

Introduction to International Relations - GOVT-060

Summer 2019, June 3 – July 5
Monday through Thursday, 1:00-3:00
Georgetown University, School of Continuing Studies
Room TBD

Instructor: Andrew A. Szarejko, Ph.D. candidate
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Office Hours: Tuesday and Thursday, 11:00 – 12:00 (location TBD) and by appointment

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). 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 most frequently asked questions about international politics: Why do states go to war? What induces international 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 understand the causes of war and peace. In particular, we review the history of 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. involvement in Iraq and Afghanistan.

Finally, in light of the theory and history we study, you will evaluate pressing issues in contemporary international politics. We will discuss topics in international political economy and international security such as international trade and nuclear deterrence, and we will conclude the course with an examination of contemporary debates confronting both scholars of IR and policy-makers.

Requirements

Attendance

Attendance at all class sessions is mandatory, especially given our compressed summer schedule, save for cases of a documented medical, family/personal, or religious exception. In the case of religious exceptions, you should notify me in writing prior to the beginning of the first class session if any religious observances will conflict with classes. Medical or family emergencies may not allow you with time to e-mail in advance; in such cases, please notify me as soon as possible via e-mail (or contact your advising dean and ask them to notify all your instructors).

Unexcused absences will hurt your participation grade, which accounts for 20% of your overall grade (there is more detail on the grading scale below). Each unexcused absence will result in a deduction of 5 points from your participation grade (that is, 5 points from the 20 total points). This means that if you have four unexcused absences, the best-case (but highly unlikely) scenario is an 80% for your final grade. Any unexcused absences in excess of that may, at my discretion, result in further penalties up to a failing grade for the course.

Participation

Attendance is a necessary but insufficient condition for a high participation grade. Good participation includes (1) asking questions and making contributions to in-class discussions that provide evidence of having done the readings and having paid attention to lectures; (2) taking appropriate notes during lectures without distracting yourself or others (e.g., don't be on your phone during class—it's not that hard to see from the front of a classroom—and don't use laptops/tablets for anything except taking notes); (3) contributing to a discussion board on the Canvas course site, which you will be asked to do at multiple points during the course. I will assign discussion board posts at the end of each of the first four weeks of the course, and the questions posed in each post will require brief (roughly, single-paragraph) answers. I will consider visits to office hours and e-mail correspondence when calculating your participation grade, but this cannot substitute entirely for in-class engagement.

Note that classroom discussions should not be recorded or disseminated. I will post my PowerPoint slides on Canvas, but in the spirit of encouraging open discussion, I expect students to observe "[the Chatham House Rule](#)".

Readings

Each class session includes assigned readings. All the readings are mandatory, and while I may discuss some of them directly in lectures, the readings and lectures are meant to complement each other. You should read the assigned materials before a given day's lecture, and I highly recommend reading the material in the order it is presented in the syllabus. I will make all readings freely available online through Canvas and/or directly through a link on 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.

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. If you have trouble accessing anything online, please contact me as soon as possible so we can resolve the issue.

In addition to the specific assigned reading for the class, you should read 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 critical that you are aware of important developments in international affairs.

If you have the time to listen to podcasts, you might usefully supplement your news consumption with podcasts like Rational Security, Bombshell, the National Security Law Podcast, or The Daily. 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 (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), Paul Musgrave (@profmusgrave), Megan Stewart (@Megan_A_Stewart), and Steven Ward (@Steven_m_ward).

Research Paper

There will be one final paper of between 1,750 and 2,250 words, but this will be broken into four graded assignments. The essay is due in electronic copy by 5:00 PM on Thursday, July 4. Note that we will not have class on the 4th due to the federal holiday—you are welcome to submit the paper earlier if you like. The paper assignment is to critique a journal article or a book on international relations (but not assigned in this class) using the theories, concepts, and history learned in the course. This assignment will be composed of four distinct tasks: the article selection, a literature review, a public scholarship piece, and the final paper. We will discuss this further in class, but you will find deadlines and brief descriptions of each requirement below.

- 1) Article/book selection (Deadline: Friday, June 14, 5:00 PM)
 - a. You must select an article or book to critique 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.
- 2) Literature review (Deadline: Friday, June 21, 5:00 PM)
 - a. You must submit a brief explanation of how your selected book or article fits into the broader academic literature. You should be able to glean much of this from the article 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., extant work on civil war initiation that has previously ignored a given conflict or set of conflicts), and, (4) relatedly, what new thing(s) the author believes they are adding to this literature (e.g., an improved method or novel data and therefore a more accurate answer to the question of when and where civil wars begin). The third component of this review should identify at least three additional journal articles or books

that your selected piece aims to critique or complement. This should be roughly 500 words, but you may go up to 1,000 words at your discretion.

