

INTRODUCTION TO INTERNATIONAL RELATIONS

INR 2001 Lecture – Fall 2025 – 3 Credit Hours
 Department of Political Science – University of Florida
Lecture, Time: M & W Period 2 (8:30-9:20am)
 Room: TURL 007

Prof. [Badredine Arfi](#)

Regular office: 221 Anderson Hall

Office Hours:

Mond: 3:15-4:15pm; Wed: 12:30 – 2:30 pm.

Or: by appointment thru email

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Discussion Teachers and Sections

Class #	Day	Time	Teaching Assistant	Classroom	Email	Office Hours
13149	R	08:30 AM - 09:20 AM	Treethep (Pepe) Srisa-nga	MAT 0102	t.srisanga@ufl.edu	W: 1:00pm-2:00pm
13159	F	08:30 AM - 09:20 AM	Vu Luong	AND 0019	luongvu@ufl.edu	F: 11:00am-12:00pm
13160	R	10:40 AM - 11:30 AM	Treethep (Pepe) Srisa-nga	WEIM 1084	t.srisanga@ufl.edu	W: 1:00pm-2:00pm
13161	R	11:45 AM - 12:35 PM	Caitlin Holden	LEI 0207	c.holden@ufl.edu	R: 1:00pm-2:00pm
13162	F	12:50 PM - 01:40 PM	Vu Luong	CSE E222	luongvu@ufl.edu	F: 11:00am-12:00pm
13163	F	09:35 AM - 10:25 AM	Victoria Farayola	AH 0423	farayolav@ufl.edu	T: 3:00pm-4:00pm
13164	F	01:55 PM - 02:45 PM	Victoria Farayola	MAT 0119	farayolav@ufl.edu	T: 3:00pm-4:00pm
13165	R	12:50 PM - 01:40 PM	Mariam Shanava	MAT 0007	mariam.shanava@ufl.edu	R: 11:40am - 12:40pm
13166	R	01:55 PM - 02:45 PM	Mariam Shanava	MAT 0005	mariam.shanava@ufl.edu	R: 11:40 am- 12:40pm
12961	F	08:30 AM - 09:20 AM	Wonjung Kim	MAT 0116	w.kim@ufl.edu	F: 10:00am-11:00am
12962	R	03:00 PM - 03:50 PM	Caitlin Holden	MAT 0107	c.holden@ufl.edu	R: 1:00pm-2:00pm
12963	F	11:45 AM - 12:35 PM	Wonjung Kim	CSE A101	w.kim@ufl.edu	F: 10:00am-11:00am

COURSE OBJECTIVES AND GOALS

Introduction to concepts and analytical tools for studying interactions among international actors: states, international organizations, and transnational groups. Social and behavioral science principles are used to analyze concepts such as power and national interest as they relate to social, political, and economic issues.

The course is designed as a broad introduction to contemporary issues, actors, theories, debates, and major scholarly traditions in the study of world politics. The course introduces the foundational assumptions,

methods, and scope of world politics as defined by a variety of perspectives and approaches. In doing so the course guides the students to core concepts necessary for understanding how the world, although diverse in composition and often, but not always, divided against itself, governs its affairs, and decides whose preferences will win out and whose welfare will be fostered in ways that are viewed as legitimate and authoritative by the contending populations of the world.

This course fulfills the [General Education Objectives](#) for Social and Behavioral Sciences and International Relations. This means that the course endeavors to provide instruction in the history, key themes, principles, terminology, and underlying theories and methodologies used in the study of world politics and international relations. Students learn to identify, describe, and explain social institutions, structures, and processes of world politics, with an emphasis on the effective application of accepted problem-solving techniques in the study of international relations and world politics. Students are also trained in how to assess and analyze ethical perspectives in individual and societal decisions in variety of world contexts.

