



POSC - 1020 - 007
Intro International Relations
Fall 2025

Instructor Information

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Course Description

The goal of this course is to provide an overview of both theory and practice in contemporary global politics. The course focuses on the actors and institutions of the international system, the attitudes and behaviors of elites and the mass public on foreign policy, and the main contemporary policy debates in foreign affairs.

Course Overview.

After an introduction of the main theoretical approaches to the study of international relations, the course will focus on three main sections: 1) **conflict and war**, 2) **international political economy**, and 3) **international law and human rights**. Finally, at the end of the semester we will conclude with a discussion of contemporary challenges to the liberal international order. In **Section 1**, we will answer questions like: What are the causes of war? What is the difference between interstate wars and civil wars? What are the causes of terrorism? What is the difference between "hard power" and "soft power"? What is the purpose of defense alliances like NATO? Do democracy and trade prevent war?

In **Section 2**, we will focus on the relation between international politics and economics and explore questions like: What is globalization? What are the benefits of free trade? Why do governments impose protectionist trade barriers such as tariffs and quotas? Who benefits with protectionism (and who pays for it)? What are the incentives for companies to become multinational corporations (MNCs)? What are the effects of capital and labor mobility across borders? Why do some countries fix while other float their currencies? Which interest groups benefit from currency depreciations and devaluations?

Finally, in **Section 3**, we will explore questions like: Why do sovereign states follow international law and cede sovereignty to international organizations? What are the consequences of violating international law? How can states stop violations of human rights abroad? Should the principle of "non-interference" trump the prevention of human rights violations? How are countries cooperating globally to address climate change? At the end of the semester, we will explore the contemporary challenges to the liberal international order and globalization and answer questions like: What is the relationship between globalization, economic growth, and poverty? Has globalization increased inequality? What explains the rise of populism? Why is there a backlash against globalization? What are the consequences of isolationism and protectionism for global security and economic growth? Has the rise of populism and isolationism reshaped U.S. foreign policy priorities?

Course Learning Objectives

By the end of this course, students will be able to:

- Identify the main actors and institutions in the international system.
- Compare and contrast the main theoretical approaches to the study of international relations.
- Identify the causes of conflict and cooperation in global politics.
- Understand the main characteristics of the liberal international order, its predecessors, and current challengers.
- Critically evaluate competing arguments in the current debate over globalization.

Global Challenge Learning Outcomes (GCLOs):

- Demonstrate critical thinking through analysis of global challenges.
- Evaluate how varying perspectives influence global challenges

Topical Outline

Week 1 | Aug 21

- **Topics:** Course introduction.
Introduction to the study of international relations (IR): actors, levels of analysis, and subfields.
- **Mandatory Reading:** Syllabus
- **Textbook:** Introduction

Week 2 | Aug 26-28

- **Topics:** Theories of International Relations.

Which are the main theoretical frameworks to study IR? How do they differ in terms of actors, goals, assumptions, and the characteristics of the international system? Are states still the main actor in IR? What is anarchy in IR?

- **Mandatory Readings:**

- **Wohlforth (1999).** "The Stability of a Unipolar World." *International Security*.

- **Textbook:** Chapter 1

- **Homework 1**

Week 3 | Sep 2-4

- **Topics:** International actors, cooperation, and bargaining.

What is the state? Is today's international system unipolar, bipolar, or multipolar? States as unitary actors vs. domestic interest groups. What role do international organizations play? What type of interactions structure international relations? Are relations between states positive-sum or zero-sum?

- **Mandatory Readings:**

- **Brooks & Wohlforth (2023).** "The Myth of Multipolarity: American Power's Staying Power." *Foreign Affairs*.

- **Textbook:** Chapter 2

- **Homework 2**

- **Quiz 1**

Week 4 | Sep 9-11

- **Topics:** Interstate war.

Why do states sometimes go to war? When is it rational to go to war? What do states fight over? What roles do incomplete information, commitment problems, and indivisible goods play in the likelihood of war? Are democracies less likely to go to war? Are economically interdependent countries less likely to go to war?

- **Mandatory Readings:**

- **Hedgecock & Person (2022).** "Bargaining with Blood: Russia's War in Ukraine." *CSDS, Brussels School of Governance*.

