

Introduction to International Relations – GOVT 060-10

Summer 2021, June 7 – July 8
Georgetown University
School of Continuing Studies

Instructor: Dr. Andrew A. Szarejko

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Asynchronous online course

Office Hours: By appointment and via Zoom, Mondays and Wednesdays, 9:30 to 10:30 AM

Course Description and Learning Objectives

We will use this course to explore key theories, concepts, historical events, and contemporary issues in the study of International Relations (IR). As an instructor, my overarching goal is to provide you with the tools to rigorously analyze (and communicate about) contemporary international affairs as well as its surrounding academic and political debates. This is one of four required courses in the Government major, and there are no prerequisites for this three-credit course.

I have three learning goals for this course. First, you will learn about the major theories of international politics. We begin by asking what theories are and how they help us understand the world. Then, we will examine theories designed to answer some of the central questions about international politics: Why do states go to war? What induces cooperation? What are the prospects for change in the international system?

Second, you will learn an abbreviated history of major international events and how IR scholars use history to make sense of world politics. In particular, we will review the history of “international system” itself, U.S. emergence as a great power and the subsequent experiences of World War I, World War II, and the Cold War. We conclude this section with a discussion of U.S. military interventions in Iraq and Afghanistan. While this U.S.-based class largely approaches international history through the lens of American history, we will bring IR theory to bear on these events in seeking to develop an understanding of why both the United States and other states acted in the ways that they did.

Finally, in light of the theory and history we study, we will evaluate pressing issues in contemporary world politics. We will first discuss topics in the subfields of International Political Economy and International Security, and we will conclude the course with an examination of issues now confronting IR scholars and policy-makers alike.

Requirements

Participation

Due to COVID-19, this course will be conducted online and asynchronously. That is, we will not have any mandatory in-person meetings. However, you are required to view all recorded lectures in their entirety, and you should stay up-to-date on these lectures. Other class experiences will

draw on the material from the lectures, so you should not, e.g., save all recorded lectures for the end of the week. My recorded lectures will make use of PowerPoint slides, and I will post both the videos and my slides on Canvas. We will also have at least two optional synchronous meetings per week, all of which will take place during the regularly scheduled hours of 10:45 AM to 12:45 PM, Monday through Thursday. This will include discussions of recent material, discussions of group work (as described below), and guest talks with other IR scholars. Non-attendance at optional meetings will not count against you, but I strongly encourage you to attend if possible. Recorded versions of optional synchronous meetings will be posted on Canvas. Unless you are asking or responding to a question, you should generally keep your microphone muted during synchronous meetings, and you are not required to turn your camera on during lectures, but I would encourage it—it's easier to "read the room" that way.

Participation will also entail taking part in group discussions. I will assign you to groups, and I will ask you to meet at a mutually convenient time to prepare a group response to prompts I provide on Canvas. You will write those brief responses on an online discussion board, and we will have optional (but again, strongly encouraged) synchronous meetings to discuss your responses. Between asynchronous lectures and synchronous sessions, I will aim to ensure that the combination thereof does not amount to more than the two hours per class session that we would normally have.

Because this course will be conducted primarily asynchronously and my ability to assess your group participation will be limited, I will ask you toward the end of the class to assess your own participation as well as the participation of others in your group. These assessments, which will be visible only to me, may inform the participation grade you receive, but they will not be binding.

Please notify me as soon as possible if any documented medical, family/personal, or religious exceptions are likely to interfere with your regular participation in the course. Emergencies may not allow you time to email in advance; in such cases, just notify me as soon as possible via email (or contact your advising dean and ask them to notify all your instructors). Most importantly, stay well.

Note that recordings, readings, and other course materials should not be disseminated to anyone outside the class.

Readings

Each class session includes assigned readings as well as some optional readings and videos, and all of these will be available on Canvas or through a link on the syllabus. While I will discuss all required materials at least briefly in lectures, the readings and lectures are meant to complement each other. You should complete the assigned readings before watching a given day's lecture, and I highly recommend completing the material in the order it is presented in the syllabus. Please note that I reserve the right to change any of the readings or assignments listed below, but I will communicate any such changes with sufficient advance warning. If you have any trouble accessing any required or optional materials, please let me know.

Good participation and paper grades alike will require you to have a strong comprehension of the material covered in both the readings and the lectures. I have tried to keep the reading load manageable while also covering essential material. In some cases, I have assigned blog posts or

similarly public-facing pieces instead of journal articles to ensure we can cover an appropriate range of material without over-burdening you.

In addition to the specific assigned reading for the class, you should be reading the international affairs section of a major national newspaper, such as the *New York Times* or the *Washington Post*, on a daily basis. For online access and for information on evaluating media sources, see the Georgetown University Library's [news](#) page. Lectures will often include references to contemporary events, so it is important that you are aware of ongoing developments in international affairs.

If you have the time to listen to podcasts, you might usefully supplement your news consumption with podcasts like *War on the Rocks*, *The National Security Law Podcast*, *Whiskey and International Relations Theory*, or *IS: Off the Page*. I do not advise that you get all of your news from podcasts and/or social media outlets. That said, Twitter can be a useful place to follow political scientists, historians, policy professionals, and other such individuals who can help you better understand the day's political developments as well ongoing theoretical debates (or at least give you a sense of what real-time disciplinary discourse looks like). For example, you might follow Georgetown professors such as Andrew Bennett (@IRGetsReal), David Edelstein (@dmedelstein), Lise Howard (@HowardLise), Matthew Kroenig (@kroenig), Kathleen McNamara (@ProfKMcNamara), Daniel Nexon (@dhnexon), Elizabeth Saunders (@ProfSaunders), Caitlin Talmadge (@ProfTalmadge), and Erik Voeten (@ErikVoeten), along with recent Georgetown Ph.D. recipients such as Anjali Dayal (@akd2003), Sarah Kreps (@sekreps), Inveer (Inu) Manak (@inumanak), Paul Musgrave (@profmusgrave), Megan Stewart (@Megan_A_Stewart), and Steven Ward (@Steven_m_ward).