The course is structured into lectures (Mondays and Wednesdays) and weekly discussion sessions (Thursdays and Fridays) . The lectures take a thematic approach to the various issues that world politics deals with. At the same time the thematic approach is seasoned with a reasonable amount of conceptual/theoretical discussion to anchor students' understanding of world politics both on solid empirical and theoretical grounds.

Students are thus expected to fully acquaint themselves with the themes discussed in the lectures and discussions sections such as the politics of security, the politics of justice, the politics of power, the politics of the environment, etc. Students are also expected to fully grasp the meaning and scope of concepts such as power, identity, and international political economy, etc. At the end of the semester the students will have acquired enough knowledge (both empirical and theoretical) to be able to form their own critical and knowledgeable views on many important issues of world politics. This means that students will be able to identify, describe, and explain the historical, cultural, economic, political, and/or social experiences and processes that characterize the contemporary world. Students will thus be able to analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate our understandings of an increasingly connected contemporary world.

By the end of the semester students will be able to:

1. **Content:** Demonstrate competence in the terminology, concepts, methodologies, and theories used in the study of world politics and international relations.
2. **Critical thinking:** Carefully and logically analyze information from multiple perspectives and develop seasoned understandings of solutions to problems within world politics and international relations.
3. **Communication:** Clearly and effectively communicate knowledge, ideas, and reasoning in written or oral forms appropriate to knowledge of world politics and international relations.

Student Learning Objectives:

Students will be able to:

1. **Identify** the actors of the international system including states, international organizations, and transnational groups.
2. **Use** basic social and behavioral science principles to examine important themes, concepts, and theories of international relations.
3. **Analyze** the role key historical events played in the development of the international system.
4. **Discuss** the interaction among international actors in relation to theories of foreign policy and international relations and as applied to social, political, and economic issues.

COURSE READINGS

- All required readings (listed down below in the course outline) are available on the canvas site for the course in the modules (organized as themes). In addition, there is a folder of recommended readings called 'Readings' in the 'Files' folder on canvas – it is highly recommended (but not required) that you read a few (hopefully all) of these readings in addition to the required ones to increase your knowledge of the issues and themes being discussed during the specific theme of a module.
- In addition to these readings, students are encouraged to read on a daily basis the international news sections of major newspapers such as *The New York Times*, *The Washington Post*, *The Christian Science Monitor*, *The Wall Street Journal*, as well as many others of their own choosing.

MATERIALS AND SUPPLIES FEE

N/A

REQUIREMENTS AND GRADING SCHEME

GRADES WILL BE BASED ON:

1. **Two in-class exams** during the semester (administered in class during the lecture time). Two exams: 15% + 25% = 40% of overall course grade
2. **Final Exam** administered during the time and at the place assigned by the university: 35% of overall course grade during the finals' week
3. **Three surprise-10min-quizzes** held during discussion sessions: 3 X 5% = 15% of overall course grade
4. **Class attendance** (taken in **all lecture and discussion sessions**): 10% of overall course grade

CLASS ATTENDANCE:

Students are required to attend every class (lecture and discussion) session on a regular basis. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

DESCRIPTION OF EXAMS AND QUIZZES

Each exam consists of two sections, each with equal weight on the exam grade.

1. **First section:** you will be required to answer five out of seven ID questions in no more than a paragraph of 4-5 lines each. The topics will be drawn from the lectures and the required readings.
2. **Second section:** You will be required to write one out of two possible essays about topics from the lectures and the required readings.
3. Students are required to bring in with them to the exam an 8-page (or more pages) exam-book (can be purchased at the bookstores or online) to use for the exam. No other format will be accepted.
4. All three quizzes will be surprise 10-min quizzes administered during the discussion sections by your discussion teacher. More explanation will be provided on this during the first discussion section meeting.

A minimum grade of C (73-76.9) is required for receiving general education credit.

Your final cumulative score will be translated into a letter grade according to the following schedule: 93 points or higher = A; 90–92.9 = A-; 87–89.9 = B+; 83–86.9 = B; 80–82.9 = B-; 77–79.9 = C+; 73–76.9 = C; 70–72.9 = C-; 67–69.9 = D+; 63–66.9 = D; 60–62.9 = D-; <60 = E.

