

Introduction to International Relations – GOVT 060-10

Summer 2020, June 1 – July 3
Monday through Thursday, 10:45 AM – 12:45 PM
Georgetown University, School of Continuing Studies
Room: TBD

Instructor: Andrew A. Szarejko
E-mail: aas247@georgetown.edu
Office Hours: Tuesday/Thursday, 12:45 – 1:45, or by appointment (ICC lobby)

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 international cooperation? What are the prospects for change in the international system?

Second, you will learn about 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. military interventions 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 the subfields of international political economy and international security, and we will conclude the course with an examination of current issues confronting IR scholars and policy-makers alike.

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 time to e-mail in advance; in such cases, just 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.

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 will discuss all of them at least briefly 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 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 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 (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), Inu Manak (@inumanak), Paul Musgrave (@profmusgrave), Megan Stewart (@Megan_A_Stewart), and Steven Ward (@Steven_m_ward).

Papers

There will be four papers for this class, including one final paper of between 1,750 and 2,250 words. The first three assignments will all build up to the final essay, which is due in electronic copy by 5:00 PM on Friday, July 3. The final paper assignment is to review a 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, a literature review, and a policy-oriented opinion piece. 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 12, 5:00 PM)
 - a. You must select an article or book to review and include a brief explanation (between 400 and 600 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 19, 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., extant work on civil war initiation that has previously ignored a set of conflicts), and, (4) what new thing 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). You might add whether the author is explicitly or implicitly approaching the question from a perspective we discuss in class (e.g.,

as a realist or a liberal). 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 500-750 words, but you may go up to 1,000 words at your discretion.

- 3) Policy-oriented opinion piece (Deadline: Friday, June 26, 5:00 PM)
 - a. Now that you have surveyed the relevant literature, I will ask you to submit a public-facing opinion piece of 750-1,000 words on the basis of your chosen article/book. This paper should (1) identify a relevant issue facing current U.S. policy-makers or another set of relevant political actors, (2) outline two or three potential courses of action, and (3) argue on the basis of your chosen book that policy-makers should choose one of the courses of action you outlined. The emphasis here is on brevity and clarity. In the third segment of this piece, you will need to briefly explain the argument of your article/book. For examples of public-facing, policy-oriented writing, you might look at [The Monkey Cage](#) (including readings on this syllabus from that outlet).

- 4) Final paper (Deadline: Friday, July 3, 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). This final paper should summarize the argument of your chosen article/book in about 250 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 500 words on the recommendations for future research. In discussing the article/book's strengths, you might discuss the novelty or rigor of its data or methods, 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. 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 and data.

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. I ask that you use footnotes and a bibliography as opposed to in-text, author-date citations. For relevant examples from the Chicago Manual of Style, see [here](#). 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 12 (you can simply send an e-mail asking if a source is acceptable, or we can discuss it during office hours). If you choose to

critique 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.

If you choose to write about 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 library, please let me know.

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 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 toward others 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 10:45, and you should not start preparing to leave before 12:45. I will offer a short break in the middle of every two-hour class session. If you need to excuse yourself outside of that break, 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 (i.e., nothing too 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%
Policy-oriented Opinion Piece	15%
Final Paper	40%

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

“A” grades are only awarded for truly outstanding performance. Such a grade means that you have reached a genuinely superior level of understanding of the subject and hav provided ample evidence of that insight. I will round up for grades at or above *N.5*.

Assignment Feedback

All assignments are due on Fridays, and I will provide grades and feedback no later than the following Monday. I will provide all feedback 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.

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 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 and Instructional Continuity

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

We will maintain instructional activities during unscheduled university closures. In the case of such unforeseen disruption, I will lecture (during the usual 10:45 – 12:45 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 have a disability that you believe will affect your performance in this class, please contact the Academic Resource Center (arc@georgetown.edu). The ARC, which is located in the Leavey Center (Suite 335), 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 generally better in such cases. IDEAA may, at its sole discretion, review cases filed past the 180-day period.

Introduction

Lecture 01 / June 1

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/>.

Explaining Conflict and Cooperation

Lecture 02 / June 2

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.]

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 3

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.]

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 4

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.

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

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

Lecture 05 / June 8

Can war be rational?

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

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.

Lecture 06 / June 9

How do decisions for or against war get made?

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

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.

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). Available at: 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 10

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.

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.

Lecture 08 / June 11

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

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.

***Article/book selection due June 12 by 5:00 PM.**

Lecture 09 / June 15

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," *Security Studies*, Vol. 18, No. 2 (May 2009): 214-240.

Lecture 10 / June 16

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 11 / June 17

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.

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

Lecture 12 / June 18

Why did the U.S. intervene in Iraq and Afghanistan?

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/>.

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/>.

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>.

*Literature review due June 19 by 5:00 PM.

International Political Economy

Lecture 13 / June 22

How does politics interact with global capital, trade, and finance?

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.

Kathleen R. McNamara, "This is what economists don't understand about the euro crisis – or the U.S. dollar," *The Monkey Cage* (July 21, 2015). Available at: <https://www.washingtonpost.com/news/monkey-cage/wp/2015/07/21/this-is-what-economists-dont-understand-about-the-euro-crisis-or-the-u-s-dollar/>.

Lecture 14 / June 23**Has globalization changed international political economy?**

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.

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.

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/>.

International Security**Lecture 15 / June 24****How do nuclear weapons affect world politics?**

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

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

Colin H. Kahl, "Not Time to Attack Iran," *Foreign Affairs*, Vol. 91, No. 2 (March/April 2012): 166-173.

Kenneth N. Waltz, "Why Iran Should Get the Bomb: Nuclear Balancing Would Mean Stability," *Foreign Affairs* Vol. 91, No. 4 (July/August 2012): 2-5.

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.

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/>.

Lecture 16 / June 25**Why do civil wars and terrorism occur?**

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

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/>.

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

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/>.

***Public scholarship piece due June 26 by 5:00 PM.**

Current Debates

Lecture 17 / June 29

How do human rights, peacekeeping, and migration relate to international security?

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

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.

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

Lecture 18 / June 30

How should states address climate change?

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

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.

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

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>.

Lecture 19 / July 1

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.

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 20 / July 2

What does the future hold for the 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>.

Tanisha M. Fazal and Paul Poast, "War is Not Over: What the Optimists Get Wrong about Conflict," *Foreign Affairs* Vol. 98, No. 6 (November/December 2019): 74-83.

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

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

***Final papers due July 3 by 5:00 PM.**