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Course Information

Course Number: INTA 606

Course Title: International Politics in Theory and Practice

Section: TBD

Time: Monday, 6:15pm – 8:55pm

Location: Room/Zoom TBD

Credit Hours: 3 credit hours

Instructor Details

Instructor: Professor Yuval Weber

Office: TBD

Phone: TBD

E-Mail: weber@tamu.edu

Office Hours: TBD

Course Description

This introductory course to the study of International Relations provides students with the basic concepts and theories to understand contemporary international politics and specific issue areas of concern to the United States.

The first major goal of the course is to introduce students to the critical questions that shape International Relations, the discipline: Why and when do states go to war, and under what conditions do they prefer to interact peacefully? Under what conditions do leaders take into account the preferences of specific groups or the general public when policy decisions? What is the role of international organizations such as the United Nations and NATO in altering national interests and state action? Are there benefits to trade wars and how does a state “win” one? For these and other questions, we use historical and contemporary examples to illustrate theories and concepts, and to identify the relevant political actors, their preferences, and the domestic and international institutions that shape how they seek to cause or shape their preferred outcomes for the benefit of themselves, their political supporters, and their states.

The second major goal of the course is to understand the shape and practice of international politics and the common, albeit often unstated, assumptions and theories that guide the behavior of states and their leaders. This more general study of international politics will help students analyze the strategic choices leaders face when confronted not only by specific crises, but also over abstract issues such as “the rise of China,” “Russian aggression,” “American leadership”, and “global action”. Neither states nor leaders exist in vacuums and this course will help students assess how real leaders, American and foreign, evaluate costs and benefits to pressing foreign policy actions and strategies.

By the end of this course you will have a better understanding of international relations the phenomenon and International Relations the discipline. Most importantly, you will be able to tell the difference and be able to use theory to guide inquiry and inquiry to guide understanding.

Course Learning Outcomes

- Demonstrate a working knowledge of major schools of thought and several subfields of the International Relations discipline.
- Critically analyze contemporary and historical international events and issues.
- Apply theories of international relations to policy decisions by historical and contemporary state leaders.
- Demonstrate effective written and oral communication skills.

Textbook and/or Resource Materials

Three books are required for all students:

- Drezner, Daniel W. *Theories of International Politics and Zombies: Revived Edition*. Princeton University Press, 2014.
- Frieden, Jeffrey, David A. Lake, Kenneth A. Schultz. *World Politics: Interests, Institutions, and Interactions (Fourth Edition)*. W.W. Norton, 2018. (Third Edition published in 2014 is fine with the illustrative examples being the only salient differences.)
- Drezner, Daniel W. *The System Worked: How the World Stopped Another Great Depression*. Oxford University Press, 2014.

Other articles and chapters assigned will be accessed electronically through the course website. A number of items will be downloaded from the Internet using links indicated in the outline by topic.

Coursework and Grading

First, a word between me (the instructor) and you (the student). We are in wildly uncertain times and as I submit this syllabus in November 2020, it is unclear whether our class will meet in-person, online, or in some hybrid format. Academia is still hashing out socially acceptable norms of behavior for online and hybrid instruction compared to what is expected in person. The legal language regarding attendance, wellness, and the like follow below. However, let me recognize the obvious and make a pledge to you: I want this course to be of interest and of value to you and I will treat your time and educational ambitions with the respect they deserve, and I expect that you will do the same for me and for your colleagues in the class. For all of us to get what we need from this course, we will practice patience and kindness with each other and that starts from me to you.

Grades are based on pre-class writing assignments (30%), in-class participation (10% comprised of 5% in-class assignments and 5% engaged participation in discussion), policy brief (30% comprised of 15% written brief and 15% oral presentation), and final critical review essay (30%).

- **Pre-class writing assignment (30%: 15 assignments at 2% each)**

Prior to each class meeting, each student will answer 1-2 questions with each answer being no shorter than 100 words and no longer than 250 words. These questions will be disseminated by email or course website and are meant to be provocative for students to grapple with the

theoretical or policy issues for that week. Sufficient answers answer the question through assertion of opinion; good answers additionally provide a thesis to justify the answer; great answers additionally provide evidence to support the thesis. (Deadline of 12:00pm Monday for the 6:15pm class meeting but earlier submissions are highly encouraged!)