Information on current UF grading policies for assigning grade points is available at:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

REGRADE REQUESTS

If you believe that your teaching assistant made an objective error in grading your exam or your quiz, you may submit a written request for a regrade within **3 days** of the grade release through canvas email system to your teaching assistant. Your request should briefly summarize why the original grading was incorrect. Note that the TA and/or professor will regrade the test, so it is possible for you to lose more points than you gain if a mistake was overlooked in the first time. In short: your grade can go up, stay the same, or go down for the assignment.

NOTE:

The instructors have the right to modify aspects of the course when it is a benefit to students learning (e.g., pushing back deadlines, eliminating readings or topics from future dates, etc.). Other aspects of the class will not be modified during the term, such as the grading scheme, the attendance policy, the objectives, etc.

Exams Dates

Exam 1	Wednesday	October 1st – 8:30-9:20am, room: TURL 007
Exam 2	Wednesday	November 5th – 8:30-9:20am, room: TURL 007
Final Exam		December – 11th, 7:30-9:30am, room: TURL 007

Required Readings and Outline of the Course

Week/Theme 1: World Politics?

This theme addresses foundational questions in the study of world politics, urging students to rethink conventional understandings shaped by mainstream media and dominant narratives. It explores how globalization has transformed interstate relations into more complex forms of global politics, shaped by new actors, increased interdependence, and emerging forms of global governance. Key issues include the evolving roles of power, security, and justice, and the need to balance continuity and change. Emphasizing a “learning by doing” approach, the theme advocates for intellectual openness and cooperative engagement with diverse perspectives to better understand and address global challenges such as climate change, conflict, and migration.

Key Ideas:

1. Theme Focus: Rethinking conventional understandings of world politics in light of globalization of 2025.
2. Globalization Impact – year 2025: Transformed interstate relations into complex global politics with new actors, interdependence, and governance forms.
3. Key Issues: Evolving roles of power, security, and justice, balancing continuity and change, and addressing global challenges.

Required Readings: None

Week/Theme 2: Global Politics: The Roles of Knowledge and Technology

This theme explores the entangled relationship between world politics, science, and technology, with a central focus on the concept of the Anthropocene—the current epoch in which human activity has become a dominant geophysical force on Earth. It emphasizes how industrialization, knowledge systems, and social institutions drive and are driven by technological and environmental transformations. The theme also outlines how science—especially social science—provides critical tools for understanding and managing human behaviors, institutions, and their impact on the planet. It underscores the two-way interactions between society and Earth systems, highlighting the need for integrated, interdisciplinary approaches to address complex global challenges.

Key Ideas:

1. Theme Focus: The relationship between world politics, science, and technology in the Anthropocene epoch – year 2025.
2. Human Impact: Human activity, driven by industrialization and knowledge systems, is a dominant geophysical force.
3. Role of Science: Social science provides tools for understanding and managing human behaviors and their impact on the planet.

Required Readings:

- Krige, J., & Wang, J. (2015). Nation, Knowledge, and Imagined Futures: Science, Technology, and Nation-Building, Post-1945. *History and Technology*, 31(3), 171–179. <https://doi.org/10.1080/07341512.2015.1126022>
- Wolff, Josephine. 2021. How Is Technology Changing the World, and How Should the World Change Technology? *Global Perspectives* 2 (1): 27353. <https://doi.org/10.1525/gp.2021.27353>
- Scheffran, Jürgen. 2023. Limits to the Anthropocene: geopolitical conflict or cooperative governance? *Front. Polit. Sci.*, 04 June. <https://doi.org/10.3389/fpos.2023.1190610>

Week/Theme 3: World Politics – Because People Matter

This theme centers on the role of people as active agents in shaping global politics, challenging traditional top-down understandings of power and order. It highlights a wide array of popular movements—from the Arab Spring and Occupy Wall Street to the Umbrella Revolution and Indigenous protests—as evidence of grassroots agency in contesting injustice, authoritarianism, inequality, and regimes failures. The discussion extends to symbolic power, such as Brexit, and the global rise of populism, showcasing how identity, emotion, and perception play critical roles in world politics. Ultimately, the theme discusses the option of reconceptualizing a global order that foregrounds everyday individuals, their lived experiences, and their capacity to act meaningfully in political life.

