILMSTUD 134  The Art Cinema of India  5
FILMSTUD 334  The Art Cinema of India  5
HISTORY 67S  The Vietnam War/The American War  5
HISTORY 95  Modern Korean History  3
HISTORY 95C  Modern Japanese History: From Samurai to Pokemon  3
HISTORY 98  The History of Modern China  3
HISTORY 98S  Crime and Punishment in Late Imperial China: Law, State Formation, and Society  5
HISTORY 106A  Global Human Geography: Asia and Africa  5
HISTORY 195  Modern Korean History  4-5
HISTORY 195C  Modern Japanese History: From Samurai to Pokemon  5
HISTORY 197  Southeast Asia: From Antiquity to the Modern Era  3-5
HISTORY 198  The History of Modern China  5
HISTORY 290  North Korea in a Historical and Cultural Perspective  4-5
HISTORY 292D  Japan in Asia, Asia in Japan  4-5
HISTORY 293F  Chinese Politics and Society  3-5
HISTORY 296E  Modern South Asia, 1500- Present  5
HISTORY 392D  Japan in Asia, Asia in Japan  4-5
INTLPOL 244  U.S. Policy toward Northeast Asia  4
INTLPOL 246  China's Foreign Policies: Objectives, Instruments, and Impacts  4
INTNLREL 143  State and Society in Korea  4
INTNLREL 158  Chinese Politics  3-5
JAPAN 125  Tokyo, Kyoto, Osaka and beyond: place in modern Japan  2-5
KOREA 190X  North Korea in a Historical and Cultural Perspective  4-5
OSPKYOTO 13  Contemporary Religion in Japan's Ancient Capital: Sustaining and Recasting Tradition  3-4
POLISCI 148  Chinese Politics  3-5
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RELIGST 56  Exploring Chinese Religions  4
SOC 111  State and Society in Korea  4
SOC 117A  China Under Mao  5
SOC 211  State and Society in Korea  4
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SOC 217B  Chinese Politics and Society  3-5
THINK 55  Understanding China through Film  4

Economic Development/World Economy
Crosslisted courses may appear in the list below multiple times. Crosslisted courses may only be taken once for credit.

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<td>CEE 107A</td>
<td>Understanding Energy</td>
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ECON 124  Economic Development and Challenges of East Asia  3-5
ECON 125  Economic Development, Microfinance, and Social Networks  5
ECON 126  Economics of Health and Medical Care  5
ECON 127  Economics of Health Improvement in Developing Countries  5
ECON 131  The Chinese Economy  4
ECON 141  Public Finance and Fiscal Policy  5
ECON 143  Finance, Corporations, and Society  4
ECON 149  The Modern Firm in Theory and Practice  5
ECON 150  Economic Policy Analysis  4-5
ECON 155  Environmental Economics and Policy  5
ECON 159  Economic, Legal, and Political Analysis of Climate-Change Policy  5
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INTNLREL 135A  International Environmental Law and Policy: Oceans and Climate Change  4-5
INTNLREL 147  Political Economy of the Southern Cone Countries of South America  5
MED 262  Economics of Health Improvement in Developing Countries  5

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### Environment, Energy, and Natural Resources

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### International Relations

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ECON 155  Environmental Economics and Policy  5
ECON 159  Economic, Legal, and Political Analysis of Climate-Change Policy  5
ECON 209  Economic, Legal, and Political Analysis of Climate-Change Policy  5
EE 60N  Man versus Nature: Coping with Disasters Using Space Technology  4
ENERGY 101  Energy and the Environment  3
ENERGY 102  Fundamentals of Renewable Power  3
ENGR 60  Engineering Economics and Sustainability  3
ENGR 90  Environmental Science and Technology  3
ENVRES 250  Environmental Governance  3
ESS 46N  Exploring the Critical Interface between the Land and Monterey Bay: Elkhorn Slough  3
ESS 61Q  Food and security  3
ESS 107  Control of Nature  3
ESS 111  Biology and Global Change  4
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HUMBIO 114  Global Change and Emerging Infectious Disease  3
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OSPCPTWN 10  Climate Change and Political Violence  4
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STS 190  Environment and Society  4

**Europe (East and West) & Russia**

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**Units**

AFRICAAM 133  Literature and Society in Africa and the Caribbean  4
CSRE 133E  Literature and Society in Africa and the Caribbean  4
ENGLISH 145D  Jewish American Literature and Film  5
FRENCH 120  Coffee and Cigarettes: The Making of French Intellectual Culture  4-5
FRENCH 132  Literature, Revolutions, and Changes in 19th- and 20th-Century France  4
FRENCH 133  Literature and Society in Africa and the Caribbean  4
FRENCH 140  Paris: Capital of the Modern World  4-5
GERMAN 101  Germany in 5 Words  3-5

**Germany in 5 Words**  3-5

**Caribbean Literature and Society in Africa and the 19th- and 20th-Century France**  5

**Coffee and Cigarettes: The Making of Jewish American Literature and Film**  4

**Caribbean Literature and Society in Africa and the Caribbean**  4

**Europe: The State of the Union**  3-5

**International Relations**  7

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<tr>
<td>OSPFLOR 64</td>
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<td>Exclusion/Inclusion Processes of Migrants in Italian Society</td>
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<td>OSPFLOR 111Y</td>
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<td>Sefarad: The Jewish Community in Spain</td>
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### International History and Culture

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### International Security

Crosslisted courses may appear in the list below multiple times. Crosslisted courses may only be taken once for credit.

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**Latin American and Iberian Studies**

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CHILATST 180E  Introduction to Chicano/Latinx Studies  5
COMPLIT 100  CAPITALS: How Cities Shape Cultures, States, and People  3-5
COMPLIT 142  The Literature of the Americas  5
CSRE 142  The Literature of the Americas  5
CSRE 180E  Introduction to Chicano/Latinx Studies  5
DCLL 100  CAPITALS: How Cities Shape Cultures, States, and People  3-5
ENGLISH 172E  The Literature of the Americas  5
FRENCH 175  CAPITALS: How Cities Shape Cultures, States, and People  3-5
GERMAN 175  CAPITALS: How Cities Shape Cultures, States, and People  3-5
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<td>OSPSANTG 119X</td>
<td>The Chilean Economy: History, International Relations, and Development Strategies</td>
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<td>Latin American Politics</td>
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<td>URBANST 153</td>
<td>CAPITALS: How Cities Shape Cultures, States, and People</td>
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**Middle East and Central Asia**

Crosslisted courses may appear in the list below multiple times. Crosslisted courses may only be taken once for credit.