- **In-class participation (10%: 5% for in-class assignments for 0.33% per class meeting and 5% for engaged participation in discussion for 0.33% per class meeting)**

During each of the 15 class meetings, we will have group and individual exercises and quizzes through a variety of modalities. Some of those exercises and quizzes will be graded for correctness and others for successfully completing them.

During each of the 15 class meetings, the bulk of the time together will be in discussion. If you have done the reading and are ready to discuss, that is clearly obvious to me, your colleagues, and yourself, and will be evaluated according to Department and University rubrics. If you have done the reading but are not ready to discuss, there will be other opportunities to participate but you will have limited the discussion. If you have not done the reading and are not ready to discuss, that is also clearly obvious to me, your colleagues, and yourself.

- **Policy brief (30%: 15% for two-sided written brief, 7.5% each, and 15% for two-sided oral presentation, 7.5% each)**

Beginning in early February, student will begin tracking one country and one issue of interest to the United States (for instance, “Russia” and “nuclear arms treaties”) through online databases and news sources.

For the written portion of the assignment, students will prepare two dueling policy briefs with each brief no less than 1,000 words and no more than 1,500 words. One will be addressed to an American policy principal that defines the issue, the U.S. interest, policy options and trade-offs, and the interests and likely responses of the interlocutor state. *The second will be addressed to the corresponding policy principal of the other state and will conduct the same analysis holding the United States as the interlocutor state.* For the oral portion of the assignment, the student will present both policy briefs to show competing perspectives of a single issue.

Take both sides seriously! (Hat tip to Paul Musgrave of University of Massachusetts-Amherst for inspiring this assignment)

- **Critical review essay (30%)**

For the final assignment of the semester, students will prepare a critical review essay of three books on a single subject. The essay will be at least 4,000 words and no longer than 5,000 words. It can be on any topic but must be relevant to the U.S. national security agenda (very broadly defined) and pre-approved by the instructor.

The “catch” is that all three will be very different kinds of books: one will be a high-level contemporary popular press manuscript, the sort of book policy principals and professionals might read; another will be a recent academic press manuscript (published no earlier than 2010) that represents the cutting edge of research on the topic; the third book will be a classic

academic work (published no later than 2000) that encapsulates the current or previous conventional wisdom on the topic. (On the latter, if you'd like to consider a series of classic academic articles or high-level policy briefs, please feel free to pitch me.)

The intent of the assignment is to allow you to consider a policy question from different perspectives. What do popular authors urge current policymakers to do now to shape the future? What do academics suggest is the current understanding of the problem up to now? How did academics or policy professionals previously grapple with this issue?

Late Work and Makeup Work Policy

- Pre-class assignments are considered late after 12:00pm on the day of the class meeting but will be accepted for half credit. Pre-class assignments will not be accepted after the beginning of class.
- In-class assignments are not eligible to make up. Excused absences on class days will obviate the requirement on that class day.
- Written products will be penalized one letter grade per day following deadlines.

Please refer to [Student Rule 7](#) in its entirety for information about makeup work, including definitions, and related documentation and timelines. The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation. Absences related to Title IX of the Education Amendments of 1972 may necessitate a period of more than 30 days for make-up work, and the timeframe for make-up work should be agreed upon by the student and instructor" ([Student Rule 7, Section 7.4.1](#)). Please also note that "the instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence" ([Student Rule 7, Section 7.4.2](#)). Students who request an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code; failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.

(See [Student Rule 24](#).)

- Participation in an activity that is required for a class and appears on the university authorized activity list at <https://studentactivities.tamu.edu/app/sponsauth/index>
- Death or major illness in a student's immediate family.
- Illness of a dependent family member.
- Participation in legal proceedings or administrative procedures that require a student's presence.
- Religious holy day. NOTE: Prior notification is NOT required.
- Injury or illness that is too severe or contagious for the student to attend class.
 - Injury or illness of three or more class days: Student will provide a medical confirmation note from his or her medical provider within one week of the last date of the absence (see Student Rules 7.1.6.1)
 - Injury or illness of less than three class days: Student will provide one or both of these (at instructor's discretion), within one week of the last date of the absence:
 - (i.) Texas A&M University Explanatory Statement for Absence from Class form available at <http://attendance.tamu.edu> or
 - (ii.) Confirmation of visit to a health care professional affirming date and time of visit.

