

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

Asynchronous online course

Instructor: Andrew A. Szarejko

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Office Hours: At least three times a week via Zoom at varying times

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 & 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 my PowerPoint slides on Canvas. Optional synchronous meetings will include office hours as well as

guest talks from other IR scholars. Non-attendance at optional meetings will not count against you; recorded versions of optional synchronous meetings will be posted on Canvas when possible.

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 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). Most importantly, stay well.

Viewing recorded lectures is a necessary but insufficient condition for a high participation grade. Because this course will be conducted asynchronously, the usual classroom participation will not be application here. Rather, good participation in this course will primarily entail making contributions to an online discussion board, where my prompts will be designed to allow you to provide evidence of having done the readings and having paid attention to lectures. I will keep you apprised of assigned discussion board posts and the sort of content I am looking for in each post. In addition to providing your own response, I may ask you to respond to posts by your fellow students.

Note that recorded lectures and guest talks as well as the discussion board comments and other class materials should not be disseminated to anyone outside the class.

Readings

Each class session includes assigned readings, though in this class, our “readings” will also include optional videos. That is, the required materials often include the option for you to watch a video or listen to a podcast on the same topic. Some of the videos are interviews; some are news clips; some are presentations with a Q&A session. In some cases, you only need to watch part of a video, and I have noted the time accordingly. In cases where you will need to watch the entire video, I have simply listed the total length of the video. I have listed some optional readings; unless otherwise noted, all materials are mandatory. 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 materials before a given day’s lecture, and I highly recommend completing the material in the order it is presented in the syllabus. I will make all materials 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. 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 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), Inveer (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 1,500 and 2,000 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 300 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., 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). 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) or whether the author is critiquing other scholars of any such perspective. 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 500-1,000 words, but you may go up to 1,200 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 600-1,000 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 1,500 and 2,000 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 250 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. 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. 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 virtual office hours on Zoom at least three times each week, during which you are free to come discuss any relevant academic matters with me. 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 e-mail). I am also happy to discuss related academic matters such as post-graduate plans, internship ideas, and the like. These will include both group office hours as well as the option for private meetings. Because you all are in many different time zones, I will host office hours at varying times throughout each week. I will provide further details on this in our first class session.

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, feel free to 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 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](#). 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 not required to have your camera on for Zoom meetings. I will provide further instructions as necessary via e-mail.

Late Assignments

All appeals for extensions will be considered on a case-by-case basis. All deadlines are in Eastern Standard Time, but for those of you outside the contiguous United States, I am willing to work with you to ensure that paper deadlines occur at a reasonable hour—just send me an e-mail if you think the deadlines will be an issue. Given the state of affairs, I will try to accommodate reasonable requests for extensions. That said, predictable issues such as a large work-load are insufficient grounds for extension. Late assignments will automatically lose 15 points, plus an additional 10 points for each 24-hour period that elapses after the original due date. 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 75, and so on until you reach a 55 (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	20%
Policy-oriented Opinion Piece	20%
Final Paper	30%

Each of the above requirements will be 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 recorded lectures and e-mails.

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

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 recorded lectures, 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.

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*. [Available on Canvas.]

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/>.

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.]

Or

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 at:

<https://www.annualreviews.org/do/10.1146/do.multimedia.2013.01.23.93/abs/>]

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=RXIIDh6rD18>. [9:21.]

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

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.

Or

“Conversations with History: Robert O. Keohane,” *University of California Television*.

<https://youtu.be/5foxGFXNI-s>. [6:50-27:44; 32:55-38:32.]

And

Andrew Moravscik, “<https://www.youtube.com/watch?v=7D5FNrqT5dM> [9:48]

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: 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.

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

*Guest Talk: Dr. Swati Srivastava, 11:30 AM to 12:00 PM, synchronous Zoom session.

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.]

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.

Or

Five 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]

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.

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.

Or

Robert Jervis, “How Statesmen Think: The Psychology of International Politics,” *The Wilson Center*. <https://www.youtube.com/watch?v=XLLcoTe5Olc> [1:27:45.]

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

*Guest Talk: Dr. Danielle Lupton, 11:00 to 11:45 AM, synchronous Zoom session.

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.

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.

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 11

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.

Or

Paul Frymer, “Building an American Empire: The Era of Territorial and Political Expansion,” (May 11, 2017): https://youtu.be/btqLXi_dSLA. [1:16:39.]

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

*Guest Talk: Dr. Richard W. Maass, 12:00 – 12:45 PM, synchronous Zoom session.

Optional: Sean Gilmard, “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.

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

Lecture 09 / June 15

Why did World War I 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.

Or

Thomas Weber et al., “The Great WWI Controversy: Who Was to Blame? A Panel Discussion on the Centennial,” (Nov. 24, 2014): <https://youtu.be/KTUSqcz1YE4>.

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

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.

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.

Or

“On Deterrence,” *Sandia National Labs* (2016): <https://youtu.be/tQBLpJFi6f0> [Part 1, through 32:45.]

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?

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>.

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>.

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/>.

Or

The Daily, “A Secret History of the War in Afghanistan,” Dec. 16, 2019. <https://www.nytimes.com/2019/12/16/podcasts/the-daily/afghanistan.html>. [29:07. Transcript available at the link.]

Optional: 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>.

Optional: 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/>.

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

International Political Economy

Lecture 13 / June 22

How does politics interact with the global economy?

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

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/>.

*Guest talk: Dr. Inveer Manak, 12:00 – 12:45 PM, synchronous Zoom session.

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

Lecture 14 / June 23

Has globalization changed international political economy?

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=dUdbalAZ3JL>. [1:14:26.]

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

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/>.

*Guest talk: Dr. Inveer Manak, 12:00 – 12:45 PM, synchronous Zoom session.

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.

International Security

Lecture 15 / June 24

How does technology shape world politics?

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

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

Or

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]

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>

And

The National Security Law Podcast, Episode 101 (Nov. 27, 2018):
<https://www.nationalsecuritylawpodcast.com/episode-101-to-me-this-podcast-is-perfect/>. [55:26-1:02:40. You do not need to listen to anything before or after that segment of the podcast.]

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

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/>.

Lecture 16 / June 25

Why do civil wars and terrorism occur?

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.

Or

Bruce Hoffman and Peter Bergen, “Book Talk: Inside Terrorism” (Sep. 12, 2017):
<https://youtu.be/QTh1SoJVAkI> [1:09:21.]

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: Dr. Daniel Byman, 11:00 – 11:45 AM, synchronous Zoom session.

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

*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/>

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).

Or

Lise Morjé Howard, “The Power of Peacekeeping” (Feb. 14, 2018): Lise Morjé Howard [16:10].

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: 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.

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.

Or

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

Joshua Busby and Johannes Urpelainen, “Following the Leaders? How to Restore Progress in Global Climate Governance,” *Global Environmental Politics* (Forthcoming).

*Guest talk: Dr. Joshua Busby, 11:00 – 11:45 AM, synchronous Zoom session.

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>.

Lecture 19 / 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): 31-39.

Or

Oriana Skylar Mastro, “Is China a Military Superpower?” *Center for Strategic & International Studies* (April 19, 2016): <https://youtu.be/ov7FHGcSAfM> [13:30].

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.

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: 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/>

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

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

*Guest Talk: Dr. Joshua Shifrinson, 11:00 – 11:45 AM, synchronous Zoom session.

Lecture 20 / July 2

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

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

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

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: 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.

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