

POLI 260-001: INTERNATIONAL RELATIONS, FALL 2020



- Professor:** Sidita Kushi (skushi@bridgew.edu)
- Office Hours:** Zoom, Mondays and Tuesdays, 10-12pm and by appointment
- Course Time:** All asynchronous online, with some optional live Zoom sessions
- Tech Support:** Visit the [Information Technology web page](#) for IT contact information. For email and password assistance, contact our IT Service Center at itsupport@bridgew.edu or 508.531.2555.
- Peer Forum:** Within our Blackboard site, students can pose course-related questions to classmates and the instructor in the *Peer Forum* discussion board located in the *Getting Started* section.
- Technical Skills Required** Ability to use the Blackboard Learning Management System for accessing course resources, assignments, and grades. We will also be using the following programs: Zoom, Flipgrid, PowerPoint, Screencast-o-Matic.
- Software Required** You will need a web browser for accessing our Blackboard site. Use the [Browser Checker](#) feature to ensure that your browser meets Blackboard standards. [Blackboard support](#).
- Course Site** [Blackboard](#)
- Email** You are required to have an active Bridgewater email account and check it frequently for class communication. I will respond to your emails within one business day, Monday-Friday.

COURSE DESCRIPTION

The study of international relations (IR) is an attempt to understand the circumstances under which conflict and cooperation occur in the world. If we can determine the causes of these events, we might learn to control them. This course offers a broad introduction to international relations – assuming no prior knowledge. It is structured to provide a balance between empirical applications on the one hand, and theoretical underpinnings on the other.

We will cover several widely used theories that help to explain recurring patterns in international relations, including realism, liberalism, Marxism, constructivism, and feminism. In tandem with these theories, we will explore the different ways we can analyze basic problems of international relations—conflict or cooperation—whether by studying the “big picture,” or the international system, the inner workings of the state, or the inner workings of the human mind.

You’ll be given the opportunity to apply seemingly esoteric scholarship to the “real world,” which will hone your critical thinking skills and help you see current international events in a different light. We will also discuss many of the defining events of the 20th century, such as World War I, World War II, the Cold War, and the collapse of the Cold War. The course will introduce institutions that have been pillars of world order since World War II, such as the United Nations, the Bretton Woods monetary system, and the world trading system. The final section of the course

considers a variety of contemporary challenges for international governance, including humanitarian interventions in the post-Cold War era, trade liberalization, terrorism, environmental degradation, and public health management and crises.

This class will give you a basic understanding of IR theories, but it will also help you make sense of the exciting, sometimes scary times in which we live. You will become an informed consumer of news and policy—and hopefully, a better citizen of the world.

COURSE AIMS AND LEARNING OUTCOMES

As students progress in the course, they should achieve the following learning outcomes:

BSU Departmental of Political Science Learning Outcomes:

- ❖ *Critical Analysis of Political Processes, Institutions, & Practices:* Students will critically assess the systematic factors that underlie political processes, systems, and practices.
- ❖ *Effective Written Communication:* Students will effectively communicate about political systems, processes, and theories in a rigorous manner by developing cogent, logical arguments that properly employ and make use of relevant evidence.
- ❖ *Application of Quantitative &/or Qualitative Skills:* Students will analyze a problem and draw correct inferences using both quantitative and qualitative methods.

Course Learning Outcomes:

- ❖ Write, discuss, and present descriptions of the major theories of international relations.
- ❖ Apply theories of realism, liberalism, Marxism, constructivism, and feminism to explaining real world political events through written arguments, oral presentations, and class debates.
- ❖ Synthesize and critically evaluate major arguments in world politics using the toolkit of the social scientist.
- ❖ Investigate political issues through the three levels of analysis (individual, group/state, international).
- ❖ Formulate compelling arguments as well as counter-arguments on key topics in IR by applying evidence gathered through course readings, current events, and outside sources.
- ❖ Communicate effectively and respectfully on controversial topics, in written and oral formats, including via class participation, presentations, and the argument paper.

COURSE REQUIREMENTS

There are no formal course prerequisites, although general knowledge of international politics should be helpful. Familiarity with current events and geography is also highly recommended and will be considered an important element of the course. Students are expected to complete the readings, all assignments, and exams for the course. Students must view all posted lectures and actively participate in class discussions. Students are required to complete readings in advance of each week.