- Required participation in military duties.
- Mandatory admission interviews for professional or graduate school that cannot be rescheduled.
- Other absences may be excused at the discretion of the instructor with prior notification and proper documentation. In cases where prior notification is not feasible (e.g., accident or emergency) the student must provide notification by the end of the second working day after the absence, including an explanation of why notice could not be sent prior to the class.
- On rare occasions, the instructor might have to miss a class due to administrative or academic responsibilities out of town. This will be exceedingly rare, but if it does occur, the instructor reserves the right to reschedule class at a time when the vast majority of students are available for the make-up class and will convey the material to students unable to attend the make-up during office hours.

University Policies

Academic Integrity Statement and Policy

“An Aggie does not lie, cheat or steal, or tolerate those who do.”

“Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, may be sufficient grounds to initiate an academic misconduct case” ([Section 20.1.2.3, Student Rule 20](#)).

You can learn more about the Aggie Honor System Office Rules and Procedures, academic integrity, and your rights and responsibilities at aggiehonor.tamu.edu.

Americans with Disabilities Act (ADA) Policy

Texas A&M University is committed to providing equitable access to learning opportunities for all students. If you experience barriers to your education due to a disability or think you may have a disability, please contact Disability Resources in the Student Services Building or at (979) 845-1637 or visit disability.tamu.edu. Disabilities may include, but are not limited to attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability related needs with Disability Resources and their instructors as soon as possible.

Title IX and Statement on Limits to Confidentiality

Texas A&M University is committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws prohibit gender-based discrimination and sexual harassment, including sexual assault, sexual exploitation, domestic violence, dating violence, and stalking.

With the exception of some medical and mental health providers, all university employees (including full and part-time faculty, staff, paid graduate assistants, student workers, etc.) are Mandatory Reporters and must report to the Title IX Office if the employee experiences, observes, or becomes aware of an incident that meets the following conditions (see [University Rule 08.01.01.M1](#)):

- The incident is reasonably believed to be discrimination or harassment.
- The incident is alleged to have been committed by or against a person who, at the time of the incident, was (1) a student enrolled at the University or (2) an employee of the University.

Mandatory Reporters must file a report regardless of how the information comes to their attention – including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Although Mandatory Reporters must file a report, in most instances, you will be able to control how the report is handled, including whether or not to pursue a formal investigation. The University’s goal is to make sure you are aware of the range of options available to you and to ensure access to the resources you need.

Students wishing to discuss concerns in a confidential setting are encouraged to make an appointment with [Counseling and Psychological Services](#) (CAPS).

Students can learn more about filing a report, accessing supportive resources, and navigating the Title IX investigation and resolution process on the University’s [Title IX webpage](#).

Statement on Mental Health and Wellness

Texas A&M University recognizes that mental health and wellness are critical factors that influence a student’s academic success and overall wellbeing. Students are encouraged to engage in proper self-care by utilizing the resources and services available from Counseling & Psychological Services (CAPS). Students who need someone to talk to can call the TAMU Helpline (979-845-2700) from 4:00 p.m. to 8:00 a.m. weekdays and 24 hours on weekends. 24-hour emergency help is also available through the National Suicide Prevention Hotline (800-273-8255) or at suicidepreventionlifeline.org.

COVID-19 Temporary Amendment to Minimum Syllabus Requirements

The Faculty Senate temporarily added the following statements to the minimum syllabus requirements in Fall 2020 as part of the university’s COVID-19 response.

Campus Safety Measures

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University has adopted policies and practices for the Fall 2020 academic term to limit virus transmission. Students must observe the following practices while participating in face-to-face courses and course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.):

- Self-monitoring—Students should follow CDC recommendations for self-monitoring. **Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction.**
- Face Coverings—[Face coverings](#) (cloth face covering, surgical mask, etc.) must be properly worn in all non-private spaces including classrooms, teaching laboratories, common spaces such as lobbies and hallways, public study spaces, libraries, academic resource and support offices, and outdoor spaces where 6 feet of physical distancing is difficult to reliably maintain. Description of face coverings and additional guidance are provided in the [Face Covering policy](#) and [Frequently Asked Questions \(FAQ\)](#) available on the [Provost website](#).
- Physical Distancing—Physical distancing must be maintained between students, instructors, and others in course and course-related activities.
- Classroom Ingress/Egress—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.
- To attend a face-to-face class, students must wear a face covering (or a face shield if they have an exemption letter). If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the [Student Conduct office](#) for sanctions. Additionally, the faculty member may choose to teach that day's class remotely for all students.