- **Hegre, Oneal, & Russett (2010)**. “Trade does promote peace: New simultaneous estimates of the reciprocal effects of trade and conflict.” *Journal of Peace Research*.
- **Textbook:** Chapter 3
- **Homework 3**

Week 5 | Sep 16-18

- **Topics:** Domestic politics, public opinion, and war.
 What role do domestic politics play in leaders’ decisions to go to war? What is the “rally around the flag” effect? What is the difference between cooperative internationalism, militant internationalism, and isolationism?
- **Mandatory Readings:**
 - **Berinsky (2007)**. “Assuming the Costs of War: Events, Elites, and American Public Support for Military Conflict.” *Journal of Politics*.
- **Textbook:** Chapter 4
- **Quiz 2**

Week 6 | Sep 23-25

- **Topics:** Alliances and collective security.
 How do alliances affect interactions between states? Why do states cooperate in the context of anarchy? What do states gain from alliances like NATO? How do alliances change bargaining incentives? What is deterrence? What differentiates alliances from collective security?
- **Mandatory Readings:**
 - **Cooper & Stiles (2021)**. “Who commits the most to NATO? It depends on how we measure commitment.” *Journal of Peace Research*.
- **Textbook:** Chapter 5
- **One-Pager 1 (War) – DUE Sep 25**

Week 7 | Sept 30-Oct 2

- **Topics:** Non-state actors, civil war, and terrorism.
 How do civil wars differ from inter-state wars? What is the relationship between civil wars and terrorism? Which factors trigger civil wars? Are terrorists rational? What is the

relationship between terrorism and political extremism? Which type of terrorist goals lead to more casualties?

- **Mandatory Readings:**

- **Piazza (2009)**. "Is Islamist Terrorism More Dangerous? An Empirical Study of Group Ideology, Organization, and Goal Structure." *Terrorism and Political Violence*.

- **Textbook:** Chapter 6

- **Midterm Exam (Weeks 1-7) – Oct 2**

Week 8 | Oct 7-9

- **Topics:** International trade: Free markets vs. protectionism.

What is the economic effect of free trade? What is comparative advantage? What are the consequences of tariffs and other protectionist policies? Who pays for protectionist policies? Why do some governments liberalize trade while others restrict it? What is the World Trade Organization (WTO)?

- **Mandatory Readings:**

- **The Economist (2018)**. "A healthy re-examination of free trade's benefits and shocks."
- **York (2024)**. "Separating Tariff Facts from Tariff Fictions." *Cato Institute*.

- **Textbook:** Chapter 7

- **Homework 4**

Week 9 | Oct 16 (Fall Break Oct 14-15)

- **Topics:** International trade II: The political economy of trade.

What role do domestic interest groups play in trade politics? Why do some actors support free trade while others oppose it? What is the difference between factor endowments theory and specific factors theory? Are trade attitudes driven by self-interest or non-material considerations? How are trade policy and politics related to redistribution?

- **Textbook:** Chapter 7

- **Quiz 3**

Week 10 | Oct 21-23

- **Topics:** Capital mobility, labor mobility, and multinational corporations (MNCs).

Why do capital and labor move across borders and what are the economic effects? What is the difference between foreign direct investment (FDI) and portfolio investment? What role do MNCs play? What are the benefits and costs of foreign investment? Who has more power: states or MNCs? Where are MNCs more likely to invest? Do immigrants displace or complement native workers?

- **Mandatory Readings:**

- **Janz, Johnston, & Mahdavi (2022).** “Expropriation and human rights: Does the seizure of FDI signal wider repression?” *The Review of International Organization*.
- **Kane (2015).** “The Economic Effect of Immigration.” *Hoover Institution*.

- **Textbook:** Chapter 8

- **One-Pager 2 (Trade) – DUE Oct 23**

Week 11 | Oct 28-30

- **Topics:** International monetary relations, exchange rates, and monetary regimes.

Why do some governments fix and others float their currencies? How do interest groups influence that choice? Who wins and who loses when the currency depreciates? Why did countries abandon the Gold Standard? What role does the International Monetary Fund (IMF) play?

- **Mandatory Readings:**

- **Siripurapu & Berman (2023).** “The Dollar: The World’s Reserve Currency.” *Council on Foreign Relations*.
- **Ghosh & Ostry (2009).** “Choosing an Exchange Rate Regime.” *Finance and Development*.

- **Textbook:** Chapter 9

- **Quiz 4**

Week 12 | Nov 4-6

- **Topics:** Economic development.