I. Course Readings

1. Mingst, Karen A.; Heather Elko McKibben; Ivan M. Arreguín-Toft. 2019. *Essentials of International Relations*, 8th edition (New York: Norton). Referred to as “the text”
2. Mingst, Karen A.; Jack L. Snyder; Heather Elko McKibben. 2019. *Essential Readings in World Politics*, 7th edition (New York: Norton). Referred to as “the reader”
3. Other selected readings, posted on Blackboard and/or accessed via direct links.

II. Subscribe to a daily digest of foreign policy news

Students should subscribe to both the *Foreign Policy* (foreignpolicy.com) and *Foreign Policy Initiative* (foreignpolicyi.org) email lists. Similarly, *The New York Times* offers a free online subscription to those with an .edu address. You must create an account first, then “subscribe” your account and confirm using your .edu address. To make this process easier, I recommend that students subscribe to a daily digest of foreign policy news such as *Foreign Policy Magazine’s* Editor’s Picks. [Sign up](#) for this free e-newsletter.

III. Grades & Assignments

Midterm	20%	October 26 or 27 th
Final	25%	Exam TBA (during final exam period)
Essay	20%	Due on November 25 th ; 4-5 pp; submit electronic copy to Blackboard before 11:30 am
Discussion Board	20%	Includes weekly discussion posts and participation
Policy Briefing	15%	Due during students’ chosen week/module
BONUS Meme Briefing	3 pts bonus	Students submit one meme briefings throughout the semester, at the end of a week of their choosing

Exams – The Midterm will cover all material up to that point. It will consist of multiple choice and short answer identification questions. The Final Exam will focus on recalling and synthesizing material covered after the Midterm. It will include multiple choice and short answer IDs.

Essay – The essay will be 4-5 pages (no more, no less). Students will be asked to apply the theoretical frameworks covered in class and in the textbooks to one of several provided topics. Students will construct one main argument and at least two counterarguments founded upon scholarly evidence on a controversial international political issue. This paper will require the use of outside sources, and students **MUST** cite all sources used. Papers must be submitted electronically through the Blackboard website. Late papers, if accepted, will be at minimum marked down ½ a grade per day late.

Participation– I expect students to attend our online course by checking into the course site on Blackboard at least *three* times per week. I also hope that students will make every effort to attend our optional “live” online sessions as they are meant to assist with assignments and to clarify course content. I understand that students’ may have a schedule conflict for these meetings, thus I will make every effort to poll students on their availability and also record each “live” session for those who can’t make it.

Students are also required to participate in weekly Blackboard discussions and review all posted videos. If students miss more than three Blackboard discussions, they risk failing the participation percentage of their final grade.

Discussion Board – This course is a 100% online course. While I will provide some optional online lecture sessions, the expectation is that students will read the assigned material and be prepared for the reciprocal learning that takes place from the shared online discussions and other activities. The expectation is that all students will volunteer for or be assigned to facilitate a discussion based on the readings from the text and/or other sources. Leading the class discussion around the assigned readings means being prepared to summarize the content of the material, raise questions about the material and suggest how it helps us understand the content focus for that class

session. It is important to look at what authors have said but perhaps have not said in their material and to suggest other perspectives or points of view, where appropriate.

Participation in the Discussion Board is perhaps the most vital component of online learning. Through active participation in the DB, you are an active member of a community of thoughtful practitioners who are learning how to integrate theory into application. In order to receive full credit, you must post a primary response by Wednesday of the week and post responses to one classmate by Saturday. A response includes clarifying questions, critical wondering, and pointed agreements, so that there is thoughtful growth of ideas from the discussions. There should then be a return to the Discussion Board over the weekends for ongoing conversations between the responses.

Policy briefings on Blackboard Discussion– Students will select a country to research and follow in the news at the beginning of the semester. Students will sign up to give policy briefings on their country as related to the themes and readings of the week in class, e.g. China and World Trade. **THE CHOSEN TOPIC MUST RELATE TO THE COUNTRY’S INTERNATIONAL RELATIONS WITH ANOTHER COUNTRY OR THE WORLD, NOT DOMESTIC POLICY.** This briefing can take a wide range of styles, and it will be shared on the week’s Blackboard Discussion forum. It can entail a short (no more than 10 minutes) PowerPoint presentation with discussion questions at the end, recorded through Screencast-O-Matic, Zoom, mobile app, or a YouTube video linked via Blackboard discussion. It can also be a compelling handout of the week’s themes, illustrations, and key questions. The overarching goal of this activity will be to prompt class discussion on the week’s topics, so the leading student must offer discussion prompts in some form. Games, simulations, and debates are also highly encouraged! Other students should comment at least twice on each policy briefing submission. The policy briefing will be due on the Monday of the chosen weekly module.