Personal Illness and Quarantine

Students required to quarantine must participate in courses and course-related activities remotely and **must not attend face-to-face course activities**. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.

Students experiencing personal injury or illness that is too severe for the student to attend class qualify for an excused absence (See [Student Rule 7, Section 7.2.2.](#)) To receive an excused absence, students must comply with the documentation and notification guidelines outlined in Student Rule 7.

Course Schedule

Please note that all readings subject to change but will be communicated to you as quickly as possible.

Week 01 | January 18, 2021 | No Class, MLK, Jr. Holiday

No assigned reading but (virtual) office hours this week are mandatory. We will discuss your research and policy interests and identify potential topics for your policy brief and final paper/critical essay.

Learning objectives: N/A

Week 02 | January 25, 2021 | Course Introduction

What Is This Course About? How Does Theory Change Our Understanding of History? Where Does IR Come from And Where Might It Head?

- Buzan, Barry, and George Lawson. "The global transformation: The nineteenth century and the making of modern international relations." *International Studies Quarterly* 57, no. 3 (2013): 620-634.
- Buzan, Barry, and George Lawson. "Rethinking benchmark dates in international relations." *European Journal of International Relations* 20, no. 2 (2014): 437-462.
- Zvobgo, Kelebogile and Meredith Loken, "Why Race Matters in International Relations," *Foreign Policy*, June 19, 2020. <https://foreignpolicy.com/2020/06/19/why-race-matters-international-relations-ir/>
- Beckley, Michael. "China's century? Why America's edge will endure." *International Security* 36, no. 3 (2012): 41-78.
- Cooley, Alexander, and Daniel H. Nexon. "How Hegemony Ends." *Foreign Aff.* 99 (2020): 143.

Optional: Frieden, Jeffry A. David A. Lake, and Kenneth A. Schultz. 2018 [2015]. *World Politics: Interests, Interactions, and Institutions (Fourth [or Third] Edition)*. New York: Norton, Ch. 1.

Learning objectives: By the end of this session, students will be able to explain the origins and attributes of the modern era of the international system, summarize the key events of international politics, and evaluate the central developments and challenges to international politics prior to and during the contemporary era.

Week 03 | February 01, 2021 | Core Theoretical Concepts

What is the World Made of and How Does it All Hang Together? Actors, Interests, Interactions, Institutions, the State, and the International Order

- Frieden, Jeffrey A. David A. Lake, and Kenneth A. Schultz. 2018 [2015]. *World Politics: Interests, Interactions, and Institutions (Fourth [or Third] Edition)*. New York: Norton, Ch. 2.
- Olson, Mancur. *Power and prosperity: Outgrowing communist and capitalist dictatorships*: Basic books, 2000. Ch. 1-2, pp. 1-43.
- Tilly, Charles. "War making and state making as organized crime." *Violence: A reader* (1985).
- Ikenberry, G. John. *After Victory: Institutions, Strategic Restraint, and the Rebuilding of Order after Major Wars, New Edition*. Princeton University Press, 2019. Preface to the New Edition, Preface to the Old Edition, Chapters 1-2.

Recommended: Lake, David A. "Escape from the state of nature: Authority and hierarchy in world politics." *International Security* 32.1 (2007): 47-79.

Learning objectives: By the end of this session, students will be able to explain the conceptual building blocks of IR theory: what the state is and the varying explanations of how humans form themselves in political communities; how political actors are constituted; what shapes the interactions of state and nonstate actors; the international order as an idea and shaper of state strategy; and how institutions emerge and shape human and state behavior.

Week 04 | February 08, 2021 | Where Does War Come From?

Structural Explanations of Conflict: Where Does War Come From?

- Frieden, Jeffrey A. David A. Lake, and Kenneth A. Schultz. 2018. *World Politics: Interests, Interactions, and Institutions (Fourth Edition Edition)*. New York: Norton, Ch. 3.
- Jervis, Robert. "Cooperation under the security dilemma." *World politics* 30, no. 2 (1978): 167-214.
- Mearsheimer, John J. *The Tragedy of Great Power Politics*. WW Norton & Company, 2001. Chapter 9.
- James Fearon, "Rationalist Explanations for War," *International Organization* 49 (Summer 1995): 379-414. (**Note: a simplified but complete version of this model is presented in the textbook, but it is good to understand the original paper.**)
- Lake, David A. "Two cheers for bargaining theory: Assessing rationalist explanations of the Iraq War." *International Security* 35, no. 3 (2010): 7-52.