- 3) Public scholarship piece (Deadline: Friday, June 28, 5:00 PM)
 - a. You must submit a 500- to 1,000-word piece that summarizes the article/book in a way that would be accessible and engaging to a member of the general public (someone without any training in political science). You may need to omit some details of the article for space, and you may choose to highlight some aspects more than others in consideration of your public audience. Given that you are writing to a public audience, your piece should both summarize the article and put it in the context of any relevant ongoing political conversations. Here you are not critiquing the article but presenting its argument, methods, data, and political or theoretical implications in a public-facing manner. For examples of such writing, you might look at [The Monkey Cage](#) (including readings on this syllabus from that outlet) or American Political Science Association [posts](#) about recent articles.
- 4) Final paper (Deadline: Thursday, July 4, 5:00 PM)
 - a. You must submit a paper of between 1,750 and 2,250 words (not including the header, title, and footnotes/bibliography). The final paper should summarize the argument in your chosen article/book in a paragraph or two at most. The rest of the paper should focus on paper on critiquing that argument. In doing so you may point out its strengths and weaknesses, any limitations inherent in the methods or data, and, e.g., any alternative explanations it fails to adequately anticipate and rebut. You might briefly conclude with recommendations for future research.

You should submit all of these assignments via e-mail to either of my e-mail addresses noted above. You should attach your assignments to e-mails as Word documents (not as PDFs, please), and the documents should be double-spaced and typed in 12-point Times New Roman font with standard spacing, margins, and page numbers in the upper right-hand corner. The citation system you use does not matter—you just need to be consistent throughout and to provide all appropriate bibliographical information. That said, I would prefer that you use footnotes and a bibliography as opposed to in-text, author-date citations. For examples from the Chicago Manual of Style, see [here](#).

All articles and books you select for critique will be subject to my approval, which means you will want to consult with me before submitting the first part of this assignment on June 14 (you can simply send an e-mail asking if a source is acceptable). If you choose to critique an article, you should probably 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.

Should you choose to critique 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 *Perspectives on Politics* or

International Studies Review, or me. If you choose a book, I do not expect or require you to purchase it—just be sure you have access to it through a library.

Procedures

Office Hours and E-mail Etiquette

I will hold office hours twice each week, during which you are free to come discuss any relevant academic matters with me. You are encouraged to come for substantive questions about readings, lectures, and assignments (e.g., the sort of questions that might be difficult to answer briefly via e-mail). I am also happy to discuss any related academic matters such as post-graduate plans, internship ideas, and the like.

I also encourage you to send me questions by e-mail. When doing so, please include GOVT 060 in the subject line. If you send me an e-mail and do not receive a reply within 24 hours, please feel free to send a second e-mail to remind me of your question. If it is a more time-sensitive matter, you may follow up sooner as well, but keep in mind that I might not reply immediately to e-mails 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](#). Specifically, I will not provide paper hand-outs, nor will I ask for any assignments to be submitted on paper. Rather, I would encourage you to read this syllabus and all other assigned readings on a laptop or tablet, and I will ask that you submit all assignments electronically. I will also allow you to take notes on laptops/tablet in class. That said, [research](#) suggests that hand-writing notes can be better for recall and comprehension, so I leave the choice of digital vs. hand-written note-taking up to you. If you opt for the latter, I would suggest you try to mitigate paper usage by writing on recycled paper, maximizing the amount of writing per page, and so on. Likewise, if you choose to take notes on your laptop, I encourage you to close or lower the brightness on your device when note-taking is not necessary (e.g., during small group discussions). We will discuss optimal means of taking notes on digital readings on the first day of class.

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 in the classroom and toward the people we will be discussing in class—that is, toward the scholars who produced the research we will read, the policy-makers whose decisions we will scrutinize, and the individuals affected by those decisions.

You should be in your seat and ready to begin at 1:00, and you should not start preparing to leave before 3:00. I may occasionally offer a short break in the middle of our two-hour class session, but you should not plan on having break. If you need to excuse yourself during class, please attempt to minimize the disruption. Similarly, food and/or drink is permissible in class (unless the classroom explicitly prohibits it), but please keep this within reason (e.g., nothing too smelly,

noisy, or otherwise distracting to me and your fellow students). If you are going to bring food or drink to class, I encourage you to use reusable and/or recyclable packaging.

Late Assignments

Deadlines are strict. No extensions will be granted in the absence of a genuine emergency, documented illness, or any other Dean-excused absence. Predictable events, such as a heavy workload or extracurricular activities, are not grounds for an extension. All appeals for extensions will be considered on a case-by-case basis. Late assignments will lose 15 points for each day they are late (e.g., a paper submitted up to 24 hours late will begin at an 85, a paper submitted between 24 and 48 hours late will start at a 70). Anything more than 48 hours late will receive an F.