Grading Rubric for Discussion Participation ¹

Points	Skills
100	Demonstrates excellence in grasping key concepts; critiques work of others; stimulates discussion; provides sample citations for support of opinions; readily offers new interpretations of discussion material.
85	Shows evidence of understanding most major concepts; will offer an occasional divergent viewpoint or challenge; shows some skill in support for opinions.
70	Minimal posting. Has mostly shallow grasp of the material; rarely takes a stand on issues; offers inadequate levels of support.
0	No posting of material.

BONUS Meme briefings – For bonus points, students can submit one “meme briefing” through the duration of the semester, during a week of their choosing. They will create a meme related to the week’s assigned readings. The meme should encapsulate the main themes, arguments, or paradoxes of that week’s core reading(s). Students will be expected to offer a one paragraph description of their created meme and a corresponding Flipgrid video (max 2 minutes), embedded on Blackboard. If given permission, I will share students’ memes during lecture. The overarching

¹ Adapted from John F. Bauer, “Assessing Student Work from Chat Rooms and Bulletin Boards.” *New Directions for Teaching and Learning* 91 (Fall 2002): 35.

goal of this activity will be to prompt class discussion. This bonus will be graded on a Pass/Fail basis. Students will receive 3 bonus points to tag onto any assignment of their choosing.

Potential Quizzes – Although not preferred, I reserve the right to announce a pop quiz on the week’s main concepts if I am unconvinced that the class is completing their readings in a consistent fashion. If a pop quiz is given, it will be graded on a Pass/Fail scale and be included as part of the participation grade. I will also post short multiple-choice quizzes from time to time on Blackboard, just as a way to check your knowledge for that week. These quizzes will be graded solely on whether you participated.

Final grades will be determined using the following percentage scale:

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

Appealing a Grade:

You have one week from the day that I hand back your assignment or post your grade to question said grade. If you wish to appeal the grading on an assignment, you must submit an appeal **in writing via email** that outlines your concerns, and why you think re-grading is required.

POLICY ON LATE ASSIGNMENTS AND INCOMPLETES

Students are highly encouraged to hand in papers on time. Late papers, if accepted, will be at minimum marked down ½ a grade per day late. Except in the direst of circumstances, incompletes in this course are not possible. If I agree to an incomplete, a form in the Political Science Department must be filled out, representing a contract between the student and the faculty member on when and how the course will be completed.

MAKE-UP EXAMS

A make-up exam will only be given if a student informs me prior to the scheduled examination and provides a valid excuse with documentation for their absence. If you miss the exam and do not give prior notice or if you do not have a valid excuse, you will not be given a make-up exam and you will receive an F. If you miss the scheduled make-up exam, there will be no subsequent make-ups, and you will receive an F.

ACADEMIC HONESTY AND PLAGIARISM

According to the University, “Academic dishonesty is an attempt to misrepresent one’s efforts on any academic assignment or exercise submitted for evaluation” (Academic Integrity Policy). This includes, but is not limited to: Plagiarism, Cheating, Fabrication or work or data, Multiple submissions of the same work, and Ghost-written work (work you buy off the internet).

Even three words copied from a source without attribution can count as plagiarism. Plagiarism can occur either accidentally or deliberately; claiming that one has “forgotten” to document ideas or material taken from another source does not exempt one from plagiarizing. If you use any ideas that are **not** common knowledge without citing your source, this counts as plagiarism, even if it is paraphrased in your own words. Be sure to attribute any ideas that you gleaned from authors. In research papers, you are expected to have both in-text citations and a bibliography. For the in-text references, I **allow either footnotes or parenthetical citations**, both of which allow me to easily

verify from where you obtained material. Chicago, APA, and MLA will all be accepted, as long as you are consistent. ***I will be far more lenient with over-citing than with under-citing. When in doubt, cite!***

If you made it to this point, congratulations. Please email me a cat photo to receive a bonus point added on to your midterm grade. It pays to read the syllabus.

By accepting this syllabus, you agree to avoid academic dishonesty as outlined [BSU's Academic Integrity policy](#). If you violate the rules, you will be subject disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University.