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<td>Byzantine Art and Architecture, 300-1453 C.E.</td>
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<td>CLASSICS 171</td>
<td>Byzantine Art and Architecture, 300-1453 C.E.</td>
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<td>The Islamic Republics: Politics and Society in Iran, Afghanistan and Pakistan</td>
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<td>Formation of the Contemporary Middle East</td>
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<td>Jews in the Contemporary World: The American Jewish Present &amp; Past in Popular Culture, Film, &amp; TV</td>
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<td>The Islamic Republics: Politics and Society in Iran, Afghanistan and Pakistan</td>
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<td>The Soviet Civilization</td>
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<td>Disasters in Middle Eastern History</td>
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<td>HISTORY 284</td>
<td>The Ottoman Empire: Conquest, Coexistence, and Coffee</td>
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<td>HISTORY 284F</td>
<td>Empires, Markets and Networks: Early Modern Islamic World Between Europe and China, 1400-1900</td>
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<td>POLISCI 149S</td>
<td>Islam, Iran, and the West</td>
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<td>POLISCI 149T</td>
<td>Middle Eastern Politics</td>
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<td>POLISCI 215A</td>
<td>Special Topics: State-Society Relations in the Contemporary Arab World - Key Concepts and Debates</td>
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<td>POLISCI 245R</td>
<td>Politics in Modern Iran</td>
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<td>Paths to the Modern World: The West in Comparative Perspective</td>
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<td>RELIGST 61</td>
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<td>TAPS 22N</td>
<td>Culture, Conflict, and the Modern Middle East</td>
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**Social Development and Human Well-Being**

Crosslisted courses may appear in the list below multiple times. Crosslisted courses may only be taken once for credit.

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<td>Education for All? The Global and Local in Public Policy Making in Africa</td>
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<td>AFRICAST 112</td>
<td>AIDS, Literacy, and Land: Foreign Aid and Development in Africa</td>
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<td>ANTHRO 126</td>
<td>Urban Culture in Global Perspective</td>
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<td>ANTHRO 137</td>
<td>The Politics of Humanitarianism</td>
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<td>ANTHRO 182N</td>
<td>Smoke and Mirrors in Global Health</td>
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<td>CHILATST 180E</td>
<td>Introduction to Chicano/Latinx Studies</td>
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<td>CHINA 115</td>
<td>Sex, Gender, and Power in Modern China</td>
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<td>CLASSICS 12N</td>
<td>Income and wealth inequality from the Stone Age to the present</td>
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<td>Specialized Writing and Reporting: Foreign Correspondence</td>
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<td>COMM 180</td>
<td>Ethics, Public Policy, and Technological Change</td>
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<td>Mexico Since 1876: The Road to Ayotzinapa</td>
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<td>Jews in the Contemporary World: The American Jewish Present &amp; Past in Popular Culture, Film, &amp; TV</td>
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<td>Challenges of Human Migration: Health and Health Care of Migrants and Autochthonous Populations</td>
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<td>INTLREL 142</td>
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<td>OSPBER 83</td>
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<td>OSPBER 174</td>
<td>Sports, Culture, and Gender in Comparative Perspective</td>
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<td>OSPFLOUR 78</td>
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<td>Health Care: A Contrastive Analysis between Spain and the U.S.</td>
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Additional Policies/Requirements:

- All IR majors must demonstrate proficiency in a foreign language by either completing two years of course work (second-year, third-quarter) or passing a proficiency exam. Foreign language units do not count towards the major.
- Upon approval, a maximum of 15 non-Stanford units may be applied to the major for credit.

Independent Study/Honors

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<td>INTNLREL 198</td>
<td>Senior Reading in International Relations</td>
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<td>INTNLREL 200A</td>
<td>International Relations Honors Field Research</td>
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<td>INTNLREL 200B</td>
<td>International Relations Honors Seminar</td>
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<td>INTNLREL 200C</td>
<td>IR Honors Thesis Writing</td>
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Honors Program

The International Relations honors program offers qualified students the opportunity to conduct a major independent research project under faculty guidance. Such a project requires a high degree of initiative and dedication, significant amounts of time and energy, and demonstrated skills in research and writing.

In their junior year, students should consult with prospective honors advisers, choose the courses that provide academic background in their areas of inquiry, and demonstrate an ability to conduct independent research. Students can also select to complete an Interdisciplinary honors thesis with other programs on campus.

Prerequisites for participation include a 3.5 grade point average (GPA), a strong overall academic record, good academic standing, successful experience in writing a research paper, and submission of an acceptable thesis proposal. Students should submit their honors thesis proposal in the Winter Quarter of the junior year; check with IR office for the exact deadline. Students are required to enroll in INTNLREL 200A International Relations Honors Field Research, in the Spring Quarter of their junior year and should consider participating in Bing Honors College (https://undergrad.stanford.edu/programs/bhc/). In their senior year, honors students must enroll in INTNLREL 200B International Relations Honors Seminar in Autumn Quarter, INTNLREL 200C IR Honors Thesis Writing in Winter Quarter, and in research units through INTNLREL 198 Senior Thesis each quarter of their senior year (Autumn, Winter, and Spring) with their faculty adviser. Honors students present a formal defense of their theses in mid-May. Students must receive at least a grade of ‘B+’ in order to graduate with honors in International Relations. For more information, refer to the International Relations (http://internationalrelations.stanford.edu/) website.

Minor in International Relations

A minor in International Relations (IR) is intended to provide an interdisciplinary background allowing a deeper understanding of contemporary international issues. To declare the IR minor, students must complete the application for a minor in Axess and complete the IR Minor Declaration and Course Proposal form and submit this to the IR office. Students completing a minor are also required to file a Major-Minor and Multiple Major Course Approval Form (https://stanford.box.com/ MajMin-MultMaj/) by the Final Study List deadline for the term in which the student intends to graduate.