How do countries develop? What role do institutions such as the rule of law and property rights play? What is the “resource curse”? What is the difference between import-substitution and export-oriented industrialization? What explains the adoption of free-market reforms (or “neoliberalism”) in the 1980s?

- **Mandatory Readings:**

- **Acemoglu, Johnson, & Robinson (2002)**. “Reversal of Fortune: Geography and Institutions in the Making of the Modern World Income Distribution.” *The Quarterly Journal of Economics*.
- **Klein & Meissner (2024)**. “Did Tariffs Make American Manufacturing Great?” *Cato Institute*.
- **Textbook:** Chapter 10

Week 13 | Nov 11-13

- **Topics:** International law and norms.
 What is the difference between international law and norms? Is international law compatible with state sovereignty? How is international law made? What is the International Criminal Court (ICC)? Why do states comply with international law?
- **Mandatory Readings:**
 - **Simmons (1998)**. “Compliance with international agreements.” *Annual Review of Political Science*.
 - **Stanton (2025)**. “The Ten Stages of Genocide.” *Genocide Watch*.
- **Textbook:** Chapter 11
- **Policy Report – DUE Nov 13**

Week 14 | Nov 18-20

- **Topics:** Human Rights.
 What are human rights? What is the difference between liberal and non-liberal rights? Why do states sign human rights treaties? Why do states violate human rights? Have human rights practices improved around the world? What is dehumanization and what are its consequences?
- **Mandatory Readings:**
 - **United Nations (1948)**. “Universal Declaration of Human Rights.”
 - **Anderson (2015)**. “The Danger of Dehumanizing Others.” *Kellogg School of Management, Northwestern University*.
- **Textbook:** Chapter 12
- **Quiz 5**

Week 15 | Nov 25 (Thanksgiving Holiday, Nov 26-28)

- **Topics:** Global environment and climate change.

Who should bear the costs of climate change mitigation? What is the “Tragedy of the Commons” and how is it related to climate change? Which type of environmental treaties are easier for states to negotiate? Can privatization solve the problem of overexploitation of resources? Why do some states use carbon taxes while others use emissions trading systems to reduce carbon emissions?

- **Mandatory Readings:**

- **Bechtel, Genovese, & Scheve (2017).** “Interests, Norms and Support for the Provision of Global Public Goods: The Case of Climate Cooperation.” *British Journal of Political Science*.

- **Textbook:** Chapter 13

- **Homework 5**

Week 16 | Dec 2-4

- **Topics:** Liberal International Order and Globalization: Achievements and Challenges.

What is the Liberal International Order (LIO)? What are the differences and similarities between the LIO and the Westphalian Order? What is globalization? What has been the effect of globalization on economic growth, poverty, and inequality? What are the current challenges to the LIO from within and from without? Is the crisis of the LIO a result of the relative decline of U.S. hegemonic power? What explains the populist backlash against globalization? What do far-left and far-right critics of globalization have in common? Where do they differ?

- **Mandatory Readings:**

- **Lake et al. (2021).** “Challenges to the Liberal Order.” *International Organization*.
- **Dollar (2005).** “Globalization, Poverty, and Inequality since 1980.” *World Bank*.
- **Milanovic (2013).** “Global Income Inequality in Numbers: in History and Now.” *Global Policy*.

- **Textbook:** Chapter 14

- **Quiz 6**

Week 17 | Dec 8-12 - Exam Week

- **Final Exam (Weeks 8-16) - Thursday, Dec 11, 8:00-10:30 am**

Course Information

Course Modality: In-person.

Mandatory Reading Materials: All mandatory reading materials (excluding the textbook) will be posted by the instructor on Canvas.

Global Challenges: This course fulfills the University's Crossings competency for Global Challenges. Students will be presented with a variety of global challenges through the lens of international relations, including war and conflict, globalization and development, international law, and human rights. Students will complete their own analyses of these global issues through different assignments.

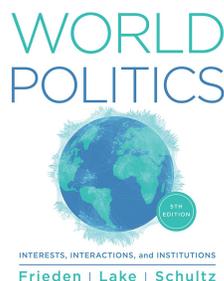
Grading Policies: I do not round up grades. Regrade requests must be made within three days after your graded assignment has been returned and must be submitted with a written statement of at least 150 words via email. This statement should explain why you think the grade should be changed. Remember that, after re-evaluating your work, your grade may remain unchanged or be adjusted in either direction. There will be no grade changes after the final exam.