Key Ideas:

1. Theme Focus: The role of people as active agents in shaping global politics, and populism.
2. Key Examples: Popular movements like the Arab Spring, Occupy Wall Street, and Indigenous protests, and others.
3. Theme Implication: A reconceptualization of global order that emphasizes individual agency and lived experiences?

Required Readings:

- Nootens, Geneviève. 2024. Populism, democracy and ‘the people’. In: [Research Handbook on Populism](#). United Kingdom: Edward Elgar Publishing Limited, pp. 11-22. ISBN: 1800379692, 9781800379695
- Wajner, Daniel F., Sandra Destradi, and Michael Zürn. 2024. The effects of global populism: Assessing the populist impact on international affairs, *International Affairs*, Volume 100, Issue 5, pp. 1819–1833, <https://doi.org/10.1093/ia/iaae217>
- Chrysogelos, A. 2024. When long lost siblings reunite: Populism, conservatism and the discontents of progress. *Journal of Political Ideologies*, 1–20. <https://doi.org/10.1080/13569317.2024.2346194>

Week/Theme 4: The Lures and Frustrations of Power Politics

This theme delves into the complex and multifaceted nature of power in world politics, challenging narrow, traditional definitions and exploring how power is produced, exercised, and resisted across various contexts. It outlines three key forms—compulsory, institutional, and productive power—and illustrates them with global case studies such as China’s Belt and Road Initiative, Russia’s invasion of Ukraine, and the Arab Spring. It also highlights how power is embedded in social relations, identity construction, and symbolic politics, including digital sovereignty and EU engagement with South Asia. Drawing from thinkers like Foucault and Guzzini, the theme emphasizes that power is relational, circulating like a capillary system throughout all levels of society, constantly negotiated and resisted. Ultimately, it invites students to see power not as a fixed asset but as a dynamic force shaping global order and human agency.

Key Ideas:

1. Power Definition: Challenges traditional definitions and explores how power is produced, exercised, and resisted.
2. Power Forms: Outlines compulsory, institutional, and productive power, illustrated with global case studies.
3. Power Dynamics: Emphasizes power as relational, circulating throughout society, constantly negotiated and resisted.

Required Readings:

- Layne, Christopher. 2020. Coming Storms: The Return of Great-Power War. *Foreign Affairs* 99, no. 6: 42–48. <https://www.jstor.org/stable/26985804>.
- Pantucci, Raffaello. 2023. Counter Terrorism Meets Great Power Conflict in Africa. *Counter Terrorist Trends and Analyses* 15, no. 2: 18–23. <https://www.jstor.org/stable/48718088>.
- Biggs, A. T. 2024. Nuclear Risks Rise as Great-Power Conflict Goes On. *The Washington Quarterly*, 47(1), 25–38. <https://doi.org/10.1080/0163660X.2024.2326725>

- Goddard, S. E. 2025. [The rise and fall of great-power competition: Trump's new spheres of influence](#). *Foreign Affairs*, Vol. 104, Issue 3 (May/Jun): 8, 10-12, 14-18, 20-23.

Week/Theme 5: International Governmental Organizations and World Order and Governance

This theme explores the role of international governmental organizations (IGOs) in shaping world order and global governance, particularly in the aftermath of World War II and more so after the end of the Cold War era. It focuses on the founding of the United Nations and the principles underpinning the current liberal world order—peacekeeping, human rights, multilateral cooperation, and free markets—largely shaped by the United States and its Western allies. While the system lacks a centralized global government, it functions through a network of diverse actors and institutions. The theme also addresses growing challenges, including the rise of BRICS nations, regionalism, populism, and critiques of Western dominance. It questions whether an alternative global order is feasible, concluding that while change is possible, the existing system remains resilient and broadly beneficial to participating states.

