

SS357: Advanced International Relations

Syllabus for Fall 2019 (AY 20-1)

Department of Social Sciences
United States Military Academy

Course Director: CPT(P) Kyle Wolfley

Course Overview

Course Description:

“Why do states do what they do? What causes conflict and cooperation in the international system?” These are the overarching questions that we will engage in SS357 as we seek to use theories of international relations to explain state behavior. The course largely employs a case-based approach to study state behavior by analyzing key events and phenomena in international relations with international relations theory and political science methodology. In doing so, we will seek to understand the general causes of war, peace, competition, conflict, and cooperation in the military, political, economic, and social relations between states through a series of illuminated cases. The course also explores the normative-ethical implications of foreign policy and state behavior in the international system. Moreover, SS357 exposes students to common research methods used to develop and test theories in political science and international relations. As such, SS357 has been deliberately designed to provide cadets with the knowledge, analytical tools, ethical reasoning, and writing skills needed by Army officers to understand international relations and foreign policy-making in a rapidly changing world.

The course is built upon a foundational philosophy of intellectual pluralism. Such an approach emphasizes the importance of analyzing international relations from multiple angles and through multiple theoretical lenses in order to explain *why* things happen, not just describe *what* happens. In this spirit, Block 1 of the course (*Foundations of International Relations Theory*) presents the main schools of thought (or “traditions”) in IR theory — realism, liberalism, and constructivism – along with a discussion of the social scientific method that serves as the backbone of the discipline regardless of theoretical approach. Block 2 (*Theories of Foreign Policy*) provides both complement and contrast with the IR theory presented in Block 1 as attention shifts to domestic-level explanations for state behavior and the foreign policy actions that result.

With a firm grounding in IR theory, we turn our attention to the application of theory to explain significant empirical cases in the history of international relations. In Block 3 (*Historical Cases in International Relations*) our objectives are threefold: 1) learn additional theories of IR beyond those introduced in Block 1; 2) Use those theories to explain the causes and consequences of the *specific* cases that are the focus of lessons; and 3) leverage this synthesis of theory and case evidence to draw broader lessons about the causes of general phenomena in IR.

This approach is carried into Block 4 (*Contemporary Challenges in International Relations*) as we utilize theory to understand and explain contemporary cases and the challenges they pose to states in the international system. Through exploration of diverse phenomena like nuclear proliferation, state failure, terrorism, civil conflict, and globalization, we will come to appreciate the myriad of ways in which the forces international politics are — or are not— changing in the 21st century.

Course Objectives

Upon completion of SS357, each cadet will have the knowledge, analytical skills, and communication skills in the field of international relations that are necessary for USMA graduates and Army officers. These include the following:

1. **Think critically** about international affairs by studying competing theoretical perspectives, questioning assumptions, and assessing evidence in order to develop a deeper understanding of puzzles of international relations and an appreciation of the value of intellectual pluralism.
2. **Read critically** a wide spectrum of academic, popular, and policy-oriented literature in international relations to understand key arguments and debates in the field and apply standards of social scientific analysis to critique the logic, argumentation, and evidence in IR literature.
3. **Describe, analyze, and explain key historical events** in international affairs using theories of international relations and political science.
4. **Use theories of international relations and political science to analyze and explain current events** in international affairs; understand the major issues and actors in global politics; and assess policy implications of contemporary challenges in the international system.
5. Critically evaluate the **normative and ethical implications** of international relations theories, foreign policy, and state behavior.
6. **Communicate clear and effective analysis** and arguments about complex international issues **verbally and in writing.**

Requirements

Grading Scale

The following grade scale will be used to assess cadet work:

	Grade	Percent	QP	Subjective Interpretation
Mastery	A+	97.0-100.0	4.33	Above standards of writing
	A	93.0-96.9	4.00	Mastery of concepts
	A-	90.0-92.9	3.67	Applies concepts to new situations
Proficiency	B+	87.0-89.9	3.33	Meets standards of writing
	B	83.0-86.9	3.00	Solid understanding of concepts
	B-	80.0-82.9	2.67	Strong foundation for future work
Passing	C+	77.0-79.9	2.33	Approaching standards of writing
	C	73.0-76.9	2.00	Acceptable understanding of concepts Acceptable foundation for future work
Below Standard	C-	70.0-72.9	1.67	Below standards of writing
	D	67.0-69.9	1.33	Doubtful understanding of concepts Weak foundation for future work
Failing	F	<67.0	0.00	Unacceptable standards of writing Failed understanding of concepts

Graded Assignments

Key Dates:

- **SOSH Paper Prompt distributed to cadets:** Friday, August 23rd
- **Citation Exercise Due:** NLT 1600 on Tuesday, September 3rd
- **SOSH Paper Research Proposal Due:** NLT 1600 on Tuesday, September 17th
- **Block 1 WRIT:** In class on Lesson 10; Monday, September 23rd
- **SOSH Paper Research Outline Due:** NLT 1600 on Friday, October 11th
- **WPR:** In class on Lesson 19; Thursday, October 24th
- **SOSH Paper Due:** NLT 1600 on Thursday, November 7th
- **SS307 Course-wide Lecture:** TBD
- **SOSH Paper Revision and Reflection Memo Due:** NLT 1600 on Tuesday, December 10th
- **TEE:** Dates To-Be-Determined

The course requirements, worth 1,000 points in total, are as follows:

1. **Assigned Readings for Lessons 1-30:** The key to success in SS357 is completing the assigned readings before each lesson. Though there are no points assigned directly to readings, they are the daily “homework” for the class, just like a problem set in math. Before each class, you should answer the lesson objective questions—listed below the title for each lesson—and briefly outline the conventional wisdom, arguments, methods, and evidence for each reading.
2. **Response Papers (20 points each):** Four times during the course (twice in the first 15 lessons and twice in the last 15 lessons), you will choose one of the theoretical (not methods) readings from the syllabus and write a 2-page, double-spaced, 12-point font response paper. This response paper will accomplish two tasks. First, it will summarize the author’s research question and main argument/theory, describe the method and evidence used, and offer a critique of the theory, method, or evidence (citing throughout). Second, it will apply the argument to a current event in international politics. Students will submit their response papers NLT 2300 the night prior to the lesson via Blackboard. These students should also be prepared to lead discussion of current events at some point during the lesson.
3. **Take-Home Citation Assignment (15 points):** Before the beginning of Lesson 6, you will submit footnote and Works Cited formatted citations based on a prompt I provide you one week in advance. This assignment will help you develop correct habits for using Chicago-Style citations. You may get assistance from others on this assignment, but you must cite any assistance you receive. However, this is an individual assignment; you may not complete this assignment in groups.
4. **Mid-Term AAR (5 points):** Before Lesson 16, you will submit a Mid-Term AAR via Blackboard. I will distribute the format NLT Lesson 14.
5. **Block 1 WRIT (50 points):** Cadets will take one in-class WRIT on Lesson 10. The 25 minute quiz will focus on key concepts from Block 1 (Lessons 1-9), “Foundations of IR Theory.” A solid grasp of the Block 1 material is critical to success in SS307, both on the exams and in the SOSH Paper assignments.

6. **Written Partial Review (175 points):** Cadets will take one in-class WPR on Lesson 19. The 65 minute exam will test cadets' critical reading and analysis skills, focusing on key concepts from the course material presented in Lessons 1-18 of the course. A make-up exam will be offered only to those cadets with a validated excuse and instructor permission, IAW USCC SOP (Chapter 8, card 806, section 3.a.1)¹ and DPOM 02-3 (section 6, para. B).²
7. **SOSH Paper Research Proposal (50 points):** Cadets will submit a proposal for a SOSH Paper topic complete with an annotated bibliography. More details will follow during Lesson 3.
8. **SOSH Paper Research Outline (50 points):** Cadets will submit a detailed outline of their SOSH Paper for feedback to serve as a stepping stone toward writing a strong paper. In addition to providing a comprehensive road map of the paper's structure and arguments, the outline will provide detailed information about the sources and evidence to be used throughout the paper.
9. **SOSH Paper (Literature Review and Research Design) (225 Points):** For SS357, the SOSH Paper assignment is a literature review and research design that critically engages the theoretical literature on a specific phenomenon in international relations or engages a specific branch of theory in international relations. Moreover, the literature review will reveal important gaps or disagreements that will inform a research design in which the student will develop a research question, variables, and hypotheses, as well as propose a research method for testing the hypotheses.

This class serves as a "Writing-in-the-Core" (WiC) course in the West Point Writing Program (WPWP), which supports your development as a writer and communicator across the curriculum. As a WiC course, this class engages you in the study and practice of writing in a specific discipline. Along the way, you'll receive selective writing instruction that prepares you to complete a Signature Writing Event (SWE), which your instructor will assess for evidence of your proficiency as a writer. This assessment is separate from the grade you'll receive on the assignment. Your instructor will also foster your growth as a writer by providing you with timely, detailed, and personalized feedback. More information about the Writing Program, its underlying principles, and specific requirements (including the SWE) is available at usma.edu/wpwp.