ACCOMMODATIONS

Your engagement and success in this course matter to me. If there are aspects of this course that prevent you from learning or exclude you, please let me know as early as possible, and we will develop strategies to meet both your needs and the course requirements. If you experience any personal or health challenges that prevent you from meeting class requirements or deadlines, please contact me before your work is affected. It is always easier to find solutions before a deadline than after one. Additionally, it is your responsibility to bring your accommodation letter to me early in the semester. It is also the student's responsibility to schedule exams with DRO. You may request appropriate academic accommodations from the Disability Resources Office at 508-531-2194 or disability_resources@bridgew.edu. The Disability Resources Office is located on the ground floor of the Maxwell Library within the Academic Achievement Center.

TITLE IX AND SEXUAL VIOLENCE

The office of equal opportunity and the title ix coordinator work to ensure that all members of the campus community flourish in a supportive and fair climate. Visit their [support site](#) to learn more regarding all resources for victim-survivors. Resources include steps to take to report sexual and relationship violence and/or to seek alternative forms of aid.

ADDITIONAL POLICIES FOR ONLINE COURSES

Technical Issues – Back up course work often, for you are responsible for course work lost to technical difficulties. When contributing to Blackboard discussions or lengthy essay exam questions, consider composing your work in Microsoft Word and then copying and pasting the text into Blackboard.

If there are system-wide issues with Blackboard or BSU email, the instructor will contact you via email to provide you with an alternative means of completing course assignments or due date extensions. If you experience individual technical issues, please [contact the IT Service Center](#) and provide as many details, including screenshots, so that the IT Service Center can assist you.

Netiquette – Before posting to a course discussion forum, please consider the following guidelines for appropriate web-based communications:

- Passion is great; positivity and politeness should also be in step with your passion when communicating with peers and the instructor.
- To err is human; to forgive is divine. Be gracious when others make spelling or grammatical errors.
- Even with emoticons, tone and context can often be lost in text-based communications. Keep that in mind when sharing a post that is comical or satirical.

- Respect the privacy of others. If you are sharing information of a personal nature that affects a classmate, check with that classmate before posting.
- Proofread your responses before submitting. Maintain the mindset that anything posted on the web is permanent.
- Let your instructor know if something that has been posted in our discussion forum is inappropriate or offensive to you.

The Geography of our Blackboard Course Site

- 1.) Visit the *Getting Started* section of our Blackboard course site for a copy of the course syllabus, an overview of the course, and our “ice breaker” activity.
- 2.) Our course is broken into fifteen weeks corresponding to 15 different modules. To access a learning module, click on the week on the left side of the screen and choose which learning module you would like. Learning activities, assignments, resources, and due dates are all listed within the learning module.

SCHEDULE OF TOPICS AND READINGS:

(subject to change – instructor will provide advance notice)

Week 1 (Sept. 2-6)

Introduction, Core Concepts

Why study International Relations? How do we know what we know?

Core concepts: State, Nation, and Power

- Review Syllabus
- Resnick, Brian. “What journalists get wrong about social science,” *Vox* (2016). [Link](#)

Optional:

- Sides, John. “What Has the NSF Wrought?” *WaPo* (2012). [Link](#)

Week 2 (Sept. 7-13)

Historical Context

Historical Context: Rise of the Westphalian System, Post-Westphalian World, Post-Cold War

- *Reader:* Ch. 1 Snyder; Ch. 2 Wilson
- *Articles:*
 - Zvobgo, Kelebogile, and Meredith Loken. 2020. “Why Race Matters in IR,” [Foreign Policy](#).
- *Text:* Skim Ch. 1 & Ch. 2 for basic concepts and general historical overview (no need to remember specifics and dates – this is not a history class)

THEORIES OF IR

Week 3 (Sept. 14-20)

Realism

Unitary, Self-interested States: Anarchy, Power, and Self-Help

Why are cooperation and peace so elusive in the international sphere?

- *Reader:* Ch.2 Hobbes; Ch. 3 Morgenthau, Mearsheimer
- *Articles:*
 - Henderson, Errol. 2013. “Hidden in plain sight: racism in international relations theory.” *Cambridge Review of International Affairs* 26.1: 71-92. [Link](#)
- *Text:* Skim Ch. 3 only pp. 67-80 ; and Ch. 4 pp. 107-116.

Week 4 (Sept. 21-27)

Liberalism and Critical Perspectives

Understanding cooperation, institutions, and identity in International Relations

Are democracies special?