Key Ideas:

1. Theme Focus: The role of international governmental organizations (IGOs) in shaping world order and global governance, particularly after World War II.
2. Key Principles: Peacekeeping, human rights, multilateral cooperation, and free markets, largely shaped by the United States and its Western allies.
3. Challenges and Future: Growing challenges like the rise of BRICS nations and populism, questioning the feasibility of an alternative global order while acknowledging the resilience of the existing system.

Required Readings:

- Amitav Acharya. 2016. The Future of Global Governance: Fragmentation May Be Inevitable and Creative. *Global Governance*, 22(4), 453–460. <http://www.jstor.org/stable/44861194>
- Martin, Lisa L., Beth A. Simmons 2012. International Organizations and Institutions. In: [Handbook of International Relations](#). edited by Carlsnaes, Walter, Simmons, Beth A., and Risse, Thomas. Sage Publications
- Mary Kaldor. 2018. Cycles in World Politics. *International Studies Review*, Volume 20, Issue 2, June 2018, Pages 214–222, <https://doi.org/10.1093/isr/viy038>
- Ikenberry, G John. 2024. Three Worlds: the West, East and South and the competition to shape global order, *International Affairs*, Volume 100, Issue 1, January, pp. 121–138, <https://doi.org/10.1093/ia/iiaad284>.

Week/Theme 6: International Political Economy and the Financial World

This theme explores the global political economy through the lens of power, inequality, and systemic structures that shape economic life across borders and regions. It highlights how productive power creates and sustains labor expectations, gender roles, and economic dependencies through institutions like the IMF, World Bank, and WTO. The theme emphasizes the gendered nature of the world economy, showing how women are disproportionately assigned undervalued roles, excluded from leadership, and burdened with unpaid labor. It also introduces international political economy (IPE) as a field studying the dynamic relationship between global politics and economics, including debates over free trade, state sovereignty, and international institutions.

Key Ideas:

1. Theme Focus: Examines the global political economy through the lens of power, inequality, and systemic structures.
2. Gendered Economy: Highlights the disproportionate burden of undervalued roles and unpaid labor on women in the global economy.
3. International Political Economy (IPE): Introduces IPE as a field studying the relationship between global politics and economics, including debates over free trade and international institutions.

Required Readings:

- Oatley, T. (2021). Regaining relevance: IPE and a changing global political economy. *Cambridge Review of International Affairs*, 34(2), 318–327. <https://doi.org/10.1080/09557571.2021.1888880>
- Ylönen, M., Raudla, R., & Babic, M. 2023. From tax havens to cryptocurrencies: secrecy-seeking capital in the global economy. *Review of International Political Economy*, 31(2), 563–588. <https://doi.org/10.1080/09692290.2023.2232392>
- Eichengreen, Barry. 2024. Geopolitics and the global economy. *Journal of International Money and Finance*, Volume 146, 2024, 103124. <https://doi.org/10.1016/j.jimonfin.2024.103124>
- Siddiqui, Kalim. 2024. "The Decline of the West and Shifting Dynamics in the Global Political Economy." *World Financial Review*, December 10. <https://doi.org/10.1016/j.wfir.2024.100000>

Week/Theme 7: Migration and Borders: Politics, Economics, and Security

This theme examines the complex political, economic, and security dimensions of migration and border governance. It highlights the vast scale and diversity of global migration, including labor migrants, refugees, internally displaced persons, and victims of trafficking. Key topics include the push and pull factors driving migration, the economic disparities that shape movement, and the political economy impacts on both sending and receiving societies. Migration is also explored as a tool of interstate politics, where it can be weaponized or securitized. The theme emphasizes the unequal effects of migration, such as labor exploitation, health inequities, and the rise of anti-immigrant sentiment. It concludes by discussing the possibility of global citizenship and international cooperation—exemplified by the UN Global Compact for Migration—as essential pathways toward managing migration more justly and humanely.