Late Assignments: Late assignments will be penalized with a 5% reduction in the grade per day unless you provide a documented medical excuse.

Classroom Conduct: Students are expected not to engage in any behavior that may disrupt the learning process. Students are encouraged to actively participate in an environment of free and open exchange of ideas and mutual respect. Any kind of disrespect towards another individual will not be tolerated.

Required Materials

Class Materials are available for purchase through the [Clemson Bookstore](#).



World Politics: Interests, Interactions, Institutions.

ISBN: 978-0393872231

Authors: Frieden, Jeffrey A., Lake, David A., and Schultz, Kenneth A.

Publisher: W.W. Norton & Company.

Publication Date: 2022

Edition: Fifth Edition.

Course Grading Scheme and Grading Policies

Course Grading Policies.

Your grade will consist of the following components:

1. Participation **15%**
2. Quizzes **15%**
3. One-Pager **5%**
4. Policy Report **25%**
5. Midterm Exam **20%**
6. Final Exam **20%**

1. Participation. Your participation grade will be based on:

- **Engagement (10 points):** You are expected to read the assigned materials before each week so you can actively participate in class, asking and answering questions during lectures. Engagement is worth 10 points or 10% of your participation grade.
- **Attendance (40 points):** There will be 8 random attendance checks during the semester. Each attendance check will be worth 5 points or 5% of your participation grade. Excused absences should be notified to me before class in order to avoid losing points.
- **Homework (50 points):** There will be 5 homework assignments throughout the semester (see schedule) consisting of completing surveys, watching videos, and answering questions. Each homework is worth 10 points or 10% of your participation grade.

2. Quizzes. There will be 6 quizzes during the semester over the assigned articles (denoted as “mandatory readings” in the course outline above). Quizzes will be delivered on Canvas. Each quiz is worth 3% of your course grade (the lowest quiz grade will be dropped). See outline above for quiz weeks and the assignments page on Canvas for due dates.

3. One-Pager. You will work in groups of 3 or 4 students and write a one-page essay discussing an issue related to the content of weeks 4 (war) *or* 8 (trade) provided by the instructor (the week topic will be randomly assigned to your group by the instructor). The essay should contain an introduction summarizing your argument or thesis, a body of three paragraphs where you provide evidence in favor of your argument, and a conclusion. This essay is worth 5% of your final grade. More detailed instructions will be provided on Canvas. The deadline for groups assigned with Week 4 (war) is Sep 25, and for groups assigned with Week 8 (trade) is Oct 23.

4. Policy Report. You will work in the same groups as in the previous assignment and choose one foreign policy case related to contemporary global challenges from a series of case studies provided by the instructor. You will prepare a report where you simulate a policy briefing to a policymaker. In the report, you will explain the background of the case, the different actors (countries, international institutions, political parties, interest groups, social groups) involved in the case, delineate the different

policy alternatives, and recommend a course of action to a hypothetical policymaker based on your analysis of the most favorable alternative. The report should be around 4-5 pages long. A more detailed description of this assignment will be provided on Canvas. The report is due on November 13.

5. Midterm Exam. There will be a midterm exam covering the content from the first half of the semester (weeks 1-7). The exam will consist of multiple-choice, short-response, and/or fill-in-the-blank questions. The exam will take place on October 2.

6. Final Exam. There will be a final exam covering the content from the second half of the semester (weeks 8-16). The exam will consist of multiple-choice, short-response, and/or fill-in-the-blank questions. The exam will take place on December 11.

Grading Scheme.

Letter grades will be determined in the following way:

A = 90-100

B = 80-89.99

C = 70-79.99

D = 60-69.99

F = <60

Office Hours

Office: 231A Bracket Hall

Office Hours:

- Mon/Wed 12:00-1:30 pm
- Tue/Thu 3:45-4:30 pm
- If these times do not work for you, please send me an email and we can find another time to meet.

Course Absence/Attendance Policy

Students are expected to attend all classes unless they have an excused medical or academic absence, which must be communicated to the instructor in advance. As noted above, random attendance checks will take place during the semester. To avoid losing participation points, students should notify me of excused absences before class.

AI Policy

The use of artificial intelligence (AI) tools is not permitted for writing papers or completing assignments, quizzes, and exams. The skills and knowledge we are building in this class are meant to come from your own thinking and effort, not AI, in order to support your mastery of course material. Concerns regarding potential violations of this policy will be reviewed fairly through the appropriate university academic integrity process.