Students complete the minor by taking 30 units from the IR curriculum that do not duplicate with the student’s major (or, if applicable, any other minor), including the following:
Undergraduate Degree Requirements

Grading

The Program in International Relations counts all courses taken in academic year 2020-21 with a grade of ‘CR’ (credit) or ‘S’ (satisfactory) towards satisfaction of undergraduate degree requirements that otherwise require a letter grade.

Other Undergraduate Policies

While the program hopes that all IR majors have an opportunity to study abroad, it understands that program disruptions due to COVID-19 may make that difficult, if not impossible. The program is committed to ensuring that cancellations and travel risks due to COVID-19 do not prevent IR majors from graduating. For IR majors whose study abroad plans have been affected by program disruptions, the program will arrange appropriate accommodations, including waiving the requirement if necessary.

If a student has difficulty completing an undergraduate degree requirement due to the COVID-19 pandemic (e.g., study abroad requirement), the student should consult with the associate director to identify academic options to fulfill degree requirements.

Director: Kenneth Schultz (Political Science).

Faculty Committee: Kyle Bagwell (Economics), Judith L. Goldstein (Political Science), Norman Naimark (History), Kenneth Scheve (Political Science), Kenneth Schultz (Political Science), Kathryn Stoner (Freeman Spogli Institute), Michael Tomz (Political Science).

Affiliated Faculty: Lisa Blaydes (Political Science), Gordon Chang (History), David Cohen (Classics), Larry J. Diamond (Hoover Institution), Amir Eshel (German Studies), James Fearon (Political Science), Zephyr Frank (History), Francis Fukuyama (Freeman Spogli Institute for International Studies, Political Science), Lawrence H. Goulder (Economics), Anna Grzymala-Busse (Political Science), Stephen H. Haber (Political Science), Daniel Ho (Stanford Law School, Political Science), David J. Holloway (History, Political Science), Colin Kahl (Freeman Spogli Institute for International Studies), Stephen D. Krasner (Political Science), Beatriz Magaloni (Political Science), Michael McFaul (Freeman Spogli Institute for International Studies, Political Science), Robert McGinn (Management Science and Engineering), Brett McGurk (Freeman Spogli Institute for International Studies), H.R. McMaster (Hoover Institution), Rosamund Naylor (Freeman Spogli Institute for International Studies), Jean C. Oi (Political Science), Richard Roberts (History), Conoleezza Rice (Political Science, Freeman Spogli Institute for International Studies), Jonathan Rodden (Political Science), Scott Sagan (Political Science), Debra M. Satz (Philosophy), Andrew Walder (Sociology), Amir Weiner (History), Jeremy Weinstein (Political Science), Paul Wise (Freeman Spogli Institute for International Studies), Amy Zegart (Freeman Spogli Institute for International Studies, Political Science).

Other Affiliation: Kevin Arrigo (Earth System Science), Chonira Aturupane (Freeman Spogli Institute for International Studies), (Karen Biestman (Native American Cultural Center), Jasmina Bojic (International Relations), Marshall Burke (Earth System Science, Freeman Spogli Institute for International Studies), Robert Crews (History), Christophe Crombez (Freeman Spogli Institute for International Studies), Thomas Finger (Freeman Spogli Institute for International Studies), Erica Gould (International Relations), Kathleen Janus (Freeman Spogli Institute for Programs on Entrepreneurship, International Relations), Katherine Jollick (History), Anjini Kochar (Stanford Institute for Economic Policy Research), Martin W. Lewis (History), Pawel Lutomski (International Relations), Abbas Milani (Hoover Institution, Iranian Studies), Alice Lyman Miller (Hoover Institution), Thomas O’Keefe (International Relations), Bertrand Patenaude (International Relations), Robert Rakove (International Relations), Scott Rozelle (Freeman Spogli Institute for International Studies), Margaret Sena (El Centro Chicano), Beth Van
Schaack (Stanford Law School), Stephen Stedman (Political Science), Harold Trinkunas (Freeman Spogli Institute for International Studies), Gil-Li Vardi (International Relations, History).

**Overseas Studies Courses in International Relations**

The Bing Overseas Studies Program (http://bosp.stanford.edu) (BOSP) manages Stanford international and domestic study away programs for Stanford undergraduates. Students should consult their department or program's student services office for applicability of Overseas Studies courses to a major or minor program.

The BOSP course search site (https://undergrad.stanford.edu/programs/bosp/explore/search-courses/) displays courses, locations, and quarters relevant to specific majors.

For course descriptions and additional offerings, see the listings in the Stanford Bulletin’s ExploreCourses (http://explorecourses.stanford.edu) or Bing Overseas Studies (http://bosp.stanford.edu).