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%
Article Selection	10%
Literature Review	15%
Opinion Piece	15%
Final Paper	40%

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

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

“A” grades are only awarded for truly outstanding performance. Such a grade means that the student has reached a genuinely superior level of understanding of the subject and has demonstrated that superior knowledge and insight. I will round up for grades at or above *N.5*, and I will be round down for grades below *N.5*.

Assignment Feedback

I will return all assignments you submit with my feedback within two class sessions (e.g., assignments submitted on a Monday will be returned by Wednesday), and in the case of assignments submitted on a Thursday or Friday, I will return those no later than the following

Monday. I will provide all feedback—grades and any additional comments I have—on the Canvas course site. 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 e-mail me or come to office hours to ask for more detail.

Grade Disputes

Any questions regarding your grades should be directed to me. 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. A disagreement with my professional judgment is not sufficient basis for an appeal of your final grade.

Honor Code

In this class we will uphold Georgetown values, 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 reserve the right to submit your paper to [Turnitin](#)'s plagiarism detection software 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 System). If the Honor Council concludes that you plagiarized, you will may face a range of possible penalties, which you can read about in detail [here](#).

Canvas and Instructional Continuity

A Canvas site has been created for this class, and you will receive further information about this site via e-mail before the class begins. On the site, you will find announcements, the syllabus, readings, lecture slides, and information about assignments.

Instructional activities will be maintained during unscheduled university closures. In the case of such unforeseen disruption, I will lecture (during the usual 1:00 – 3:00 period) via Zoom, which is freely available through Canvas. You can learn more about this software [here](#).

On 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.

Special Accommodations

If you believe that you have a disability that will affect your performance in this class, please contact the Academic Resource Center (arc@georgetown.edu) for further information. The center is located in the Leavey Center, Suite 335. The Academic Resource Center 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 to [IDEAA](#) at 202-687-4798 or ideaa@georgetown.edu. Please note that IDEAA asks that any such complaints be filed within 180 days of the alleged act of discrimination, but sooner is better in such cases. IDEAA may, at its sole discretion, review cases filed past the 180-day period.

Introduction

Lecture 01 / June 3

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* (2000 [1935], Macmillan Publishing Co.)

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

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/>.

Jack Snyder, “One World, Rival Theories,” *Foreign Policy* (October 26, 2009). Available at: <https://foreignpolicy.com/2009/10/26/one-world-rival-theories/>.

Explaining Conflict and Cooperation

Lecture 02 / June 4

Why does war recur?

Thomas Hobbes, “Of the Natural Condition of Mankind as Concerning their Felicity and Misery,” in *Leviathan* (1651), pp. 76-79.

Hans J. Morgenthau, “Six Principles of Political Realism,” from *Politics Among Nations: The Struggle for Power and Peace*, Fifth Edition, Revised (Alfred A. Knopf, 1978): 4-15.

Kenneth N. Waltz, *Man, the State, and War: A Theoretical Analysis*, Anniversary Edition (2018 [1954], Columbia University Press): vii-x, 1-15 [Note that pages vii-x contain a foreword by Stephen M. Walt, which you should indeed read.]

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

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

Lecture 03/ June 5

Why do states sometimes cooperate?

John Locke, “Of the State of Nature,” in *Two Treatises of Civil Government* (1764 [1689]).

Available at: <https://oll.libertyfund.org/pages/john-locke-two-treatises-1689>. [The portion identified here is in Book 2, Chapter 2, and you should read Sections 4-14.]

Immanuel Kant, "Section II: Containing the Definitive Articles for Perpetual Peace Among States," in *Perpetual Peace: A Philosophical Sketch* (1795). [Read through the "third definitive article".]

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

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

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

Lecture 04 / June 6

How do ideas and identities affect patterns of conflict and cooperation?

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

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.

Joslyn Barnhart, "Status Competition and Territorial Aggression: Evidence from the Scramble for Africa," *Security Studies* Vol. 25, No. 3 (2016): 385-419.

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

Lecture 05 / June 10

Can rational actors go to war?

Carl von Clausewitz, *On War*, edited and translated by Michael Howard and Peter Paret (Princeton University Press, 1976 [1832]): 75-89.

Thomas C. Schelling, "The Diplomacy of Violence," in John Garnett (ed.), *Theories of Peace and Security* (Palgrave Macmillan, 1970): 64-84.

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

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

Lecture 06 / June 11

How do decisions for or against war get made?

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

Robert D. Putnam, "Diplomacy and Domestic Politics: The Logic of Two-Level Games," *International Organization* Vol. 42, No. 3 (Summer 1988): 173-190.