Papers

There will be three main papers for this class as well as two short reading response papers. The three main papers will all build up to the final essay, which is due in electronic copy by 5:00 PM on Friday, July 9. The final paper assignment is to review a peer-reviewed journal article or a book on IR (but not assigned in this class) using the theories, concepts, and history learned in the course. Before the final paper, you will also write a memo on the article/book you have selected and a literature review. We will discuss all of these assignments further in class, but you will find deadlines and brief descriptions of each requirement below.

- 1) Article/book selection (Deadline: Friday, June 18, 5:00 PM)
 - a. You must select an article or book to review and include a brief explanation (between 250 and 500 words) as to why you have chosen that book/article. Specifically, you should explain (1) how it fits into the topics discussed in class, (2) what you believe you will learn from writing about it, and (3) why you want to learn more about that topic. You should provide the author(s), title, publisher, and publication date (as well as a link, the volume number, issue number, and page range if a journal article) at the beginning of your submitted file. I will not include this bibliographical information in the word count. You should be reviewing a peer-reviewed piece by an IR scholar that makes a substantive argument about some international political phenomenon, and you must receive my approval for your chosen book/article before submitting this paper; see below for more details.

- 2) Literature review (Deadline: Friday, July 2, 5:00 PM)
- a. You must submit a brief explanation of how your selected book or article fits into IR scholarship. You should be able to glean much of this from the article or book itself, but you ought to put this into your own words, rely minimally on direct quotations, and expand on it. For this task, I want to hear (1) what general topic the author is addressing (e.g., civil wars), (2) what more specific topic within that area the author is addressing (e.g., the causes of civil war initiation), (3) what work the article is critiquing or complementing (e.g., existing work on civil war initiation that has previously ignored a set of conflicts), (4) what new thing the author believes they are adding to this literature (e.g., an improved method or novel data), and (5) why the author believes their new contribution to the literature is important (e.g., because it will allow us to more accurately answer the question of when and where civil wars begin). The third component is the core of the assignment and should take up the most space in the paper. *The third component of this literature review should identify at least four peer-reviewed journal articles or books that your selected piece cites.* This should be 750-1,000 words, but you may go up to 1,250 words at your discretion.
- 3) Article/Book Review (Deadline: Friday, July 9, 5:00 PM)
- a. Review your chosen piece in between 1,500 and 2,000 words. You should first summarize the argument of your chosen article/book in about 150-200 words. The rest of the paper should focus on the strengths and weaknesses of the argument as well as recommendations for future research. You should spend roughly 500 words on the strengths, 750 words on the weaknesses, and 250 words on the recommendations for future research. *You should identify at least two strengths, at least three weaknesses, and two recommendations for future research.* In discussing the article/book's strengths, for example, you might discuss the novelty or rigor of its theory or methods, especially in comparison with other work. Alternatively, you might discuss its assessment of competing hypotheses or any ways in which it usefully speaks to ongoing political or theoretical debates. In discussing the weaknesses, you might mention, e.g., any limitations in the methods or data, any alternative explanations it fails to adequately anticipate and rebut, or any unconvincing assumptions it makes. *On both strengths and weaknesses, you ought to emphasize substance rather than style.* (Clarity of writing or figures may indeed be a strength of a piece, but that's not what I'm looking for here.) In providing recommendations for future research on the topic of your chosen article/book, you might focus on, e.g., additional data that could be gathered, plausible alternative hypotheses that could be tested, or different approaches that could be taken to the same basic question. For more ideas on how you might engage the work, see the section, "A Checklist for Commenting on Papers" in this graduate-level syllabus:
http://www.columbia.edu/~mh2245/2010_Syllabus.pdf.

You should submit all of these assignments on Canvas as Word or Pages files (.doc, .docx, or .pages, not as PDFs, please), and the documents should be double-spaced and typed in 12-point

Times New Roman font with standard spacing, 1-inch margins, and page numbers in the upper right-hand corner. Please use in-text, author-date citations, and provide a bibliography/works cited page. Any clear, consistent system of citation is fine so long as you provide all the relevant bibliographical information. (See, for example, the list of readings on this syllabus.) Please note that I will not include headers, titles, page numbers, footnotes, or bibliographies in the word count for your papers (but do not abuse the space in the footnotes, please).

All articles and books you select will be subject to my approval, which means you will want to consult with me before submitting the first assignment on June 18 (you can simply send an email asking if a source is acceptable, or we can discuss it during office hours). The goal here is to encourage you to engage deeply with a single academic text by an IR scholar rather than a piece of journalism, popular writing, or policy advocacy. Your source should therefore be a peer-reviewed journal article or university-press book.

If you choose to review an article, you could start by searching for something of interest on [Google Scholar](#) or by looking through some of the following journals: the *American Political Science Review*, *International Organization*, *International Security*, *International Studies Quarterly*, the *Journal of Global Security Studies*, *Security Studies*, or *World Politics*. Articles from other journals may be acceptable as well—these are just some of the more prominent journals in the field. You might also consider looking at other works by authors on this syllabus.