Key Ideas:

1. Migration Drivers: Push and pull factors, economic disparities, and political economy impacts.
2. Migration Impacts: Labor exploitation, health inequities, and anti-immigrant sentiment.
3. Migration Solutions: Global citizenship and international cooperation, such as the UN Global Compact for Migration.

Required Readings:

- Milena Chimienti. 2018. The Failure of Global Migration Governance. *Ethnic and Racial Studies*, 41(3), 424–430. <https://doi.org/10.1080/01419870.2018.1388424>
- Greenhill, Kelly. 2022. "When Migrants Become Weapons: The Long History and Worrying Future of a Coercive Tactic." *Foreign Affairs*, March/April 2022
- Kwilinski, A., Lyulyov, O., Pimonenko, T., Dzwigol, H., Abazov, R., Pudryk, D. 2022. International Migration Drivers: Economic, Environmental, Social, and Political Effects. *Sustainability*, Volume 14, p. 6413. <https://doi.org/10.3390/su14116413>

- Manchin, M. 2025. Global Evidence on the Relative Importance of Nonfinancial Drivers of International Migration Intentions. *International Migration Review*, 59(1), 165-204. <https://doi.org/10.1177/01979183231162627>

Week/Theme 8: The Politics of Humans: Rights, Security, Health, and Development

This theme addresses the politics of human rights, security, health, and development within the constraints of an anarchical global order. It contrasts traditional state-centered security with a human-centered approach that prioritizes individual freedoms, dignity, and well-being. Highlighting severe global inequalities—such as multidimensional poverty, lack of education, and limited access to basic needs—it emphasizes the systemic vulnerabilities faced by billions worldwide. The theme also explores the role and limitations of international law and institutions like the International Court of Justice in addressing these issues. It ends by discussing the possibility of a shift toward frameworks that transcend state sovereignty to build inclusive, people-centered systems that uphold human security and development in a fragmented world.

Key Ideas:

1. Theme Focus: Politics of human rights, security, health, and development in an anarchical global order.
2. Central Argument: The possibility of shifting from state-centered security to a human-centered approach prioritizing individual well-being.
3. Key Issue: Addressing global inequalities and systemic vulnerabilities, emphasizing the need for inclusive, people-centered systems.

Required Readings:

- Eduardo J. Gomez and Jennifer Prah Ruger. 2015. The Global and Domestic Politics of Health Policy in Emerging Nations. *J Health Polit Policy Law* 1 February 2015; 40 (1): 3–11.
doi: <https://doi.org/10.1215/03616878-2854256>
- Sebastian D. T. Jedicke and Scott Nicholas Romaniuk. 2016. Foreign Aid and Human Rights. In: Romaniuk, S.N., & Marlin, M. (Eds.). *Development and the Politics of Human Rights* (1st ed.). Routledge.
<https://doi.org/10.1201/b19264>
- Turam, Berna. 2024. The geopolitics of fear: Pro-refugee resistance to Europe's racial security. *Political Geography*, Volume 109,2-11. <https://doi.org/10.1016/j.polgeo.2023.103047>
- Fortman, B. de G., & Salih, M. A. M. 2024. Human Rights matter: a reassertion of the UN charter and UDHR core values in turbulent times. *Journal of Global Ethics*, 20(3), 343–353.
<https://doi.org/10.1080/17449626.2024.2413484>

Week/Theme 9: The Politics, Security, and Economics of AI and Cyberspace

This theme explores the increasingly critical intersection of cyberspace with global politics, security, and economics in the age of artificial intelligence. It defines cyberspace as a complex, hierarchical system composed of infrastructure, information, and diverse actors. Key characteristics—such as instantaneity, borderlessness, and anonymity—challenge traditional notions of time, space, and accountability in international relations. The theme illustrates the widespread risks of cyberattacks with high-profile 2020 breaches and emphasizes the geopolitical significance of cyber threats, particularly for nations like the U.S., India, and Japan, especially in the age of AI. It also delves into the ambiguity and multidimensional nature of cyber politics, where real and virtual domains converge. Ultimately, it identifies six core drivers of cybersecurity politics, highlighting the

urgent need for new frameworks to manage the political and strategic implications of an increasingly digital world in the age of AI.