Due to COVID-19, all BOSP programs have been suspended for Autumn Quarter 2020-21. All courses and quarters of operation are subject to change.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>OSPBER 70</td>
<td>The Long Way to the West: German History from the 18th Century to the Present</td>
<td>4-5</td>
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<tr>
<td>OSPBER 71</td>
<td>EU in Crisis</td>
<td>4-5</td>
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<tr>
<td>OSPBER 77</td>
<td>&quot;Ich bin ein Berliner&quot; Lessons of Berlin for International Politics</td>
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<td>OSPBER 79</td>
<td>Political Economy of Germany in Europe: an Historical-Comparative Perspective</td>
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<td>OSPBER 82</td>
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<td>OSPBER 83</td>
<td>Refugees and Germany</td>
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<tr>
<td>OSPBER 126X</td>
<td>A People's Union? Money, Markets, and Identity in the EU</td>
<td>4-5</td>
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<tr>
<td>OSPBER 174</td>
<td>Sports, Culture, and Gender in Comparative Perspective</td>
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<tr>
<td>OSPCTWN 10</td>
<td>Climate Change and Political Violence</td>
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<tr>
<td>OSPCTWN 38</td>
<td>Genocide: African Experiences in Comparative Perspective</td>
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<td>OSPCTWN 45</td>
<td>Transitional Justice and Transformation Debates in South Africa</td>
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<tr>
<td>OSPFLOR 49</td>
<td>On-Screen Battles: Filmic Portrayals of Fascism and World War II</td>
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<tr>
<td>OSPFLOR 64</td>
<td>Colonial Heritage, Euro-Mediterranean Relations, Migrations, Multiculturalism</td>
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<tr>
<td>OSPFLOR 65</td>
<td>Exclusion/Inclusion Processes of Migrants in Italian Society</td>
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<tr>
<td>OSPFLOR 78</td>
<td>The Impossible Experiment: Politics and Policies of the New European Union</td>
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<td>OSPHONGK 22</td>
<td>China's Financial Reforms - Problems and Perspectives</td>
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<td>OSPHONGK 23</td>
<td>China Under Mao</td>
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<td>OSPHONGK 24</td>
<td>Urban China</td>
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<td>OSPHONGK 25</td>
<td>Cultural History of China</td>
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<td>OSPHONGK 27</td>
<td>China and Regional Order</td>
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<tr>
<td>OSPHONGK 28</td>
<td>An Introduction to the Development of Science and Technology in China</td>
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<tr>
<td>OSPHONGK 29</td>
<td>The Rise of China in the Global Context I: Diplomacy, Trade, and Soft Power</td>
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<td>OSPMADRD 47</td>
<td>Cultural Relations between Spain and the United States:Historical Perceptions and Influences, 1776-2</td>
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<td>OSPMADRD 48</td>
<td>Migration and Multiculturality in Spain</td>
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<td>OSPMADRD 54</td>
<td>Contemporary Spanish Economy and the European Union</td>
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<td>Health Care: A Contrastive Analysis between Spain and the U.S.</td>
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<td>OSPMADRD 61</td>
<td>Society and Cultural Change: The Case of Spain</td>
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<td>OSPMADRD 72</td>
<td>Issues in Bioethics Across Cultures</td>
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<td>OSPMADRD 74</td>
<td>Islam in Spain and Europe: 1300 Years of Contact</td>
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<td>OSPOXFRD 36</td>
<td>Creating English Democracy</td>
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<td>OSPOXFRD 117W</td>
<td>Gender and Social Change in Modern Britain</td>
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<td>OSPPARIS 32</td>
<td>French History and Politics: Understanding the Present through the Past</td>
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<td>OSPPARIS 92</td>
<td>Building Paris: Its History, Architecture, and Urban Design</td>
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<td>OSPPARIS 122X</td>
<td>Europe and its Challenges Today</td>
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<td>OSPSANTG 14</td>
<td>Women Writers of Latin America in the 20th Century</td>
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<td>OSPSANTG 20</td>
<td>Comparative Law &amp; Society: Conflicts in the Structuring of Democratic Politics across Latin America</td>
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<td>OSPSANTG 68</td>
<td>The Emergence of Nations in Latin America</td>
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<td>OSPSANTG 71</td>
<td>Santiago: Urban Planning, Public Policy, and the Built Environment</td>
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<tr>
<td>OSPSANTG 116X</td>
<td>Modernization and its Discontents: Chilean Politics at the Turn of the Century</td>
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<tr>
<td>OSPSANTG 119X</td>
<td>The Chilean Economy: History, International Relations, and Development Strategies</td>
<td>5</td>
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</tbody>
</table>

**Courses**

**INTNLREL 5C. Human Trafficking: Historical, Legal, and Medical Perspectives. 3 Units.**

(Same as History 105C. History majors and others taking 5 units, enroll in 105C.) Interdisciplinary approach to understanding the extent and complexity of the global phenomenon of human trafficking, especially for forced prostitution, labor exploitation, and organ trade, focusing on human rights violations and remedies. Provides a historical context for the development and spread of human trafficking. Analyzes the current international and domestic legal and policy frameworks to combat trafficking and evaluates their practical implementation. Examines the medical, psychological, and public health issues involved. Uses problem-based learning. Required weekly 50-min. discussion section, time TBD. Students interested in service learning should consult with the instructor and will enroll in an additional course. Same as: CSRE 5C, FEMGEN 5C, HISTORY 5C

**INTNLREL 33SI. Myths and Realities of U.S.-China Relations. 2 Units.**

This course introduces students to the U.S.-China relationship through a weekly speaker series followed by student-led discussions. Speakers from academia and industry will explore topics such as the business environment of China, the politics of the Sino-American dynamic, and technological growth in China. The purpose of the course is to tackle the myths and misconceptions surrounding U.S.-China relations, and build in students a strong foundational understanding of the multiple facets of the bilateral relationship. Students will be exposed to a variety of issues and will be able to explore a topic of interest through a capstone presentation at the end of the course.
might ever be capable of a genuine reconciliation.

We will scrutinize crimes tribunals and truth commissions, and of the past. We will assess their utility in the process of ¿transitional justice¿. We will inquire whether they enabled the victims to gain a sense of justice and of the past. In Germany, Rwanda, South Africa, Bosnia, and elsewhere. In these countries, the perpetrators lose their power and are finally stopped from committing any more crimes and atrocities. Now comes the time to decide how to bring about justice for the past wrongs. It is also a question of how to come to terms with the terrible past. How to remember it? How to confront it? How to judge the perpetrators? How to identify them? How to punish them appropriately if at all? Also, is it possible to ever reconcile with the former oppressors and enemies? Maybe even to forgive them? If so, under what circumstances? What is necessary for such reconciliation? What if some of the victims were also perpetrators? It is important to understand the context of these atrocities. The perpetrators must answer for their actions, and the victims must have their voices heard. We will assess their utility in the process of transitional justice. We will scrutinize crimes tribunals and truth commissions, and inquire whether they enabled the victims to gain a sense of justice and fairness. Likewise, we will consider under what conditions those victims might ever be capable of a genuine reconciliation.
INTNLREL 102. History of the International System since 1914. 5 Units.
After defining the characteristics of the international system at the beginning of the twentieth century, this course reviews the primary developments in its functioning in the century that followed. Topics include the major wars and peace settlements; the emergence of Nazism and Communism; the Cold War; decolonization; and globalization. The role of international institutions and international society will also be a focus as will the challenges of climate change, inequality, migration, and terrorism.
Same as: HISTORY 102

INTNLREL 103F. The Changing Face of War: Introduction to Military History. 3-5 Units.
Introduces students to the rich history of military affairs and, at the same time, examines the ways in which we think of change and continuity in military history. How did war evolve from ancient times, both in styles of warfare and perceptions of war? What is the nature of the relationship between war and society? Is there such a thing as a Western way of war? What role does technology play in transforming military affairs? Chronologically following the evolution of warfare, from ancient Greece to present day so-called new wars, we will continuously investigate how the interdependencies between technological advances, social change, philosophical debates and economic pressures both shaped and were influenced by war. Students satisfying the WIM requirement for the major in International Relations, must enroll in INTNLREL 103F course listing.
Same as: HISTORY 3F; HISTORY 103F