If you choose to review a book, you will similarly want to look for a book published by an academic through a major university press (such as the university presses of Oxford, Cambridge, Cornell, Princeton, MIT, Harvard, Yale, Stanford, or the University of Michigan). For narrower ideas, you might again consult Google Scholar, book reviews in journals like *Perspectives on Politics* or *International Studies Review*, or me. If you choose a book, I do not expect or require you to purchase it. If you cannot access it through the university library, please let me know.

Reading Response Papers

In addition to those three main papers, I will ask you to complete two reading response papers throughout the course. The course is divided into four sections, and your two response papers should come in different sections (e.g., one in “Explaining Conflict and Cooperation” and one in “Current Debates”). In the two sections of your choice, you will need to pick one or two readings on the syllabus (required or optional readings) and (1) describe a new thing you learned from your chosen reading(s), (2) explain why you found that new thing to be especially important or interesting, and (3) provide one or two questions you still have about the topic. You do not need to include full citations and a bibliography here; just mention the authors and the title of their piece(s), but otherwise, use the same formatting guidelines as those above. Please upload a reading response paper for that section by 5 PM on the last day in that section. So, for example, if you want to write a response paper on the readings for the section on “Explaining Conflict and Cooperation,” your paper should be uploaded on Canvas by 5 PM on Tuesday, June 15. Each reading response should be 200-300 words.

Procedures

Grading

Grades will be based on the merit of your work (not in relation to others). In other words, there is no grading “curve” employed in this class. Your final grade will be calculated as follows:

Participation	20%
Reading Response Papers	10%
Article Selection	10%
Literature Review	25%
Final Paper	35%

Each of the above requirements will graded on the following scale:

100 to 95	A	74 to 71	C
94 to 91	A-	70 to 67	C-
90 to 87	B+	66 to 63	D+
86 to 83	B	62 to 59	D
82 to 79	B-	58 to 55	D-
78 to 75	C+	Below 55	F

An “A” grade means that you have demonstrated a genuinely superior level of understanding of the subject and have provided ample evidence of that insight. I will round up for grades at or above *N.5*. I will discuss grading standards further in announcements via the Canvas course page as necessary.

Assignment Feedback

I will provide grades and feedback on all assignments within 72 hours of the deadline, and I will provide all feedback on the Canvas course page. If at any point you would like to know if your participation has been satisfactory—or if you would like additional feedback beyond what I provide on Canvas—please email me or come to office hours.

Late Assignments

All times in this syllabus are in Eastern Time, but importantly, there is only one real deadline in this course—you must submit everything by midnight on Friday, July 9. All other deadlines are suggestions designed to keep you on track and to prevent work from piling up. Given the state of affairs, I am effectively giving you all a no-questions asked extension on all work; I simply cannot extend that any farther given that the grade submission deadline is Monday, July 12. For any assignments submitted after midnight on July 9, I will deduct 20 points, and for anything submitted so late that I do not have time to grade it before the July 12 deadline, you will receive a temporary Incomplete until I can finish grading.

Grade Disputes

You are entitled to a satisfactory explanation for why you received the grade you did. If you are not satisfied with the explanation I provide via Canvas, then you should arrange to meet with me in office hours. If, after further discussion, you remain unsatisfied with your grade, you may

request that I regrade the assignment, albeit with the understanding that I may ultimately issue a grade that is better, the same, or worse than the original grade. You may also appeal your final grade, as per SCS policy, on the grounds of a mathematical error, error in grading procedures, or inequity in the application of policies stated in this syllabus.

Office Hours and Email Etiquette

I will hold virtual office hours on Zoom twice a week, during which you are free to come discuss any relevant academic matters with me. Beyond those usual hours listed at the top of the syllabus, you may also make an appointment for times outside of that. I encourage you to come for substantive questions about readings, lectures, and assignments (e.g., the sort of questions that might be difficult to answer briefly via email). I am also happy to discuss related academic matters such as post-graduate plans, internship ideas, letters of recommendation, and the like. I will provide further details on this in our first class session.

I also encourage you to send me questions by email. When doing so, please include GOVT 060 in the subject line. If you send me an email and do not receive a reply within 24 hours, please follow up to remind me of your question. If it is a time-sensitive matter, you may follow up sooner as well, but keep in mind that I might not reply immediately to emails sent at odd hours.

Green Teaching and Learning

I borrow from American University's Center for Teaching, Research, and Learning to encourage "green" teaching and learning [practices](#). For this online class, I would encourage you to read this syllabus and all other assigned readings on a laptop or tablet, and I would also encourage you to take notes on a laptop/tablet rather than on paper. That said, [research](#) suggests that hand-writing notes can be better for recall and comprehension, so the choice of digital or hand-written note-taking is up to you. If you opt for the latter, I would suggest you try to mitigate paper usage by writing on recycled paper and maximizing the amount of writing per page. We will discuss optimal means of taking notes on readings on the first day of class.

Virtual Classroom Etiquette

Georgetown defines one of its core [values](#), *Cura Personalis* or "Care of the Person," as indicating the responsibility to offer individualized attention to the needs of the other, distinct respect for his or her unique circumstances and concerns, and an appropriate appreciation for his or her particular gifts and insights. This is something to practice toward others in all our online interactions.

For optional synchronous sessions, especially those involving guest speakers, I would suggest that you default to muting your microphone and using the "raise hand" function if you have a question. You are also welcome to use the chat function to ask questions. I will provide further instructions as necessary via announcements through the Canvas course page.