Fall 2025 Academic Calendar

August

- Wednesday, August 20: Classes Begin
- Tuesday, August 26: Last day to register or add a class or declare Audit

September

- Monday, September 1: Labor Day (University closed, classes do not meet)
- Wednesday, September 3: Last day to drop a class or withdraw from the University without a W grade

October

- Friday, October 10: Last day for instructors to issue midterm evaluations
- Mon-Tues, October 13-14: Fall break (University Open, classes do not meet)
- Tuesday, October 28: Last day to drop a class or withdraw from the University without final grades

November

- Wednesday, November 5: Registration for spring term begins
- Wed-Fri, November 26-28: Thanksgiving holidays (Classes do not meet, University closed Thu/Fri)

December

- Thu-Fri, December 4-5: Classes meet; exams permitted in labs and one-hour courses only
- Mon-Fri, December 8-12: Examinations

*Academic Calendar dates are subject to change as conditions warrant.

University Policies

You can find information about campus wide policies, including student affairs information and accessibility services, by clicking on [Clemson's University Policies Page](#). There, you can find information about academic integrity, access and equity (including student accessibility and Title IX info), student financial services, emergency planning, and more. My expectation is that you will review these policies carefully and be responsible for them this semester.

Student Accessibility Services

Clemson University values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary injuries/conditions may require accommodations due to barriers in the structure of facilities, course design, technology used for curricular purposes, or other campus resources. Students who experience a barrier to full access to this class should let the instructor know and make an appointment to meet with a staff member in [Student Accessibility Services](#) as soon as possible. You can make an appointment by calling 864-656-6848, by emailing CUSAS@clemsont.edu, or by visiting Suite 239 in the Academic Success Center building. Appointments are strongly encouraged – drop-ins will be seen, if at all possible, but there could be a significant wait due to scheduled appointments. Students who have accommodations are strongly encouraged to [request, obtain, and send these](#) to their instructors via SAS as early in the semester as possible so that accommodations can be made in a timely manner. It is the student's responsibility to follow this process each semester.

Title IX

The Clemson University Title IX statement: Clemson University is committed to creating and continuously fostering a caring community based on the core values of integrity, honesty and respect. Sexual discrimination, which includes sexual harassment, sexual violence, stalking and domestic and/or relationship violence, is unacceptable and has no place in Clemson's community. Consistent with its Title IX obligation, the University prohibits discrimination, including sexual and gender-based harassment and violence, in all its programs and activities, including academics, employment, athletics, and other extracurricular activities. This [Title IX policy](#) is available online. Katherine Weathers is the Clemson University Title IX Coordinator and VP of Inclusive Excellence. She can be

reached at (864) 656-3413 or via email at kweath3@clemson.edu. Remember, email is not a fully secured method of communication and should not be used to discuss Title IX issues.

Academic Integrity

As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a "high seminary of learning." Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form. Using materials generated using artificial intelligence (AI) that are turned in without attribution is considered plagiarism.

All infractions of academic dishonesty by undergraduates must be reported to Undergraduate Studies for resolution through that office. In cases of plagiarism instructors may use the Plagiarism Resolution Form. See the following resources:

- [Undergraduate Academic Integrity Policy](#)
- [Graduate Student Handbook](#)

Tech Support

If you have trouble with Canvas or another university system, check here first: [Clemson System Status](#). There, you can see if there is a current issue and when it might be resolved. If there's no current issue listed, try logging out and quitting your browser before trying again. You can also look in the [Canvas Help Guides](#) for more information.

The CCIT Support Center at Clemson offers a wide range of support options and hardware repair with several contact methods to help you answer your questions as quickly as possible:

- Phone: (864) 656-3494
- Email: ITHelp@clemson.edu
- Entire catalog of IT services, including an online chat and the Knowledge Base at: [IT Help and Support](#)

Officially, Canvas supports all the major web browsers: Chrome, Firefox, Edge, and Safari. However, Safari is not fully compatible; images often do not show up in Safari, so Clemson Online recommends against using it with Canvas.

Canvas also has mobile apps available for teachers, students, and parents, all of which can be found in your mobile device's app store. These apps are convenient, but do not necessarily display or connect to every component of a Canvas site. They are good for assignment reminders, announcements, and messaging, but not as good for reading materials, taking exams, or building elements.