INTNLREL 105C. Human Trafficking: Historical, Legal, and Medical Perspectives. 5 Units.
(Same as HISTORY 5C. History majors and others taking 5 units, enroll in 105C.) Interdisciplinary approach to understanding the extent and complexity of the global phenomenon of human trafficking, especially for forced prostitution, labor exploitation, and organ trade, focusing on human rights violations and remedies. Provides a historical context for the development and spread of human trafficking. Analyzes the current international and domestic legal and policy frameworks to combat trafficking and evaluates their practical implementation. Examines the medical, psychological, and public health issues involved. Uses problem-based learning. Required weekly 50-min. discussion section, time TBD. Students interested in service learning should consult with the instructor and will enroll in an additional course.
Same as: CSRE 105C, FEMGEN 105C, HISTORY 105C, HUMRTS 112

INTNLREL 110C. America and the World Economy. 5 Units.
Examination of contemporary US foreign economic policy. Areas studied: the changing role of the dollar; mechanism of international monetary management; recent crises in world markets including those in Europe and Asia; role of IMF, World Bank and WTO in stabilizing world economy; trade politics and policies; the effects of the globalization of business on future US prosperity. Political Science majors taking this course for WIM credit should enroll in POLISCI 110C.
Same as: POLISCI 110C, POLISCI 110X

INTNLREL 110D. War and Peace in American Foreign Policy. 3-5 Units.
The causes of war in American foreign policy. Issues: international and domestic sources of war and peace; war and the American political system; war, intervention, and peace making in the post-Cold War period. Political Science majors taking this course for WIM credit should enroll in POLISCI 110D for 5 units. International Relations majors taking this course for WIM credit should enroll in INTNLREL 110D for 5 units. All students not seeking WIM credit should enroll in POLISCI 110Y or AMSTUD 110D. SCPD students should enroll for 3 units.
Same as: AMSTUD 110D, POLISCI 110D, POLISCI 110Y

INTNLREL 114D. Democracy, Development, and the Rule of Law. 3-5 Units.
This course explores the different dimensions of development - economic, social, and political - as well as the way that modern institutions (the state, market systems, the rule of law, and democratic accountability) developed and interacted with other factors across different societies around the world. The class will feature additional special guest lectures by Francis Fukuyama, Larry Diamond, Michael McFaul, Anna Grzymala-Busse, and other faculty and researchers affiliated with the Center on Democracy, Development, and the Rule of Law. Undergraduate students should enroll in this course for 5 units. Graduate students should enroll for 3.
Same as: INTLPOL 230, POLISCI 114D, POLISCI 314D

INTNLREL 122. Introduction to European Studies. 5 Units.
This course offers an introduction to major topics in the study of historical and contemporary Europe. We focus on European politics, economics, and culture. First, we study what makes Europe special, and how its distinct identity has been influenced by its history. Next, we analyze Europe’s politics. We study parliamentary government and proportional representation electoral systems, and how they affect policy. Subsequently, we examine the challenges the European economy faces. We further study the European Union and transatlantic relations.
Same as: POLISCI 213E

INTNLREL 123. The Future of the European Union: Challenges and Opportunities. 5 Units.
First, this course analyzes the EU’s greatest challenge, preserving the monetary union, and discusses the political and economic reforms needed to achieve that goal. In this context the course also studies the fiscal and budgetary policies of the EU. Second, the course discusses the EU’s role in global politics, its desire to play a more prominent role, and the ways to reach that objective. Third, the course analyzes the EU’s institutional challenges in its efforts to enhance its democratic character.

INTNLREL 124. Immigration Issues in Europe. 4-5 Units.
This course will consider responses to mass migration in Europe and its contribution to a radicalized political landscape. Sampling immigrant integration policies from Germany, Sweden, Denmark, France, Britain, Hungary, Poland, and Italy will help us examine public discourse on cultural and civic assimilation of mostly Muslim immigrants. Issues such as security and counterterrorism, as well as obstacles to cooperation with countries outside the EU (Turkey, Libya), will be included.

INTNLREL 131. Understanding Russia: Its Power and Purpose in a New Global Order. 5 Units.
Russia presents a puzzle for theories of socio-economic development and modernization and their relationship to state power in international politics. The collapse of the Soviet Union in 1991 brought into being the new Russia (or Russian Federation) as its successor in international politics. Russia suffered one of the worst recessions and experienced 25 years of halting reform. Despite these issues, Russia is again a central player in international affairs. Course analyzes motivations behind contemporary Russian foreign policy by reviewing its domestic and economic underpinnings. Examination of concept of state power in international politics to assess Russia’s capabilities to influence other states’ policies, and under what conditions its leaders use these resources. Is contemporary Russia strong or weak? What are the resources and constraints its projection of power beyond its borders? What are the determinants of state power in international politics in the twenty-first century? Includes lectures, readings, class discussions, films and documentaries.
Same as: INTLPOL 231B, POLISCI 213C, REES 231B
INTNLREL 135A. International Environmental Law and Policy: Oceans and Climate Change. 4-5 Units.
This seminar offers an introduction to International Environmental Law, with a strong emphasis on oceans and climate change, its underlying principles, how it is developed and implemented, and the challenges of enforcing it. We will focus on oceans and climate change, exploring the United Nations Law of the Sea Convention (UNCLOS) and the United Nations Framework Convention for Climate Change (UNFCCC). We will explore why these agreements are described as umbrella conventions and how new conventions like the Paris Agreement fit within them. There will be guest speakers, a negotiation simulation, and a legal design sprint focused on re-imagining International Environmental Law.

INTNLREL 136R. Introduction to Global Justice. 4 Units.
This course explores the normative demands and definitions of justice that transcend the nation-state and its borders, through the lenses of political justice, economic justice, and human rights. What are our duties (if any) towards those who live in other countries? Should we be held morally responsible for their suffering? What if we have contributed to it? Should we be asked to remedy it? At what cost? These are some of the questions driving the course. Although rooted in political theory and philosophy, the course will examine contemporary problems that have been addressed by other scholarly disciplines, public debates, and popular media, such as immigration and open borders, climate change refugees, (transnational) human rights, and international law (including the law of war). Such as readings will combine canonical pieces of political theory and philosophy with readings from other scholarly disciplines, newspaper articles, and popular media.