Honor Code

We will uphold Georgetown values in this class, including its Honor Code policies. Most importantly for our purposes, I will report suspected plagiarism or other acts of academic dishonesty to the [Honor Council](#). As defined by the Georgetown University Honor Council, plagiarism is "the act of passing off as one's own the ideas or writings of another". To avoid any

suspicion of plagiarism, please be careful in quoting and citing appropriately. Note that even if you are not quoting a source, you ought to cite it if you are taking an idea from it. If you have any questions about citations, please let me know *before* submitting the relevant assignment. I will submit papers to [Turnitin](#)'s plagiarism detection software and examine its report if I suspect any material is plagiarized. I am required to report all cases of apparent plagiarism to the Georgetown Honor Council (and as students, you are strongly encouraged but not required to report any such violations of the Honor Code). If the Honor Council concludes that you plagiarized, you may face a range of possible penalties, which you can read about in detail [here](#).

Canvas

You will find recorded lectures, announcements, the syllabus, readings, lecture slides, and information about assignments on the Canvas course page. If you have any trouble accessing Canvas, please let me know, and ask [University Information Services](#) for any necessary assistance.

Writing

The course assignments are designed to help you improve your writing skills, and I will provide feedback on those assignments to that same end. We will also discuss good academic writing in the first class session. If you are uncertain of your writing skills, you may want to consult with experts at the SCS [Writing Lab](#) or the [Writing Center](#) on the main campus, both of which offer free assistance to Georgetown students.

Accommodations

If you have a disability that you believe will affect your performance in this class, please contact the Academic Resource Center (arc@georgetown.edu). The ARC is the campus office responsible for reviewing documentation provided by students with disabilities and for determining reasonable accommodations in accordance with the Americans with Disabilities Act (ADA) and University policies.

Title IX Sexual Misconduct Statement

For information about campus resources and reporting on sexual misconduct, please go to <http://sexualassault.georgetown.edu>. University policy requires me to report any disclosures about sexual misconduct to the Title IX Coordinator, whose role is to coordinate the University's response to sexual misconduct. Georgetown has a number of fully confidential professional resources who can provide support and assistance to survivors of sexual assault and other forms of sexual misconduct. This includes:

Jen Schweer, MA, LPC

Associate Director of Health Education Services for Sexual Assault Response and Prevention
(202) 687-0323

jls242@georgetown.edu

Erica Shirley, Trauma Specialist

Counseling and Psychiatric Services (CAPS)
(202) 687-6985

els54@georgetown.edu

Office of Institutional Diversity, Equity & Affirmative Action (IDEAA) Discrimination Statement

Georgetown University provides educational opportunities without regard to, and does not discriminate on the basis of, age, color, disability, family responsibilities, familial status, gender identity or expression, genetic information, marital status, national origin, personal appearance, political affiliation, race, religion, sex, sexual orientation, source of income, veteran's status or any other factor prohibited by law in its educational programs and activities. If you believe any faculty or staff have discriminated against you, you should report that as soon as possible after the incident to [IDEAA](#) at 202-687-4798 or ideaa@georgetown.edu.

Course Schedule and Readings

Introduction

Lecture 01 / June 7

Reading, Writing, and Thinking about International Relations

Amelia Hoover Green, “How to Read Political Science: A Guide in Four Steps” (2013).

Available at: <https://www.ameliahoovergreen.com/uploads/9/3/0/9/93091546/howtoread.pdf>.

William Strunk, Jr. and E.B. White, “Elementary Principles of Composition,” in *The Elements of Style*, Fourth Edition (Macmillan Publishing Co., 2000 [1935]): 26-40.

Thucydides, “The Melian Dialogue,” in *The History of the Peloponnesian War*.

***Group discussion** – 10:45-11:00 (in groups), 11:05-11:45 (as a class)

Optional: Franz-Stefan Gady, “Hey Policy Wonks, This Is How You Should Read Thucydides,” *The Diplomat* (August 28, 2017). Available at: <https://thediplomat.com/2017/08/hey-policy-wonks-this-is-how-you-should-read-thucydides/>.

Optional: Patrick Thaddeus Jackson, “Must International Studies Be a Science?,” *Millennium* Vol. 43, No. 3 (2015): 942-965.

Part I. Explaining Conflict and Cooperation

Lecture 02 / June 8

Why does war recur?

Thomas Hobbes, “Of the Natural Condition of Mankind as Concerning their Felicity and Misery,” in *Leviathan* (1651): 76-79. Available at: <https://www.bartleby.com/34/5/13.html>.

Hans J. Morgenthau, “Six Principles of Political Realism,” from *Politics Among Nations: The Struggle for Power and Peace*, Seventh Edition (McGraw-Hill/Irwin, 2006 [1948]): 4-16.

Kenneth N. Waltz, *Man, the State, and War: A Theoretical Analysis*, Anniversary Edition (2018 [1959], Columbia University Press): vii-x, 1-15 [Note that pages vii-x contain a foreword by Stephen M. Walt, which you should indeed read.]

Optional: John J. Mearsheimer, “Sister Camilla and the Anarchic Schoolyard,” (June 24, 2011). Available at: <https://mearsheimer.uchicago.edu/pdfs/SisterCamilla.pdf>. [1-page memo.]

Or

John J. Mearsheimer, “Structural Realism” (March 3, 2014): <https://www.youtube.com/watch?v=RXlIDh6rD18>. [9:21.]

Optional: Robert Gilpin, “The Theory of Hegemonic War,” *Journal of Interdisciplinary History*, Vol. 18, No. 4 (Spring 1988), pp. 591-613.

Optional: James D. Fearon and Kenneth N. Waltz, “An Interview with Kenneth Waltz,” *Annual Review of Political Science*. <https://www.youtube.com/watch?v=9T-Bh254RJI&t=832s>. [00:00-18:50; 42:06-55:55. Transcript available [here](#).]