Recommended: Dan Reiter, "Exploring the Bargaining Model of War," *Perspectives on Politics* 1, no. 1 (2003): pp. 27-47.

Learning objectives: By the end of this session, students will be able to explain where war and peace both come from. This will include the various sources of war: structural, psychological, and rational. Students will then evaluate the sources of recent American wars: what were the stakes of the conflict; how did policymakers evaluate the costs of war against the benefits of potential victory

and loss; and how did policymakers evaluate the costs and benefits of action versus inaction.

Week 05 | February 15, 2021 | Is War a Structural or Domestic Decision?

What are Non-Structural Alternative Explanations for War?

- Frieden, Jeffrey A. David A. Lake, and Kenneth A. Schultz. 2018. *World Politics: Interests, Interactions, and Institutions (Fourth Edition)*. New York: Norton, Ch. 4.
- Putnam, Robert D. "Diplomacy and domestic politics: the logic of two-level games." *International organization* 42, no. 3 (1988): 427-460.
- De Mesquita, Bruce Bueno, Alastair Smith, James D. Morrow, and Randolph M. Siverson. *The logic of political survival*. MIT press, 2005. Ch.1.
- Marc Trachtenberg, "[Audience Costs: An Historical Analysis](#)," *Security Studies*, Vol. 21, No. 1 (2012), pp. 3-42.
- Weeks, Jessica L. "Autocratic audience costs: Regime type and signaling resolve." *International Organization* 62, no. 1 (2008): 35-64.
- Kaufmann, Chaim. "Threat inflation and the failure of the marketplace of ideas: The selling of the Iraq war." *International Security* 29, no. 1 (2004): 5-48.

Learning objectives: By the end of this session, students will be able to evaluate the domestic sources and consequences of conflict. This will include understanding the inequality of stakeholders within political coalitions; the difficulties and opportunities in negotiating group, domestic, and international politics simultaneously; the interaction between policymakers and the public; and expert sources of interest group pressure. The students will then apply these concepts and theories to a case study from recent U.S. history.

Week 06 | February 22, 2021 | Do International Institutions Shape War or Peace?

Do War or Peace Have Rules that Work?

- Frieden, Jeffrey A. David A. Lake, and Kenneth A. Schultz. 2018. *World Politics: Interests, Interactions, and Institutions (Fourth Edition)*. New York: Norton, Ch. 4.
- Mearsheimer, John J. "The false promise of international institutions." *International security* 19, no. 3 (1994): 5-49.
- Ruggie, John Gerard. "International regimes, transactions, and change: embedded liberalism in the postwar economic order." *International organization* 36, no. 2 (1982): 379-415.
- Finnemore, Martha, and Kathryn Sikkink. "International norm dynamics and political change." *International organization* 52, no. 4 (1998): 887-917.

- Fazal, Tanisha M., and Paul Poast. "War Is Not Over." *Foreign Aff.* 98 (2019): 74. <https://www.foreignaffairs.com/articles/2019-10-15/war-not-over>
- Autesserre, Séverine. "The Crisis of peacekeeping: Why the UN can't end wars." *Foreign Aff.* 98 (2019): 101. <https://www.foreignaffairs.com/articles/2018-12-11/crisis-peacekeeping>
- Howard, Lise Morjé. "Five Myths About Peacekeeping," *The Washington Post*, July 12, 2019. https://www.washingtonpost.com/outlook/five-myths/five-myths-about-peacekeeping/2019/07/12/fc1409f2-a355-11e9-bd56-eac6bb02d01d_story.html

Learning objectives: By the end of this session, students will be able to evaluate how and when international institutions impede or permit a state to use conflict to achieve political aims. Students will evaluate the differences between international institutions as organizations meant to aggregate preferences of stakeholders or serve as a forum to exchange views, versus institutions as intellectual or ideological ways of viewing appropriateness or inappropriateness of policy actions. The students will then apply these concepts and theories to assessing the "international liberal order" as an intellectual and ideological construct shaping U.S. policy actions versus the policy tools that comprise the international liberal order.

Week 07 | March 01, 2021 | Will _____ Change the Nature of War?

How does Technology Change War?

Readings on WMD, Terrorism, and Next Generation Warfare (AI, Robotics/UAV, Big Data) TBD.

Learning objectives: By the end of the session, students will be able to evaluate the differences between quantitative and qualitative change in military technology and the subsequent implications for interstate conflict and peace.