- *Reader:* Ch. 3 Doyle, Wendt
- *Articles:*
 - Tickner, J. Ann. 1988. "Hans Morgenthau's principles of political realism: A feminist reformulation." *Millennium* 17.3 (1988): 429-440. [Link](#)
- *Text:* Finish Ch. 3; Ch. 4 *only pp. 116-123*

GLOBAL ACTORS

Week 5 (Sept. 28-Oct. 4) Levels of Analysis

International System – the Security Dilemma, Balance of Power, and Hegemony

State – Democracy, Sovereignty, Regime, Leaders

Individuals – Foreign Policy Elites and Decision-making, Mass Politics, and Human Nature

- *Reader:* System: Ch. 4 Morgenthau; State: Ch. 5 Posen; Individual: Ch. 4 Jervis
- *Text:* State: Ch. 4 pp. 124-131, Ch. 5 (*Skim*); Individual: Ch. 4 pp. 132-146

Optional:

- Weeks, Jessica L. 2008. "Autocratic audience costs: Regime type and signaling resolve." *International Organization* 62.01: 35-64. [Link](#)

GLOBAL ISSUES

Week 6 (Oct. 5, 11) Security and War

Are states inherently conflictual? Why do we go to war, and can we prevent it?

Traditional vs. human security

- *Reader:* Ch. 2 Huntington; Ch. 6 Clausewitz; Ch. 7 Jervis
- *Articles:*
 - Toft, Monica. 2018. "The Dangerous Rise of Kinetic Diplomacy." *War on the Rocks*. [Link](#)
- *Text:* Skim Ch. 6

Optional:

- Hudson, Valerie M., et al. 2009. "The heart of the matter: The security of women and the security of states." *International Security* 33.3: 7-45. [Link](#)

Week 7 (Oct. 12-18) Terrorism and Arms Proliferation

The growing importance of non-state actors, asymmetrical warfare, and new technology

What motivates terrorists to commit violence against civilians?

- *Reader:* Ch. 6 Waltz, Fortna
- *Articles:*
 - Stanton, Jessica A. 2013. "Terrorism in the context of civil war." *The Journal of Politics* 75.4 (2013): 1009-1022. [Link](#)
- *Text:* Review Ch. 6

Week 8 (Oct. 19-25) Midterm Review Week

Will share midterm review sheets and practice questions.

Week 9 (Oct. 26-Nov. 1) Human Rights

MIDTERM on October 26 or 27th

Why is it International Law so difficult to enforce? Are there Universal Human Rights?
Just War Tradition and the debate over Humanitarian Intervention

- *Reader:* Ch. 9 Power; Ch. 10 Donnelly; Ch. 11 Cronin-Furman
- *Text:* Ch. 7 pp. 246-266; Ch. 10

Optional:

- Guerrina, Roberta and Marysia Zalewski. 2007. "Negotiating Difference/Negotiating Rights: The challenges and opportunities of women's human rights" *The Review of International Studies*, 33.1: 5-10. [Link](#)
- "Chris Hayes on how police treat black Americans like colonial subjects." 2020. *Vox*. [Link](#)

Week 10 (Nov. 2-8) IPE: Global Trade and Finance in Era of Globalization

What is the relationship between politics and economics?

Does globalization exacerbate or reduce global inequalities?

The role and nature of international economic institutions: IMF, World Bank, WTO

- *Reader:* Ch. 8 Gilpin, Zakaria
- *Text:* Ch. 8 pp. 269-295

Optional:

- Shan, Weijian. 2019. "The Unwinnable Trade War: Everyone Loses in the U.S.-Chinese Clash-but Especially Americans." *Foreign Affairs*. [Link](#)

Week 11 (Nov. 9-15) IPE: Global Poverty and Development

What is development? What is the optimal pathway to development?

Women and Microfinance

- *Reader:* Ch. 8 Drezner; Ch. 10 Sen (*review*)
- *Articles:*
 - Nunn, Nathan. 2017. "Understanding the long-run effects of Africa's slave trades." *CERP*. [Link](#)
- *Text:* Ch. 8 pp. 295- 315

Optional:

- Milner, Helen V. 2005. "Globalization, development, and international institutions: Normative and positive perspectives." *Perspectives on Politics* 3.04: 833-854. [Link](#)

Week 12 (Nov. 16-22) Regional and Global Integration: NGOs and IGOs

Paper assigned

The fate of the European Union – an example for the world or mere regional phenomenon?

What is the reach and potency of international NGOs and advocacy networks?