Lecture 03/ June 9

Can the right institutions prevent war?

John Locke, “Of the State of Nature,” in *Two Treatises of Civil Government* (1764 [1689]): Book 2, Chapter 2, Sections 4-14. Available at: <https://oll.libertyfund.org/pages/john-locke-two-treatises-1689>.

Robert O. Keohane, *After Hegemony: Cooperation and Discord in the World Political Economy* (Princeton University Press, 1984): 5-17.

***Guest Talk:** 10:45-11:30, Mr. Justin Casey (Ph.D. candidate, Georgetown University) and Mr. Lucas Dolan (Ph.D. candidate, American University)

Optional: Norman Angell, “Synopsis,” in *The Great Illusion: A Study of the Relation of Military Power to National Advantage*, Fourth Edition (1913): ix-xiii. Available at: <https://www.gutenberg.org/files/38535/38535-h/38535-h.htm>.

Optional: Michael W. Doyle, “Liberalism and World Politics,” *The American Political Science Review* (December 1986): 1,151-1,169.

Optional: Helen Milner, “The Assumption of Anarchy in International Relations Theory: A Critique,” *Review of International Studies* Vol. 17, No. 1 (January 1991): 67-85.

Optional: “Conversations with History: Robert O. Keohane,” *University of California Television*. <https://youtu.be/5foxGFXNI-s>. [6:50-27:44; 32:55-38:32.]

Lecture 04 / June 10

Can shared beliefs or identities prevent war?

Alexander Wendt, “Anarchy is What States Make of It: The Social Construction of Power Politics,” *International Organization* (Spring 1992): 391-425.

***Guest Talk:** 10:45-11:30, Dr. Mark Raymond (Wick Cary Associate Professor of International Security, University of Oklahoma)

Optional: Swati Srivastava, “Varieties of Social Construction,” *International Studies Review* (2019). Published online at: <https://doi.org/10.1093/isr/viz003>.

Optional: J. Ann Tickner, “Hans Morgenthau’s Principles of Political Realism: A Feminist Reformulation,” *Millennium* Vol. 17, No. 3 (1988): 429-440.

Or

J. Ann Tickner, “What Has Feminism Done for International Relations?” (Nov. 14, 2014): https://www.youtube.com/watch?v=B33FkDx4_k [34:12.]

Optional: Audie Klotz, “Norms Reconstituting Interests: Global Racial Equality and U.S. Sanctions against South Africa,” *International Organization* Vol. 49, No. 3 (1995): 451-478.

Lecture 05 / June 14

Is war irrational?

James D. Fearon, “Rationalist Explanations for War,” *International Organization* Vol. 49, No. 3 (Summer 1995): 379-414.

***Guest Talk:** 11:00-11:45, Dr. Michael A. Allen (Associate Professor of Political Science, Boise State University)

Optional: James D. Fearon and Alexander Wendt, “Rationalism vs. Constructivism: A Skeptical View,” in Walter Carlsnaes, Thomas Risse, and Beth A. Simmons (eds.), *Handbook of International Relations* (2003, Sage Publications): 2-22.

Optional: Robert Jervis, “Cooperation under the Security Dilemma,” *World Politics* Vol. 30, No. 2 (January 1978): 167-214.

Optional: Michael A. Allen and Benjamin O. Fordham, “From Melos to Baghdad: Explaining Resistance to Militarized Challenges from More Powerful States,” *International Studies Quarterly* Vol. 55, No. 4 (2011): 1,025-1,045.

Optional: videos in William Spaniel’s “International Relations 101” series:

- “The Rationality of War,” <https://youtu.be/mrTC7gIkgW0> [5:16.]
- “The Unitary Actor Assumption” https://www.youtube.com/watch?v=EGJ09z59_m0 [4:37.]
- “War’s Inefficiency Puzzle,” <https://www.youtube.com/watch?v=459LThO2HHM> [8:04]
- “The Algebraic Bargaining Model of War,” <https://youtu.be/7b016FHOPsI> [8:24.]
- “War’s Bargaining Range,” <https://youtu.be/KeNg1k0y8OA> [6:12]

Lecture 06 / June 15

How do policy-makers actually decide on war?

Robert Jervis, “Hypotheses on Misperception,” *World Politics* Vol. 20, No. 3 (April 1968): 454-479.

Yuen Foong Khong, “Seduction by Analogy in Vietnam: The Malaya and Korea Analogies,” in G. John Ikenberry (ed.), *American Foreign Policy: Theoretical Essays*, fourth edition (Georgetown University Press, 2001 [1987]): 506-515.

Optional: Danielle Lupton, *Reputation for Resolve: How Leaders Signal Determination in International Politics* (Cornell University Press, 2020): pages 1-16.

Optional: Elizabeth N. Saunders, “No Substitute for Experience: Presidents, Advisers, and Information in Group Decision Making,” *International Organization* Vol. 71, No. S1 (April 2017): S219-S247.

Optional: Robert Jervis, “How Statesmen Think: The Psychology of International Politics,” *The Wilson Center*. <https://www.youtube.com/watch?v=XLLcoTe5Olc>.

Part II. Conflict and Cooperation in (a Narrow, Recent Portion of) World History

Lecture 07 / June 16

Where did the “international system” come from?

Charles Tilly, “War Making and State Making as Organized Crime,” in *Bringing the State Back In*, edited by Peter B. Evans and Theda Skocpol (Cambridge University Press, 1985): 169-191.

Optional: Robbie Shilliam, “What about Marcus Garvey? Race and the Transformation of Sovereignty Debate,” *Review of International Studies* Vol. 32, No. 3 (2006): 379-400.