Week 08 | March 08, 2021 | Great Power Competition: Good, Bad or Made-Up?

Which states "enjoy" anarchy and which states "endure" hierarchy?

Note: the readings here are numerous but nearly all very short!

- Gunitsky, Seva. "From shocks to waves: Hegemonic transitions and democratization in the twentieth century." *International Organization* 68, no. 3 (2014): 561-597.
- White House, National Security Strategy, 2017. Preface and Introduction. <https://www.whitehouse.gov/wp-content/uploads/2017/12/NSS-Final-12-18-2017-0905-2.pdf> (skim the rest)
- Ministry of Foreign Affairs of the Russian Federation, Foreign Policy Concept, 2016. https://www.mid.ru/en/foreign_policy/official_documents/-/asset_publisher/CptlCkB6BZ29/content/id/2542248
- Dennis Blasko, "Steady as She Goes: China's New Defense White Paper," *War on the Rocks*, August 12, 2019. <https://warontherocks.com/2019/08/steady-as-she-goes-chinas-new->

[defense-white-paper/](#) (Skim “China’s National Defense in the New Era”
<http://www.chinadaily.com.cn/specials/whitepaperonnationaldefenseinnewera.pdf>)

- Mazarr, Michael J. “The Real History of the Liberal Order: Neither Myth Nor Accident.” *Foreign Affairs*, August 7, 2018. <https://www.foreignaffairs.com/articles/2018-08-07/real-history-liberal-order>
- Schake, Kori. “The Trump Doctrine Is Winning and the World Is Losing.” *New York Times*, June 15, 2018. <https://www.nytimes.com/2018/06/15/opinion/sunday/trump-china-america-first.html>
- Wright, Thomas. “The Return to Great-Power Rivalry Was Inevitable.” *The Atlantic*, September 12, 2018. <https://www.theatlantic.com/international/archive/2018/09/liberal-international-order-free-world-trump-authoritarianism/569881/>
- Staniland, Paul. “Misreading the ‘Liberal Order’: Why We Need New Thinking in American Foreign Policy.” *Lawfare*, July 29, 2018. <https://www.lawfareblog.com/misreading-liberal-order-why-we-need-new-thinking-american-foreign-policy>
- Lissner, Rebecca Friedman, and Mira Rapp-Hooper, “The Liberal Order Is More Than a Myth, But It Must Adapt to the New Balance of Power.” *Foreign Affairs*, July 31, 2018. <https://www.foreignaffairs.com/articles/world/2018-07-31/liberal-order-more-myth>
- Nye, Joseph. “A Time for Positive-Sum Power.” *The Wilson Quarterly*, Fall 2018. <https://wilsonquarterly.com/quarterly/the-fate-of-the-international-order/a-time-for-positive-sum-power/>

Learning objectives: By the end of the session, students will be able to define great power competition as a stand-alone concept and to distinguish between differing national perceptions from the leading powers of the system. Students will also be able to define the “liberal international order” as a stand-alone concept and to evaluate differing strategic perceptions of its use and utility.

Week 09 | March 15, 2021 | Who Adjusts? International Trade and its Consequences

Why is International Trade So Important Yet So Unpopular?

- Frieden, Jeffrey A. David A. Lake, and Kenneth A. Schultz. 2019. *World Politics: Interests, Interactions, and Institutions (Fourth Edition)*. New York: Norton, Ch. 7, 10.
- Irwin, Douglas A. "The Truth About Trade." *Foreign Affairs* 95, no. 4 (2016): 23.
- Rogowski, Ronald. "Political cleavages and changing exposure to trade." *American Political Science Review* 81, no. 4 (1987): 1121-1137.
- Frieden, Jeff. "Sectoral conflict and foreign economic policy, 1914–1940." *International Organization* 42, no. 1 (1988): 59-90.

- Rho, Sungmin, and Michael Tomz. "Why Don't Trade Preferences Reflect Economic Self-Interest?." *International Organization* 71, no. S1 (2017): S85-S108.

Learning objectives: By the end of the session, students will be able to explain the basic interactions of international trade and to evaluate the differing partisan and regional attitudes to trade within the United States.

Week 10 | March 22, 2021 | Who's in Charge? International Financial and Monetary Relations

Can the Masters of the Universe Be Trusted?