Same as: ETHICSOC 136R, PHIL 76, POLISCI 136R, POLISCI 336

INTNLREL 140A. International Law and International Relations. 4-5 Units.
International law, as a body of law, performs multiple, competing functions. It serves the interests, and seeks to limit the actions, of state actors. It is also a political rhetoric captured by the oppressed, and a foundation for activism and resistance. The purpose of this seminar is to illuminate this malleable nature of international law, to explain its foundational principles and sources, and to evaluate the contours of its role as law and discourse. Questions that will accompany us throughout this seminar include: What is the character of international legal rules? Do they matter in international politics? How effective are they? What potential and what limitations do they have? In addition to exploring such questions against the backdrop of theories of international relations, we will consider several topics which bring tensions between international law and international relations to the fore, such as use of force, human rights, and international criminal law.

INTNLREL 140C. The U.S., U.N. Peacekeeping, and Humanitarian War. 4-5 Units.
The involvement of U.S. and the UN in major wars and international interventions since the 1991 Gulf War. The UN Charter’s provisions on the use of force, the origins and evolution of peacekeeping, the reasons for the breakthrough to peacemaking and peace enforcement in the 90s, and the ongoing debates over the legality and wisdom of humanitarian intervention. Case studies include Croatia and Bosnia, Somalia, Rwanda, Kosovo, East Timor, and Afghanistan. *International Relations majors taking this course to fulfill the WiM requirement should enroll in INTNLREL 140C for 5 units.

Same as: HISTORY 201C, INTNLREL 140X

INTNLREL 140X. The U.S., U.N. Peacekeeping, and Humanitarian War. 4-5 Units.
The involvement of U.S. and the UN in major wars and international interventions since the 1991 Gulf War. The UN Charter’s provisions on the use of force, the origins and evolution of peacekeeping, the reasons for the breakthrough to peacemaking and peace enforcement in the 90s, and the ongoing debates over the legality and wisdom of humanitarian intervention. Case studies include Croatia and Bosnia, Somalia, Rwanda, Kosovo, East Timor, and Afghanistan. *International Relations majors taking this course to fulfill the WiM requirement should enroll in INTNLREL 140C for 5 units.

Same as: HISTORY 201C, INTNLREL 140C

INTNLREL 141A. Camera as Witness: International Human Rights Documentaries. 5 Units.
Rarely screened documentary films, focusing on global problems, human rights issues, and aesthetic challenges in making documentaries on international topics. Meetings with filmmakers.

INTNLREL 142. Challenging the Status Quo: Social Entrepreneurs Advancing Democracy, Development and Justice. 3-5 Units.
This seminar is part of a broader program on Social Entrepreneurship at CDDRL in partnership with the Haas Center for Public Service. It will use practice to better inform theory. Working with three visiting social entrepreneurs from developing and developed country contexts students will use case studies of successful and failed social change strategies to explore relationships between social entrepreneurship, gender, democracy, development and justice. It interrogates current definitions of democracy and development and explores how they can become more inclusive of marginalized populations. This is a service learning class in which students will learn by working on projects that support the social entrepreneurs’ efforts to promote social change. Students should register for either 3 OR 5 units only. Students enrolled in the full 5 units will have a service-learning component along with the course. Students enrolled for 3 units will not complete the service-learning component. Limited enrollment. Attendance at the first class is mandatory in order to participate in service learning.

Same as: AFRICAST 142, AFRICAST 242, CSRE 142C

INTNLREL 143. State and Society in Korea. 4 Units.
20th-century Korea from a comparative historical perspective. Colonialism, nationalism, development, state-society relations, democratization, and globalization with reference to the Korean experience.

Same as: SOC 111, SOC 211

INTNLREL 145. Genocide and Humanitarian Intervention. 4 Units.
The course traces the history of genocide in the 20th century and the question of humanitarian intervention to stop it, a topic that has been especially controversial since the end of the Cold War. The pre-1990s discussion begins with the Armenian genocide during the First World War and includes the Holocaust and Cambodia under the Khmer Rouge in the 1970s. Coverage of genocide and humanitarian intervention since the 1990s includes the wars in Bosnia, Rwanda, Kosovo, the Congo, and Sudan. The final session of the course will be devoted to a discussion of the International Criminal Court and the separate criminal tribunals that have been tasked with investigating and punishing the perpetrators of genocide.
INTNLREL 146A. Energy and Climate Cooperation in the Western Hemisphere. 4 Units.
The seminar provides an overview of the current political dynamics in each of the major fossil fuel producing countries in the Western Hemisphere and its impact on local energy exploration and production. It also explores the potential for expanding existing or developing new renewable energy resources throughout the Americas, and impacts on the local environment, food prices, and land use issues. The course examines the feasibility of integrating energy markets and establishing initiatives to reduce greenhouse gas emissions at the regional and hemispheric level. The seminar focuses on Chile, a country that lacks significant petroleum and natural gas reserves and has traditionally been a major user of coal. Accordingly, the country has been at the forefront of efforts to facilitate the regional integration of energy markets and develop renewable and non-traditional energy resources. The course concludes with a discussion of the Energy and Climate Partnership of the Americas or ECPA, launched by the Obama administration at the Fifth Summit of the Americas in Trinidad in April 2009, and China’s increasing role in Latin America’s energy sector.

INTNLREL 147. Political Economy of the Southern Cone Countries of South America. 5 Units.
This seminar examines the economic and political development of the five countries that make up South America’s Southern Cone (i.e., Argentina, Brazil, Chile, Paraguay, and Uruguay) as well as Bolivia (which was historically part of the sub-region and with which today it has close commercial ties). In particular, the course focuses on the era of Import Substitution Industrialization (ISI), explores the reasons why that model of economic development eventually collapsed and how this contributed to the rise of military dictatorships, looks at the return to democratic rule and the adoption of market-oriented economic policies, and concludes with a discussion of the contemporary situation.