Key Ideas:

1. Cyberspace Definition: A complex, hierarchical system of infrastructure, information, and diverse actors.
2. Cyberspace Characteristics: Instantaneity, borderlessness, and anonymity challenge traditional notions of time, space, and accountability in the era of AI.
3. Cybersecurity Politics Drivers: Six core drivers necessitate new frameworks to manage the political and strategic implications of an increasingly digital world.

Required Readings:

- Best, E., Robles, P., & Mallinson, D. J. 2024. The future of AI politics, policy, and business. *Business and Politics*, 26(2), 171-179. doi: <https://doi.org/10.1017/bap.2024.6>
- Ahmad, N., Aqilah Walin Ali, & Mohammad Hilmy Baihaqy bin Yussof. 2025. The Challenges of Human Rights in the Era of Artificial Intelligence. *UUM Journal of Legal Studies*, 16(1), 150–169. <https://doi.org/10.32890/uumjls2025.16.1.9>
- Schmid, Stefka, Daniel Lambach, Carlo Diehl & Christian Reuter. 2025. Arms Race or Innovation Race? Geopolitical AI Development. *Geopolitics*, 30:4, 1907-1936. <https://doi.org/10.1080/14650045.2025.2456019>
- Sticher, V. 2025. War and peace in the age of AI. *The British Journal of Politics and International Relations*, 27(2), 542-550. <https://doi.org/10.1177/13691481241293066>

Week/Theme 10: The Politics of Justice, Inequality, and Violence

This theme focuses on the politics of injustice, with a particular emphasis on the systemic violence of global inequalities across environmental, health, and economic domains. It frames environmental justice as a multidimensional concept rooted in equitable access, cultural respect, and sustainable development, highlighting how climate change disproportionately affects the poor, minorities, and vulnerable populations. The theme also addresses disaster relief disparities, where marginalized groups experience slower and less effective recovery. It then explores health inequities as a form of social injustice, highlighting disparities based on race, gender, or socioeconomic status. Finally, it discusses how the global economic order exacerbates inequality through neoliberal reforms and market-driven globalization, outlining two competing responses: liberal globalism and global developmentalism.

Key Ideas:

1. Theme Focus: Politics of injustice/justice, emphasizing systemic violence of global inequalities in environmental, health, and economic domains.
2. Environmental Justice: Multidimensional concept rooted in equitable access, cultural respect, and sustainable development, highlighting the disproportionate impact of climate change on vulnerable populations.
3. Health Inequities: Disparities based on race, gender, or socioeconomic status are avoidable and unjust forms of social injustice.

Required Readings:

- Nigel Clark, Vasudha Chotray, and Roger Few. 2013. Global justice and disasters. *The Geographical Journal*, 179(2), 105–113. <http://www.jstor.org/stable/43868540>

- Paul Cammack. 2014. Why Are Some People Better off than Others? In: Edkins, J., & Zehfuss, M. (Eds.). (2019). *Global Politics: A New Introduction* (3rd ed.). Routledge. <https://doi.org/10.4324/9781315099118>
- Paul Kirby. 2015. [*Ending sexual violence in conflict: the Preventing Sexual Violence Initiative and its critics*](#). *International Affairs*, 91 (3). pp. 457-472.
- Damayanti Banerjee and Liam V. Hysjulien. 2018. Understanding Food Disasters and Food Traumas in the Global Food System: A Conceptual Framework. *Journal of Rural Studies*, Volume 61, Pages 155-161, <https://doi.org/10.1016/j.jrurstud.2018.04.011> .