The Mounger Writing Center (MWC) is a subcomponent of the Writing Program and a valuable resource for you to consider. Located on the second floor of Jefferson Hall, the MWC offers one-on-one consultations and group workshops to all Cadets, during the day as well as ESP, for any course (not just WPWP courses). All sessions are led by Graduate or Cadet Writing Fellows ready to meet you wherever you are in the writing process and work with you on virtually any kind of writing—papers, research essays, lab and technical reports, design projects, PowerPoints, even oral presentations. Conversations at the MWC are designed to help all writers express themselves more clearly, forcefully, and effectively. Appointments strongly preferred. Learn more at usma.edu/wpwp (click on "Writing Center"); schedule at usma.mywconline.com. All sessions with the MWC must be cited in your final work according to official guidance in the DAW.

¹ "Cadets are officially excused from attendance at regularly scheduled WPRs only for the following reasons: (a) Medically excused by surgeon, USMA...(b) On emergency leave or special pass. (c) Participating in corps squad competition or trips. (d) Participating in cadet public relations council trips. (e) Participating in honor investigative hearings. (f) Appearing before an investigating officer UP Regulations, USMA, or UCMJ proceedings."

² "WPRs may be scheduled in the Dean's Hour, as may laboratory exercises and lectures. Scheduled classes and laboratories take priority over Dean's Hour WPRs. Other lectures and activities should yield in priority to classes, laboratories, and Dean's Hour WPRs."

10. **SOSH Paper Revision and Reflection memo (50 Points):** Upon receiving instructor feedback on the SOSH Paper, cadets will submit a revised version of their SOSH Paper that incorporates faculty feedback and suggestions. Cadets will also be required to submit a one-page reflection memo that details the revisions made and contains a self-reflection of the overall writing process.
11. **Term End Exam (200 Points):** The Term End Exam (TEE) is a comprehensive closed-book test that covers material from the entire course. The exam evaluates cadet comprehension of key concepts in international relations and the ability of cadets to provide theoretically based critical analysis of international affairs.
12. **Class Participation (100 Points):** As a seminar-style class built on active learning, students must participate verbally to learn and succeed in SS357. Verbal dialogue in class provides you an opportunity to express your understanding of theories and me an opportunity to evaluate your comprehension. Each class, I will assign a participation grade on a scale of 0-2 points. Zero participation will result in zero points, while contributing meaningfully (by applying the readings and theories) in a class session will result in 2 points. Failure to bring assigned readings or books to class will result in zero class participation points for the day.

Course Readings

SS357 has undergone a major revision for AY20 and uses a new course text bundle to reflect these changes. This bundle, custom published by SAGE Press, is entitled “CUSTOM BUNDLE: US Military Academy: Foundations of International Relations 2e.” The required bundle includes the course’s primary text, *Foundations of International Relations: Second Custom Edition 2019-2020* (Robert Person, editor) and the secondary text, *International Politics: Classic and Contemporary Readings* (Scott Handler, editor).

ALL cadets enrolled in SS357 in AY20 are required to purchase the new text bundle. Because this bundle has been custom printed for USMA for the current academic year, it can only be purchased through the USMA online bookstore (<http://www.usmabookstore.com>) - it is not available from other retailers like Amazon. Similarly, because the bundle is a NEW text (reflecting major changes to the SS357 syllabus this year), you will not be able to procure used copies from cadets who have taken the course previously, as their books are no longer the “approved solution.”

I will conduct book checks during the first week of classes. Failure to purchase the course texts by Lesson 3 will result in academic or disciplinary penalties.

A small number of required readings do not appear in either text and will be made available to cadets electronically. See syllabus for details.

Course Policies

Absences

You must notify me and the section marcher of any planned absence at least 24 hours in advance. All graded assignments are due at their specified time: guard duty, trip sections, athletic competitions, etc. do not preclude you from turning in graded assignments on time.

Electronics in the Classroom

No laptops, tablets, or phones will be permitted in class during the semester. Exceptions to this policy are made by me and include written exams, classes involving digital readings, or other group projects.

Textbooks in the Classroom

We will often use our textbooks in class. Cadets will bring to class whichever textbook contains readings listed for the lesson of the day.