INTNLREL 145. The Cold War: An International History. 5 Units.
Though it ended twenty years ago, we still live in a world shaped by the Cold War. Beginning with its origins in the mid-1940s, this course will trace the evolution of the global struggle, until its culmination at the end of the 1980s. Students will be asked to ponder the fundamental nature of the Cold War, what kept it alive for nearly fifty years, how it ended, and its long term legacy for the world. As distinguished from the lecture taught in previous quarters, this class will closely investigate ten major Cold War battlegrounds over the quarter. Selected case studies will include: the division of Germany, Iran in the 1950s, Cuba, Vietnam, the Six Day War, the Chilean coup, sub-Saharan Africa, Afghanistan, Central America, and the Eastern European revolutions of 1989. Students will be asked to consult a combination of original documents and recent histories.
Same as: HISTORY 166C

INTNLREL 158. Chinese Politics. 3-5 Units.
China, one of the few remaining communist states in the world, has not only survived, but has become a global political actor of consequence with the fastest growing economy in the world. What explains China’s authoritarian resilience? Why has the CCP thrived while other communist regimes have failed? How has the Chinese Communist Party managed to develop markets and yet keep itself in power? What avenues are there for political participation? How does censorship work in the information and ‘connected’ age of social media? What are the prospects for political change? How resilient is the part in the fave of technological and economic change? Materials will include readings, lectures, and selected films. This course has no prerequisites. This course fulfills the Writing in the Major requirement for Political Science and International Relations undergraduate majors. PolSci majors should register for POLISCI 148 and IR majors should register for INTNLREL 158. Graduate students should register for POLISCI 348. Please note: this course did not fulfill the WIM requirement in 2017-18 or 2018-19.
Same as: POLISCI 148, POLISCI 348

INTNLREL 160. United Nations Peacekeeping. 4 Units.
This seminar is devoted to an examination of United Nations peacekeeping, from its inception in 1956 in the wake of the Suez Crisis, to its increasingly important role as an enforcer of political stability in sub-Saharan Africa. We will look at the practice of "classic" peacekeeping as it developed during the Cold War, with the striking exception of the Congo Crisis of 1960; the rise and fall of so-called "second-generation peacekeeping"—more accurately labeled "peace enforcement"—in the early 1990s in Bosnia and Somalia; and the reemergence in recent years of a muscular form of peacekeeping in sub-Saharan Africa, most notably in Congo in 2013. Students will learn the basic history of the United Nations since 1945 and the fundamentals of the United Nations Charter, especially with respect to the use of force and the sovereignty of member states. While the course does not attempt to provide comprehensive coverage of the historical details of any particular peacekeeping mission, students should come away with a firm grasp of the historical trajectory of U.N. peacekeeping and the evolving arguments of its proponents and critics over the years. Each session of the course is structured around the discussion of assigned readings. Students are expected to complete the readings before class and to come to class prepared to participate in discussions. Each student will serve as rapporteur for one of the assigned readings, providing a critical summary of the reading in question and helping to stimulate the discussion to follow. The instructor will occasionally begin a session with brief introductory remarks (no more than ten minutes) to provide historical context about one or another topic. Required coursework includes two short papers whose particular topic and guidelines will be announced in class.

INTNLREL 166A. American Interventions, 1898-Present. 5 Units.
This class seeks to examine the modern American experience with limited wars, beginning with distant and yet pertinent cases, and culminating in the war in Iraq. Although this class will examine war as a consequence of foreign policy, it will not focus primarily on presidential decision making. Rather, it will place wartime policy in a broader frame, considering it alongside popular and media perceptions of the war, the efforts of antiwar movements, civil-military relations, civil reconstruction efforts, and conditions on the battlefield. We will also examine, when possible, the postwar experience.
Same as: HISTORY 259E, HISTORY 359E

INTNLREL 168W. America as a World Power in the Modern Era. 5 Units.
This course will examine the modern history of American foreign relations, from the turn of the twentieth century to the present. Beginning with the fateful decision to go to war with Spain, it will examine the major crises and choices that have defined the “American Century.” Our study of U.S. foreign relations will consider such key factors as geopolitics, domestic politics, bureaucracy, psychology, race, and culture. IR majors taking this course to fulfill the IR WIM requirement should enroll in INTNLREL 168W.
Same as: HISTORY 152K, INTNLREL 168W

INTNLREL 168W. America as a World Power in the Modern Era. 5 Units.
This course will examine the modern history of American foreign relations, from the turn of the twentieth century to the present. Beginning with the fateful decision to go to war with Spain, it will examine the major crises and choices that have defined the “American Century.” Our study of U.S. foreign relations will consider such key factors as geopolitics, domestic politics, bureaucracy, psychology, race, and culture. IR majors taking this course to fulfill the IR WIM requirement should enroll in INTNLREL 168W.
Same as: HISTORY 152K, INTNLREL 168
INTNLREL 173. Presidents and Foreign Policy in Modern History. 5 Units. Nothing better illustrates the evolution of the modern presidency than the arena of foreign policy. This class will examine the changing role and choices of successive presidential administrations over the past century, examining such factors as geopolitics, domestic politics, the bureaucracy, ideology, psychology, and culture. Students will be encouraged to think historically about the institution of the presidency, while examining specific case studies, from the First World War to the conflicts of the 21st century.

Same as: HISTORY 261G

INTNLREL 174. Diplomacy on the Ground: Case Studies in the Challenges of Representing Your Country. 5 Units. The tragic death of Ambassador Chris Stevens has recently highlighted the dangers of diplomacy in the modern era. This class will look at how Americans in embassies have historically confronted questions such as authoritarian rule, human rights abuses, violent changes of government, and covert action. Case studies will include the Berlin embassy in the 1930s, Tehran in 1979, and George Kennan’s experiences in Moscow, among others. Recommended for students contemplating careers in diplomatic service.*IR majors taking this course to fulfill the IR WIM requirement should enroll in INTNLREL174. As space is limited, first-year students must obtain the instructor’s prior consent before enrolling.

Same as: HISTORY 252B

INTNLREL 175. American Empire in the Pacific. 3 Units. This course will provide an interdisciplinary overview of the history and current state of American empire in the Pacific Islands. Through the lenses of law, history, and anthropology, the course will chart the progression of the American empire, beginning with early colonization, through World War II and the Cold War, to present day, including modern challenges facing communities affected by U.S. imperialism, decolonization movements, and the intersection of empire and climate change. Themes include cultural imperialism, militarization and experimentation, human rights and global ethics, and social and environmental justice.