Week/Theme 11: Resources, Energy, and Environmental Politics

The theme examines the complex and contested terrain of global environmental and energy politics, highlighting the “good-bad nexus” in global energy governance, where state and non-state actors often navigate conflicting priorities between energy access, security, and sustainability. It also interrogates the political dimensions of planetary salvation, urging a rethinking of dominant narratives that obscure structural inequalities and power dynamics in environmental discourse. The theme underscores the persistent North-South divide in climate politics, revealing how historical responsibilities, economic disparities, and divergent interests hinder equitable global cooperation. The theme raises the question of a normative perspective by advancing an energy justice framework, emphasizing the ethical imperative to center human needs, equity, and inclusivity in sociotechnical energy transitions.

Key Ideas:

1. Global Energy Politics: Examines the complex and contested terrain of global environmental and energy politics.
2. Energy Governance: Highlights the “good-bad nexus” in global energy governance, where state and non-state actors often navigate conflicting priorities between energy access, security, and sustainability.
3. Energy Justice: Discusses an energy justice framework, emphasizing the ethical imperative to center human needs, equity, and inclusivity in sociotechnical energy transitions.

Required Readings:

- Thorsten Benner, Ricardo Soares de Oliveira, and Frederic Kalinke. 2010. The Good-Bad Nexus in Global Energy Governance. In: Goldthau, A., & Witte, J. M. (Eds.). *Global Energy Governance: The New Rules of the Game*. Brookings Institution Press. <http://www.jstor.org/stable/10.7864/j.ctt6wpgm3>
- Carl Death. 2014. Can We Save the Planet? In: Edkins, J., & Zehfuss, M. (Eds.). (2019). *Global Politics: A New Introduction* (3rd ed.). Routledge. <https://doi.org/10.4324/9781315099118>
- Md. Kamal Uddini. 2017. Climate Change and Global Environmental Politics: North-South Divide. *Environmental Policy and Law*, 47(3-4), 106-114. <https://doi.org/10.3233/EPL-170022>
- Kirsten Jenkins, Benjamin K. Sovacool, and Darren McCauley. 2018. Humanizing Sociotechnical Transitions through Energy Justice: An Ethical Framework for Global Transformative Change. *Energy Policy*, Volume 117, Pages 66-74, <https://doi.org/10.1016/j.enpol.2018.02.036> .

Week/Theme 12: The Politics of Religions in the Twenty-First Century

This theme delves into the political landscape of religion in the twenty-first century, critically examining how religious beliefs, identities, and power dynamics shape global politics. It challenges simplistic and one-dimensional perspectives on religion, instead emphasizing its internal diversity and its intricate entanglement

with political, cultural, and ideological forces. The theme underscores that definitions of religion are historically and politically constructed.

Key Ideas:

1. Theme Focus: Examines how religious beliefs, identities, and power dynamics shape global politics in the 21st century.
2. Religious Diversity: Challenges simplistic views of religion, emphasizing its internal diversity and complex relationship with political, cultural, and ideological forces.
3. Secularism Critique: Critiques the secular underpinnings of international relations, particularly the “Westphalian myth,” and how European secularism marginalizes religion in public life.

Required Readings:

- Peter Mandaville. 2014. How Do Religious Beliefs Affect Politics? In: Ekins, J., & Zehfuss, M. (Eds.). (2019). *Global Politics: A New Introduction* (3rd ed.). Routledge. <https://doi.org/10.4324/9781315099118>
- Beate Jahn. 2019. The Sorcerer’s Apprentice: Liberalism, Ideology, and Religion in World Politics. Jahn, B. (2019). The sorcerer’s apprentice: Liberalism, ideology, and religion in world politics. *International Relations*, 33(2), 322-337. <https://doi.org/10.1177/0047117819834647>

IMPORTANT NOTES:

This course complies with all UF academic policies. For information on those policies and for resources for students, please see [this link](#).