Emergency Preparedness Statement

[Emergency procedures](#) can be found on the Clemson University Emergency Management website and in the purple-covered flipbooks located in offices and classrooms through campus. Students and employees should ensure they are signed up to receive [CU Alert](#) text messages, familiarize themselves with emergency procedures and follow all directions from emergency responders in the event of an emergency. More information about safety resources available at Clemson University can be found at Clemson.edu/CUSafety.

Academic Success Center

The [Academic Success Center](#) (ASC) offers a variety of free learning and success services for all undergraduate students that include:

Mastery of course content:

- Tutoring – students can expect a 1:1 meeting with a trained undergraduate peer leader (who made an A or B in the course and was recommended by a faculty member) during which the student can share specific questions they have about course content with the tutor focused on helping the student, through questioning techniques and identification of helpful learning strategies, and master course concepts. Tutors do not help with homework or other class assignments.
- Peer-Assisted Learning (PAL) – students can expect collaborative and active group learning and study sessions focused on mastery of course content and learning strategies that is facilitated by a trained undergraduate peer leader (who made an A or B in the course and was recommended by a faculty member). PAL leaders do not help with homework or other class assignments.

Learning and Success Strategies:

- Academic coaching – students can expect a 1:1 meeting with a trained professional academic coach during which the coach helps students see themselves, their skills, and their study habits from a fresh perspective through one-on-one sessions focused on learning and personal success strategies.

- Success strategy workshops – students can expect 30-45 minute workshops on college success skills, time management and organizational skills, test-taking strategies, study strategies, finals preparation, life skills, and academic resources.
- CU 2100 (Academic Resilience and Success Skills Course) - students experiencing academic difficulty can expect a course focused on academic and personal skill building to help them improve their academic standing.

ASC services are designed to equip students with strategies and resources they can use to:

- Succeed in their courses
- Become more confident, independent, and skillful learners
- Engage in more productive and effective study and learning strategies
- Manage their time more effectively

Location: The Class of 1956 Academic Success Center building is located in the center of campus adjacent to Cooper Library and the Watt Family Innovation Center.

Clemson Writing Lab

The Writing Lab is a valuable resource available to all students in this course. It offers individualized assistance to help you strengthen your writing skills and enhance the quality of your written assignments. Whether you need help with brainstorming ideas, organizing your thoughts, developing a thesis statement, improving grammar and punctuation, or any other aspect of writing, the Writing Lab consultants are there to support you. Appointments can be scheduled online, and walk-in sessions may also be available. You can learn more on their website: www.clemson.edu/writing-lab. Use of the Writing Lab is encouraged as it is a valuable resource to develop your writing abilities and improve your academic performance. The Writing Lab is located on the third floor of Cooper Library.

Clemson Libraries

Do you need academic sources but don't know where to start?

Don't spend hours searching on your own -- ask a librarian! The Libraries provide time saving [online guides for subject areas](#) that can help you find articles, databases, books and more. Personalized research assistance with [librarians who specialize in subject areas](#) is available by appointment. Help is available in person at each of our many [locations](#) and you can also chat with a librarian live from our [website](#), or text [864.762.4884](tel:864.762.4884).

Do you need to verify a book, article, or data set suggested by AI to support your research or paper?

You can check out the [online catalog](#), use the [Libraries AI Research Assistant](#), use verified AI research tools embedded in databases like [JSTOR](#) and [EBSCO](#), or chat with a librarian for quick help. There is also an online guide about [AI Tools for Research](#) and a [10 Step AI Challenge](#) that you can explore to find out more about AI tools.

Not sure how to cite a source properly in your bibliography?

There are [online guides](#) to help you with any citation style as well as citation management tools available for Clemson students: [RefWorks](#) & [Endnote](#). There are also [interactive online courses](#) with tips to help you understand and avoid plagiarism.

Working on a creative project like creating a video or 3D object?

For assistance with digital and hands-on creative projects, the [Adobe Studio and Makerspace](#) is located on the 5th floor of Cooper Library and is staffed with experts who can help turn your creative ideas into reality. You can even [check out many different kinds of equipment](#) like high resolution cameras, green screens, and projectors from our library services desk in Cooper Library.

Need help making a chart or graph to help visualize your data?

The [Data Visualization Lab](#) on the 4th floor of Cooper provides support for data visualization, data analysis, and digital research methods.

No matter what your research needs, check out what the Clemson Libraries have to offer! www.libraries.clemson.edu