Optional: Benjamin de Carvalho, Halvard Leira, and John A. Hobson, “The Big Bangs of IR: The Myths That Your Teachers Still Tell You about 1648 and 1919,” *Millennium* Vol. 39, No. 3 (2011): 735–58.

Optional: Barry Buzan and George Lawson, “The Global Transformation: The Nineteenth Century and the Making of Modern International Relations,” *International Studies Quarterly* Vol. 57, No. 3 (2013): 620–634.

Or

Barry Buzan, George Lawson, et al., “The Global Transformation: History, Modernity and the Making of International Relations,” (March 17, 2015):

<https://www.youtube.com/watch?v=ByRUyfp0fCg&t=3s>. [1:28:04].

Lecture 08 / June 17

How did the U.S. become a great power?

Julian Go, *Patterns of Empire: The British and American Empires, 1688 to the Present* (Cambridge University Press, 2011): 28-66.

***Class discussion** – 10:45-11:45

Optional: Sean Gailmard, “Building a New Imperial State: The Strategic Foundations of Separation of Powers in America,” *American Political Science Review* Vol. 111, No. 4 (2017): 668-685.

Optional: Richard W. Maass, *The Picky Eagle: How Democracy and Xenophobia Limited U.S. Territorial Expansion* (Cornell University Press: 2020): 156-157, 172-198.

Optional: Andrew A. Szarejko, “Do Accidental Wars Happen? Evidence from America’s Indian Wars,” *Journal of Global Security Studies* (2020). Available at:

<https://academic.oup.com/jogss/advance-article-abstract/doi/10.1093/jogss/ogaa030/5869763>.

***Article/book selection due June 18 by 5:00 PM.**

Lecture 09 / June 21**Why did World War I and World War II happen?**

Keir A. Lieber, “The New History of World War I and What It Means for International Relations Theory,” *International Security*, Vol. 32, No. 2 (Fall 2007): 155-91.

Jeffrey Hughes, “The Origins of World War II in Europe: British Deterrence Failure and German Expansionism,” *Journal of Interdisciplinary History* Vol. 18, No. 4 (Spring, 1988): 851-891.

***Guest Talk:** 12:00-12:45, Dr. Benjamin Denison (Assistant Director and Senior Research Associate, Notre Dame International Security Center)

Optional: Stacie Goddard, “When Right Makes Might: How Prussia Overturned the European Balance of Power,” *International Security*, Vol. 33, No. 3 (Winter 2008/2009): 110-142.

Optional: Lauren Wilcox, “Gendering the Cult of the Offensive,” *Security Studies*, Vol. 18, No. 2 (May 2009): 214-240.

Optional: Scott D. Sagan, “The Origins of the Pacific War,” *Journal of Interdisciplinary History*, Vol. 18, No. 4 (Spring 1988), pp. 893-922.

Lecture 10 / June 22**Why did the Cold War happen, and was it really “cold”?**

George F. Kennan, “The Sources of Soviet Conduct,” *Foreign Affairs* (1947): 566-582.

Odd Arne Westad, “Rethinking Revolutions: The Cold War in the Third World,” *Journal of Peace Research*, Vol. 29, No. 4 (November 1992): 455-464.

Optional: John Lewis Gaddis, “The Long Peace: Elements of Stability in the Postwar International System,” *International Security*, Vol. 10, No. 4 (Spring 1986), pp. 99-142.

Optional: Michael D. Brenes, *For Might and Right: Cold War Defense Spending and the Remaking of American Democracy* (2020): Ch. 1.

Lecture 11 / June 23**Why did the U.S. intervene in Iraq and Afghanistan?**

The 9/11 Commission Report: Final Report of the National Commission on Terrorist Attacks Upon the United States (2004): 325-338. Available at: <https://www.9-11commission.gov/report/911Report.pdf>.

Rebecca Friedman Lissner, “The Long Shadow of the Gulf War,” *War on the Rocks* (Feb. 24, 2016). Available at: <https://warontherocks.com/2016/02/the-long-shadow-of-the-gulf-war/>.

Optional: Guest blog posts at *The Duck of Minerva*:

- Alexandre Debs and Nuno P. Monteiro, “What Caused the Iraq War? A Debate. Part 1 of 2” (June 30, 2013). Available at: <http://duckofminerva.com/2013/07/what-caused-the-iraq-war-a-debate-part-1-of-2.html>.

- David Lake, “What Caused the Iraq War? David Lake Replies to Debs and Monteiro” (June 31, 2013). Available at: <http://duckofminerva.dreamhosters.com/2013/07/what-caused-the-iraq-war-david-lake-replies-to-debs-and-monteiro.html>.
- Debs and Monteiro, “What Caused the Iraq War? Debs and Monteiro Reply to Lake” (August 6, 2013). Available at: <http://duckofminerva.com/2013/08/what-caused-the-iraq-war-debs-and-monteiro-reply-to-lake.html>.

Optional: Bruce O. Riedel, “Comparing the US and Soviet Experiences in Afghanistan,” *Combating Terrorism Center Sentinel* Vol. 2, Issue 5 (May 2009): 1- 3. Available at: <https://ctc.usma.edu/comparing-the-u-s-and-soviet-experiences-in-afghanistan/>.

Optional: Ahsan I. Butt, “Why Did the United States Invade Iraq in 2003?” *Security Studies* Vol. 28, No. 2 (2019): 250-285.

Part III. Issues in International Political Economy and International Security

Lecture 12 / June 24

How does politics interact with the global economy?

Robert Gilpin, *The Political Economy of International Relations* (Princeton University Press, 1987): 8-24.