Jonathan Monten and Andrew Bennett, "Models of Crisis Decision Making and the 1990-91 Gulf War," *Security Studies* Vol. 19, No. 3 (April 2010): 486-520.

Marcus Holmes and Keren Yarhi-Milo, "So Trump's meeting Kim Jong Un after all. Here's why face-to-face diplomacy matters," *The Monkey Cage* (June 11, 2018).
https://www.washingtonpost.com/news/monkey-cage/wp/2018/05/24/trump-canceled-the-summit-with-north-korea-heres-why-its-a-missed-opportunity/?tid=a_inl_manual

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

Lecture 07 / June 12

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

Fareed Zakaria, *From Wealth to Power: The Unusual Origins of America's World Role* (Princeton University Press, 1998): 3-12.

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

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

Lecture 08 / June 13

Why did World War I happen?

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.

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.

Lauren Wilcox, "Gendering the Cult of the Offensive" in Laura Sjoberg (ed.), *Gender and International Security: Feminist Perspectives* (Routledge, 2010): 61-82.

***Article/book selection due June 14 by 5:00 PM.**

Lecture 09 / June 17

Why did World War II happen?

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.

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 18

Why did the Cold War happen, and was it really “cold”?

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

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.

Barton J. Bernstein, “Understanding Decisionmaking, U.S. Foreign Policy, and the Cuban Missile Crisis: A Review Essay,” *International Security* Vol. 25, No. 1 (Summer 2000): 134-164.

Lecture 11 / June 19

Why are U.S. soldiers 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/>.

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/>.

Blog posts at *The Duck of Minerva*:

- Elizabeth N. Saunders, “How Would Al Gore Have Fought the Iraq War?” (June 22, 2013). Available at: <http://duckofminerva.dreamhosters.com/2013/07/would-al-gore-fought-the-iraq-war.html>.
- 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>.

International Political Economy

Lecture 12 / June 20

How do international politics and economics interact?

V. I. Lenin, *Imperialism: The Highest Stage of Capitalism* (Resistance Books, 1999 [1917]): 75, 119-120, 82-89; 91-92; 105-108 [in that order]. Available at: <https://readingfromtheleft.com/Books/Classics/LeninImperialism.pdf>.

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

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

Daniel W. Drezner, "Five Myths about Sanctions," *The Washington Post* (May 2, 2014). Available at: https://www.washingtonpost.com/opinions/five-myths-about-sanctions/2014/05/02/a4f607b6-d0b4-11e3-9e25-188ebeb1fa93b_story.html.

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***Literature review due June 21 by 5:00 PM.**

Lecture 13 / June 24

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International Security

Lecture 14 / June 25

How do nuclear weapons affect world politics?

Matthew Kroenig, "Time to Attack Iran," *Foreign Affairs*, Vol. 91, No. 1 (January/February 2012): 76-86.

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Lecture 15 / June 26

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- 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/>.

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

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Lecture 16 / June 27

Can human rights, peacekeeping, and migration contribute to human security?

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Thomas Franck, "Are Human Rights Universal?" *Foreign Affairs* Vol. 80 No. 1 (2001), pp. 191-204.

Samuel Moyn, "Human Rights in History," *The Nation* (August 11, 2010). Available at: <https://www.thenation.com/article/human-rights-history/>.

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).

Gallya Lahav & Sandra Lavenex, "International Migration," in Walter Carlsnaes, Thomas Risse, & Beth A. Simmons (eds.), *Sage Handbook of International Relations*, Second Edition (Sage, 2012).

***Public scholarship piece due June 28 by 5:00 PM.**

Current Debates

Lecture 17 / July 1

What are the implications of the rise of China?

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

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

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

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

Joshua Shiffrin, "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/>.

Lecture 18 / July 2

How should states address climate change?

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Joshua Busby, "As the Stakes Rise, Climate Action Loses Momentum," *Current History* Vol. 118, No. 804 (January 2019): 36-38.

Abraham 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>.

Lecture 19 / July 3

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

U.S. Department of State, "Restoring the Role of the Nation-State in the Liberal International Order," *DipNote* (December 4, 2018). Available at:

<https://blogs.state.gov/stories/2018/12/04/en/restoring-role-nation-state-liberal-international-order>.

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>.

Rebecca Friedman Lissner & Mira Rapp-Hooper, "The Liberal Order Is More Than a Myth," *Foreign Affairs* (July 31, 2018).

Stephen Wertheim, "A Clash is Coming Over America's Place in the World," *The New York Times* (February 26, 2019). Available at: <https://www.nytimes.com/2019/02/26/opinion/2020-foreign-policy.html>.

July 4

No class

***Final papers due by 5:00 PM.** Enjoy the holiday and the rest of the summer. Thanks for your participation in this course!