- *Reader:* Ch. 9 Mearsheimer, Keck & Sikkink, Barnett & Finnemore
- *Text:* Ch. 7 pp. 233-246 ; Ch. 9

Optional:

- Hyde, Susan D. 2007. "The observer effect in international politics: Evidence from a natural experiment." *World Politics* 60.01: 37-63. [Link](#)
- Donno, Daniela. 2010. "Who is punished? Regional intergovernmental organizations and the enforcement of democratic norms." *International Organization* 64.04: 593-625. [Link](#)

Week 13 (Nov. 23-25)

Paper Workshop (details TBA)

Paper DUE on November 25th

11/26 – 11/29: Thanksgiving Break

Week 14 (Nov. 30-Dec. 6)

Human Security & The Environment

Tragedy of the Commons; Transnational responses to disease epidemics

- *Reader:* Ch. 11 Hardin, Hudson & Matfess
- *Articles:*
 - Tuchman Matthews, Jessica. 1989. "Redefining Security." *Foreign Affairs*. 68.2: 162-177. [Link](#)
- *Text:* Ch. 11

Week 15 (Dec. 7-9)

Globalization and the Future

What is globalization? How do different IR theories perceive it?

Costs and Benefits of Globalization – "Clash of civilizations"

- *Reader:* Ch. 2 Fukuyama, Huntington (review); Ch. 1 Kant
- *Articles:*
 - Bhambra, Gurminder et al. 2020. "Why is Mainstream International Relations Blind to Racism?" *Foreign Policy*. [Link](#)

Optional:

- Margalit, Yotam. 2012. "Lost in Globalization." *International Studies Quarterly*. 56: 484-500. [Link](#)

Foreign Daily News Sources in the English Language

This is **not** an exhaustive list. You may select a source not included here. If you are fluent in another language, you are welcome to select a source in that language. If the source is behind a paywall, you may be able to access it through the university library.

Europe

The Times (UK)	www.thetimes.co.uk
The Guardian (UK)	www.guardian.co.uk
Financial Times (UK)	http://news.ft.com/home/uk
The Telegraph (UK)	https://www.telegraph.co.uk/
The BBC (UK)	www.bbc.co.uk
The Irish Times (Ireland)	http://www.irishtimes.com/
Der Spiegel (Germany)	http://www.spiegel.de/international/
Kathimerini (Greece)	http://www.ekathimerini.com/
The Prague Post (Czech Republic)	http://www.praguepost.com/
El Pais English Edition (Spain)	https://elpais.com/elpais/inenglish.html
The Warsaw Business Journal (Poland)	http://wbj.pl
Pravda (Russia)	http://english.pravda.ru/
Tass (Russia)	http://tass.ru/en
New Eastern Europe	http://neweasterneurope.eu

Asia

The South China Morning Post (HK)	http://www.scmp.com/
The China Daily	http://www.chinadaily.com.cn/index.html
The People's Daily English Edition (China)	http://en.people.cn/index.html
The Daily Yomiuri (Japan)	http://www.yomiuri.co.jp/dy/
The New Straits Times (Malaysia)	http://www.nst.com.my/
The Straits Times (Singapore)	http://straitstimes.asia1.com.sg
The Times of India	www.timesofindia.com
The Manila Times (Philippines)	http://www.manilatimes.net/

Oceania

The Sydney Morning Herald (Australia)	http://www.smh.com.au/
The Australian	http://www.theaustralian.news.com.au/
The Dominion Post (New Zealand)	http://www.stuff.co.nz/dominion-post/
New Zealand Herald	https://www.nzherald.co.nz/

Canada

The Globe and Mail	www.theglobeandmail.com
The National Post	www.nationalpost.com

Africa

Daily Mail and Guardian (South Africa)	www.mg.co.za
The Star (Johannesburg)	http://www.thestar.co.za/
The Daily Nation (Nairobi)	http://www.nation.co.ke/
The Daily Graphic (Ghana)	http://www.graphic.com.gh/

The Middle East

Ha'aretz English Edition (Israel)	http://www.haaretz.com/
The Daily Star (Beirut, Lebanon)	www.dailystar.com.lb
Turkish Daily News (Istanbul)	http://www.turkishdailynews.com.tr/

Latin America and the Caribbean

The Jamaica Observer	www.jamaicaobserver.com
Trinidad and Tobago Express	http://www.trinidadexpress.com/
Bolivia Times	www.boliviaticimes.com/