Karl Marx, “Theses on Feuerbach” (1845). Available at: <https://www.marxists.org/archive/marx/works/1845/theses/theses.htm>.

***Class discussion** – 10:45-11:45

Optional: Erik Voeten, “The Political Economy of Dutch Speed Skating Success,” *The Washington Post* (Feb. 13, 2014): <https://www.washingtonpost.com/news/monkey-cage/wp/2014/02/13/the-political-economy-of-dutch-speed-skating-success/>.

Lecture 13 / June 28

Has globalization changed international political economy?

J. Ann Tickner, “The Gendered Frontiers of Globalization,” *Globalizations* Vol. 1, No. 1 (2004): 15-23.

Henry Farrell and Abraham L. Newman, “Weaponized Interdependence: How Global Economic Networks Shape State Coercion,” *International Security* Vol. 44, No. 1 (2019): 42-79.

***Guest Talk:** 10:45-11:30, Dr. Ayca Katıtaş (Postdoctoral fellow, Princeton University) and Ms. Lauren C. Konken (Ph.D. candidate, Princeton University)

Optional: Helen V. Milner, “The Political Economy of International Trade,” *Annual Review of Political Science*, Vol. 2 (1999): 91-114.

Or

Helen Milner, “The Politics of Globalisation: The World Economy and Domestic Politics” (Jan. 16, 2017): <https://www.youtube.com/watch?v=dUdbalAZ3JI>. [1:14:26.]

Optional: Alexandre Cooley and Jason Sharman, “How Today's Despots and Kleptocrats Hide Their Stolen Wealth,” *The Monkey Cage* (November 14, 2017). Available at: <https://www.washingtonpost.com/news/monkey-cage/wp/2017/11/14/theres-a-dirty-little-secret-behind-western-condescension-toward-foreign-kleptocrats/>.

Optional: Miles Kahler and David A. Lake, “Global Governance in a Global Economy: Political Authority in Transition,” *PS: Political Science and Politics* Vol. 37, No. 3 (July 2004): 409-414.

Lecture 14 / June 29

How does technology shape world politics?

Scott D. Sagan and Kenneth N. Waltz, “Is Nuclear Zero the Best Option,” *The National Interest* No. 109 (2010): 88-96.

Nina Tannenwald, “The Vanishing Nuclear Taboo: How Disarmament Fell Apart,” *Foreign Affairs*, Vol. 97, No. 6 (November/December 2018): 16-24.

Optional: Jon R. Lindsay, *Information Technology and Military Power* (2020, Cornell University Press): 12-31.

Optional: Sarah Kreps, “Flying under the radar: A study of public attitudes towards unmanned aerial vehicles,” *Research and Politics* Vol. 1, No. 1 (2014): 1-7.

Or

Sarah Kreps, “Drone Proliferation: Three Things to Know,” <https://www.youtube.com/watch?v=z4bMyq-v6Ws>

Optional: Vipin Narang, “Pakistan’s Nuclear Posture: Implications for South Asian Stability,” Policy Brief: *Quarterly Journal, International Security* (January 2010): 1-3. Available at: https://www.belfercenter.org/sites/default/files/legacy/files/Pakistans_Nuclear_Posture_policy_brief.pdf.

Optional: Joshua Rovner, “The ABCs of Deterring North Korea,” *War on the Rocks* (September 13, 2017). Available at: <https://warontherocks.com/2017/09/the-abcs-of-deterring-north-korea/>.

Optional: Scott D. Sagan and Kenneth N. Waltz, “A Nuclear Iran - Promoting Stability or Courting Disaster?” Video available at: <https://www.nationalsecuritylawpodcast.com/episode-101-to-me-this-podcast-is-perfect/> [through 49:18]

Lecture 15 / June 30

Why do civil wars and terrorism occur, and how do they end?

Blog posts at *Political Violence @ A Glance*:

- Ore Koren, “When Fighting Breaks Out – Explaining Subnational Variation in Civil War Onset” (March 1, 2018). Available at: <http://politicalviolenceataglance.org/2018/03/01/when-fighting-breaks-out-explaining-subnational-variation-in-civil-war-onset/>.

- Barbara F. Walter, “Why Civil Wars Have Gotten Longer, Bloodier, and More Numerous” (July 5, 2017). Available at: <http://politicalviolenceataglance.org/2017/07/05/why-civil-wars-have-gotten-longer-bloodier-and-more-numerous/>.
- Barbara F. Walter, “The Four Things We Know About How Civil Wars End (and What This Tells Us About Syria),” (October 18, 2013). Available at: <http://politicalviolenceataglance.org/2013/10/18/the-four-things-we-know-about-how-civil-wars-end-and-what-this-tells-us-about-syria/>.

Daniel Byman, “Should We Treat Domestic Terrorists the Way We Treat ISIS?: What Works—and What Doesn’t,” *The Brookings Institution* (October 3, 2017). Available at: <https://www.brookings.edu/articles/should-we-treat-domestic-terrorists-the-way-we-treat-isis-what-works-and-what-doesnt/>.

***Guest Talk:** 10:45-11:30, Ms. Shea Minter (Ph.D. student, Georgetown University)

Optional: Susan Hoeber Rudolph and Lloyd I. Rudolph, “Modern Hate: How Ancient Animosities Get Invented,” *The New Republic* (March 22, 1993): 24-29.

Optional: Bruce Hoffman “Defining Terrorism” in *Inside Terrorism*, Third Edition (Columbia University Press, 2017): 1-44.