- Frieden, Jeffrey A. David A. Lake, and Kenneth A. Schultz. 2018. *World Politics: Interests, Interactions, and Institutions (Fourth Edition)*. New York: Norton, Ch. 8-9.
- Drezner, Daniel W. *The System Worked: How the World Stopped Another Great Depression*. Oxford University Press, 2014.

Learning objectives: By the end of the session, students will be able to explain the basic so-called rules of the international financial and monetary system and the various national and partisan sources of opposition to it. Students will also be able to understand and explain the shocks international financial crises pose to the international economy, including the differences between crises of liquidity versus crises of solvency.

Week 11 | March 29, 2021 | USA: A Status Quo Power or Status Quo Revisionist?

Which Way Are We Going?

- Posen, Barry R., and Andrew L. Ross. "Competing visions for US grand strategy." *International Security* 21, no. 3 (1997): 5-53.
- Colby, Elbridge A., and A. Wess Mitchell. "The Age of Great-Power Competition: How the Trump Administration Refashioned American Strategy." *Foreign Aff.* 99 (2020): 118.
-
- Congressional Research Service, "Renewed Great Power Competition: Implications for Defense—Issues for Congress," pp. 1-17
-
- Cooley, Alexander, Daniel Nexon, and Steven Ward. "Revising order or challenging the balance of military power? An alternative typology of revisionist and status-quo states." *Review of International Studies* 45, no. 4 (2019): 689-708.

Learning objectives: By the end of the session, students will be able to define the United States as a hegemonic power and to evaluate its historical and future power trajectory.

Week 12 | April 05, 2021 | Russia: The Unsatiated Adversary?

Why Are the Russians So Angry and What's Their Endgame?

- Weber, Yuval. "When War is Preferable to Peace: Russia, the Post-Cold War Settlement, and the Kremlin's Policy Toward Ukraine." *Journal of Post-Soviet Politics and Policy*, forthcoming.
- Krickovic, Andrej, and Yuval Weber. "What can Russia teach us about change? Status-seeking as a catalyst for transformation in international politics." *International Studies Review* 20, no. 2 (2018): 292-300.
- Gottemoeller, Rose, Thomas Graham, et al., "It's Time to Rethink Our Russia Policy," *Politico*, August 5, 2020. <https://www.politico.com/news/magazine/2020/08/05/open-letter-russia-policy-391434>
- Kramer, David. "No, Now Is Not the Time For Another Russia Reset," *Politico*, August 11, 2020. <https://www.politico.com/news/magazine/2020/08/11/russia-reset-response-open-letter-393176>

Learning objectives: By the end of the session, students will be able to explain and evaluate Russia's sources of dissatisfaction with the international order alongside official Washington's (in)ability to assess Russian conduct and policy.

Week 13 | April 12, 2021 | China: Partner or Rival?

China: Partner for a G2 World or Rival for the Next Cold War?

Readings TBD.

Learning objectives: By the end of the session, students will be able to explain and evaluate China's uneasy balancing between dissatisfaction with American dominance of its East Asian regional order alongside enjoying the benefits of the U.S.-led international order.

Week 14 | April 19, 2021 | Is Anybody in Charge? The Future of World Politics

Will We See Multipolarity in Our Time? Will We Drown Before then?

- Frieden, Jeffrey A. David A. Lake, and Kenneth A. Schultz. 2015. *World Politics: Interests, Interactions, and Institutions (Third Edition)*. New York: Norton, Ch. 11-13.
- Fukuyama, Francis. "The end of history?." *The national interest* 16 (1989): 3-18.
- Krauthammer, Charles. "The unipolar moment revisited." *The national interest* 70 (2002): 5-18.
- Busby, Joshua W. "Who cares about the Weather?: Climate change and US national security." *Security Studies* 17, no. 3 (2008): 468-504.

- Busby, Joshua. "As the Stakes Rise, Climate Action Loses Momentum." *Current History* 118, no. 804 (2019): 36-38.
- Hill, Alice, and Leonardo Martinez-Diaz. "Adapt Or Perish: Preparing for the Inescapable Effects of Climate Change." *Foreign Aff.* 99 (2020): 107.
- Harris, Paul G. "Collective action on climate change: the logic of regime failure." *Nat. Resources J.* 47 (2007): 195.
- Readings on COVID-19 TBD.

Week 15 | April 26, 2021 | Policy Brief Presentations and Course Wrap-Up

Policy briefs due 24 hours before class. Class time reserved for presentations.

Week 16 | May 03, 2021 | No class

Final paper due.