INTNLREL 179. Major Themes in U.S.-Latin America Diplomatic History. 5 Units. This seminar provides an overview of the most important events and initiatives that have characterized the relationship of the United States of America with its neighbors to the south, including Mexico, the Caribbean (especially Cuba, Haiti, and the Dominican Republic), Central America, and South America since the proclamation of the Monroe Doctrine in the early 19th century until the Obama Administration. In particular, the course examines the motivations for the Theodore Roosevelt Corollary to the Monroe Doctrine and the resulting period of blatant interventionism known as “Dollar Diplomacy,” the Good Neighbor Policy of Franklin Delano Roosevelt, the brutal Cold War period, as well as policies pursued by the Clinton, George W. Bush, and Obama administrations, such as the Free Trade Area of the Americas (FTAA) and the Energy and Climate Partnership of the Americas (ECPA). The seminar explores not only what motivated U.S. policy makers and how their policies were implemented (and explains why they either succeeded or failed), but also discusses the impacts on individual countries and/or the region as a whole and the long-term consequences whose repercussions are still being felt today. The course also examines the major features of the inter-American system from the Pan American Union to the creation of the Organization of American States (OAS) and its continued relevancy in light of new institutional frameworks such as the Community of Latin American and Caribbean States (CELAC) and the Union of South American Nations (UNASUR) that exclude the United States of America.

INTNLREL 180A. Transitional Justice, Human Rights, and International Criminal Tribunals. 3-5 Units. (Formerly IPS 280) Historical backdrop of the Nuremberg and Tokyo Tribunals. The creation and operation of the Yugoslav and Rwanda Tribunals (ICTY and ICTR). The development of hybrid tribunals in East Timor, Sierra Leone, and Cambodia, including evaluation of their success in addressing perceived shortcomings of the ICTY and ICTR. Examination of the role of the International Criminal Court and the extent to which it will succeed in supplanting all other ad hoc international justice mechanisms and fulfill its goals. Analysis focuses on the politics of creating such courts, their interaction with the states in which the conflicts took place, the process of establishing prosecutor priorities, the body of law they have produced, and their effectiveness in addressing the needs of victims in post-conflict societies.

Same as: ETHICSOC 280, HUMRTE 103, INTL POL 280

INTNLREL 182. The Great War. 5 Units. The First World War provided a prototype for a new, horrific kind of war. It catalyzed the emergence of modern means of warfare and the social mechanisms necessary to sustain the industrialized war machine. Killing millions, it became the blueprint for the total war that succeeded it. It also brought about new social and political orders, transforming the societies which it mobilized at unprecedented levels. This course will examine the military, political, economic, social and cultural aspects of the conflict. We will discuss the origins and outbreak of the war, the land, sea, and air campaigns, the war’s economic and social consequences, the home fronts, the war’s final stages in eastern and western Europe as well as non-European fronts, and finally, the war’s impact on the international system and on its belligerents and participants’ perceptions of the new reality it had created.

INTNLREL 183. The Modern Battle. 5 Units. The purpose of this seminar is to examine the evolution of modern warfare by closely following four modern battles/campaigns. For this purpose the seminar offers four mock staff rides, facilitating highly engaged, well-researched experience for participants. In a mock staff ride, students are assigned roles; each student is playing a general or staff officer who was involved in the battle/campaign. Students will research their roles and, during the staff ride, will be required to explain “their” decisions and actions. Staff rides will not deviate from historical records, but closely examine how decisions were made, what pressures and forces were in action, battle outcomes, etc. This in-depth examination will allow students to gain a deeper understanding of how modern tactics, technology, means of communications, and the scale of warfare can decide, and indeed decided, campaigns. We will spend two weeks preparing for and playing each staff ride. One meeting will be dedicated to discussing the forces shaping the chosen battle/campaign: the identity and goals of the belligerents, the economic, technological, cultural and other factors involved, as well as the initial general plan. The second meeting will be dedicated to the battle itself. The four battles will illustrate major developments in modern warfare.

Same as: HISTORY 206C

INTNLREL 189. PRACTICAL TRAINING. 1-3 Unit. Students obtain internship in a relevant research or industrial activity to enhance their professional experience consistent with their degree program and area of concentration. Prior to enrolling students must get internship approved by the director. At the end of the quarter, a three page final report must be supplied documenting work done and relevance to degree program. Meets the requirements for Curricular Practical Training for students on F-1 visas. Student is responsible for arranging own internship. Limited to declared International Relations students only who are non-US citizens. May be repeated for credit.

INTNLREL 197. Directed Reading in International Relations. 1-5 Unit. Open only to declared International Relations majors (Staff).

INTNLREL 198. Senior Thesis. 2-10 Units. Open only to declared International Relations majors with approved senior thesis proposals.
INTNLREL 200A. International Relations Honors Field Research. 3 Units.
For juniors planning to write an honors thesis during senior year. Initial steps to prepare for independent research. Professional tools for conceptualizing a research agenda and developing a research strategy. Preparation for field research through skills such as data management and statistics, references and library searches, and fellowship and grant writing. Creating a work schedule for the summer break and first steps in writing. Prerequisite: acceptance to IR honors program.

INTNLREL 200B. International Relations Honors Seminar. 3 Units.
Second of two-part sequence. For seniors working on their honors theses. Professional tools, analysis of research findings, and initial steps in writing of thesis. How to write a literature review, formulate a chapter structure, and set a timeline and work schedule for the senior year. Skills such as data analysis and presentation, and writing strategies. Prerequisites: acceptance to IR honors program, and 199 or 200A. * Course satisfies the WiM requirement for International Relations majors who are accepted into the IR Honors program.

INTNLREL 200C. IR Honors Thesis Writing. 1 Unit.
Mandatory seminar for International Relations Honors Students who are writing their Honors Thesis. INTNLREL 200A and 200B are prerequisites.

INTNLREL 202. Original Research in International Relations. 5 Units.
This new course offers IR majors an opportunity to conduct in-depth, original research and write an original research paper on a topic of their choosing within a single quarter. It is ideally suited for students who have a question that has intrigued them and that they would like to answer through original research. Through this course, students will narrow their interests into a clear research question, develop a research design, review relevant literature that addresses this question, conduct original empirical research and produce a final research paper. The course is designed for IR majors, and thus has an interdisciplinary focus and embraces methodological diversity. It may also be petitioned to count towards the IR major.