Optional: Brian J. Phillips, “To Understand Political Violence in the US: Think Movements, Not Groups,” *Political Violence at a Glance* (June 22, 2020). Available at: <https://politicalviolenceataglance.org/2020/06/22/to-understand-political-violence-in-the-us-think-movements-not-groups/>.

Part IV. Current Debates

Lecture 16 / July 1

How do human rights relate to international security?

The Universal Declaration of Human Rights (December 10, 1948). Available at: <http://www.un.org/en/universal-declaration-human-rights/>

Lise Morjé Howard and Anjali Dayal, “Peace Operations,” in Jacob Katz Cogan, Ian Hurd, and Ian Johnstone (eds.), *The Oxford Handbook of International Organizations* (November 2016).

***Class discussion** – 10:45-11:45

Optional: Margaret E. Keck and Kathryn Sikkink, “Transnational Advocacy Networks in International and Regional Politics,” *International Social Science Journal* Vol. 51, No. 159 (March 1999): 89-101.

Optional: Gallya Lahav and Sandra Lavenex, “International Migration,” in Walter Carlsnaes, Thomas Risse, and Beth A. Simmons (eds.), *Sage Handbook of International Relations*, Second Edition (Sage, 2012).

Optional: Andrew S. Rosenberg, “Measuring Racial Bias in International Migration Flows,” *International Studies Quarterly* Vol. 63, No. 4 (2019): 837-845.

***Literature review due July 2 by 5:00 PM.**

July 5 – Holiday, no class

Lecture 17 / July 6

How should states address climate change?

Thomas Dietz, Elinor Ostrom, and Paul C. Stern, “The Struggle to Govern the Commons,” *Science* Vol. 302, No. 5,652 (December 12, 2003): 1,907-1,912.

Michaël Aklin and Matto Mildenerger, “Prisoners of the Wrong Dilemma: Why Distributive Conflict, Not Collective Action, Characterizes the Politics of Climate Change,” *Global Environmental Politics* Vol. 20, No. 4 (2020): 4-27.

***Guest Talk:** 10:45-11:30, Dr. Hillary Briffa (Lecturer in Defence Studies, King’s College London)

Optional: Naomi Oreskes, “The Scientific Consensus on Climate Change,” *Science* Vol. 306, No. 5,702 (December 2004): 1,686.

Optional: Abrahm Lustgarten, “Palm Oil Was Supposed to Help Save the Planet. Instead It Unleashed a Catastrophe,” *The New York Times* (November 20, 2018). Available at: <https://www.nytimes.com/2018/11/20/magazine/palm-oil-borneo-climate-catastrophe.html>.

Optional: Elinor Ostrom, “Big Think Interview with Elinor Ostrom” (April 23, 2012): <https://www.youtube.com/watch?v=N8CXgBSQhcA> [15:58].

Lecture 18 / July 7

What are the implications of the rise of China?

David M. Edelstein, “A more assertive Beijing raises new questions for U.S.-China relations,” *The Monkey Cage* (October 25, 2018). Available at:

<https://www.washingtonpost.com/news/monkey-cage/wp/2018/10/25/a-more-assertive-beijing-raises-new-questions-for-u-s-china-relations/>.

Oriana Skylar Mastro, “The Stealth Superpower: How China Hid Its Global Ambitions,” *Foreign Affairs* Vol. 98, No. 1 (January/February 2019): 31-39.

David C. Kang and Xinru Ma, “Power Transitions: Thucydides Didn’t Live in East Asia,” *The Washington Quarterly* Vol. 41, No. 1 (2018): 137-154.

***Class discussion – 10:45-11:45**

Optional: Joshua Shifrinson, “The ‘new Cold War’ with China is way overblown. Here’s why,” *The Monkey Cage* (February 8, 2019). Available at:

<https://www.washingtonpost.com/news/monkey-cage/wp/2019/02/08/there-isnt-a-new-cold-war-with-china-for-these-4-reasons/>.

Optional: Daniel W. Drezner, “Bad Debts: Assessing China's Financial Influence in Great Power Politics,” *International Security* Vol. 34, No. 2 (2009): 7-45.

Optional: Michael Beckley, “Stop Obsessing About China: Why Beijing Will Not Imperil U.S. Hegemony,” *Foreign Affairs* (September 21, 2018).

Lecture 19 / July 8

What does the future hold for the liberal(?) international order?

Paul Musgrave, “International Hegemony Meets Domestic Politics: Why Liberals Can Be Pessimists,” *Security Studies* (2019): 1-28.

***Guest Talk:** 10:45-11:30, Ms. Meghan McGee (Consultant, Strategic Innovation Group, Booz Allen Hamilton) and Ms. Zabe Shafi (Senior Program Officer for the Middle East and North Africa, National Democratic Institute)

Optional: Jeff D. Colgan, “Three Visions of International Order,” *The Washington Quarterly* Vol. 42, No. 2 (2019): 85-98.

Or

Jeff D. Colgan, “The Liberal Order is Rigged,” *Institute of International and European Affairs* (Jan. 22, 2019): <https://www.youtube.com/watch?v=J5dskRKLSJU> [32:09].

Optional: Rohan Mukherjee, “Two Cheers for the Liberal World Order: The International Order and Rising Powers in a Trumpian World,” *H-Diplo/ International Security Studies Forum* (February 22, 2019). Available at: <https://issforum.org/roundtables/policy/1-5bo-two-cheers>.

Optional: Kathleen H. Hicks, “Could the Pandemic Reshape World Order, American Security, and National Defense?,” in Hal Brands and Francis J. Gavin (eds.), *COVID-19 and World Order* (Johns Hopkins University Press, 2020): 348-365.

***Final papers due July 9 by 5:00 PM.**