Documentation of Sources

All sources used to produce coursework in SS357 must be properly acknowledged and documented, IAW the Dean's Documentation of Academic Work. This includes but is not limited to published and unpublished sources, written, verbal, audiovisual, and electronic sources, class notes and study guides written by someone other than you, and all assistance received from other persons. *All* ideas of any kind (not just direct quotes) must be thoroughly documented through footnotes and a works cited page. **If you have any questions or doubts as to whether or how to document a source or idea, ASK ME FOR GUIDANCE in order avoid intentional or unintentional plagiarism.**

Citation Style

All sources used in your written work must be documented using the Chicago Manual of Style's "notes and bibliography" style (16th edition). This citation style requires the use of footnotes throughout the paper, as well as a "Works Cited" list at the end. The definitive guide for how to properly format citations can be found online here: http://www.chicagomanualofstyle.org/16/ch14/ch14_toc.html. You should also consult the relevant sections of the *Little, Brown Handbook* for further guidance on documentation. Failure to cite and format properly according to the Chicago notes-bibliography style may result in a reduced grade.

Acceptable Sources

The following types of sources are considered acceptable for scholarly research and writing:

- **Scholarly Books:** Scholarly books published by a university press or reputable trade press are good sources for your work. However, Google Books and other online book catalogs are not acceptable for use since they do not provide the entire book and may give only partial context of the author's argument, logic, or evidence. You should always acquire and cite from the physical book from the library.
- **Academic Journal Articles:** These articles should primarily come from political science, public policy, or other academic discipline journals to be most relevant. Do not just select the first article with the name of your theory or topic that comes up in a Google, Google Scholar, or JSTOR search; some articles are more relevant and/or authoritative than others. Good places to start your search for resources (books, journal articles, primary sources, and news or magazine articles) are the citations in readings from the course.
- **Think tank papers:** Major think tanks, such as the Council on Foreign Relations (CFR), Brookings Institution, the Center for Strategic and International Studies (CSIS), The RAND Corporation, the Congressional Research Service (CRS), etc. publish scholarly, topical articles or reports on contemporary international relations challenges. You should be aware of potential political biases or agendas that may color the perspective of some think tanks.
- **Primary sources:** Examples include government documents and other archival materials, memoirs, interviews, etc.
- **News or magazine articles:** You should use major national papers, such as the New York Times, Washington Post, and Wall Street Journal, and major magazines, such as The Economist, Foreign Affairs, and Foreign Policy.

Unacceptable sources for written work in SS357 include the following: Wikipedia or similar online encyclopedias, blogs, textbooks or lecture notes from other courses, notes or written work from other

students, general encyclopedias, Google Books, and web content not from any of the acceptable sources described above.

Common Knowledge

Cadets are not required to cite in-class discussions, lectures, or instructor AI. IAW USMA DAW, this is considered “common knowledge.” However, keep in mind that most of the ideas raised in SS357 lessons come directly from course readings. **You are expected to cite the relevant readings in your work rather than simply write papers based on your class notes.** Information and ideas gained from course texts and assigned readings are *never* considered common knowledge and *must* be documented properly. When in doubt, ask me for clarification.

Research Resources

The SOSH Librarian is Mr. Mike Arden (Michael.arden@usma.edu). Mr. Arden and all the librarians at the USMA library are an available resource to help you find sources for your research. You should see them as early as possible so they can help you gather materials. If you wait until the last minute, you will not obtain the resources that you need for your assignments. You can request books that are not in USMA’s collection through the InterLibrary Loan (ILIAD) system and NY Connect. The Reserve Room will have some materials related to the course.

Paper Formatting

All typed, graded requirements must contain a title page formatted in accordance with the Dean’s Documentation of Academic Work. Use your x-number on the title page instead of your name to allow for blind grading. Type the essay in 12-point Times New Roman font with 1" margins all around and double-spaced lines. The top right header should include your x-number and page number.

Late Assignments

The penalty for late submissions is 10 percentage points per 24-hour period after the due date. Cadets are required to notify me that they will be submitting work late. As a matter of policy, extensions will not be granted without a verified medical profile or emergency pass that justify late submission - trip sections, guard duty, athletic competitions, or other taskings do not warrant extensions. You must complete all graded assignments, late or not, to receive credit for this course.

Regrading of Major Assignments

Cadets may request a regrade on any assignment worth 20% or more of the overall course grade. Cadets requesting a regrade will first meet with me to discuss the basis for their disagreement with the original grade. If a cadet still believes that a regrade is warranted, he or she must submit a memo to me requesting a regrade within 5 business days of having received the graded assignment. The memo should contain a detailed and specific explanation of why the cadet believes a regrade is justified. Two disinterested international affairs instructors will regrade the assignment. The final grade will be an average of the original grade and those of the two re graders. Thus, the final of the regrade process may be higher, lower, or consistent with the original instructor’s grade. Penalties for late submission are not subject to revision through the regrade process.

Failed Major Assignments

Cadets who fail the SOSH Paper or TEE on academic merit will receive automatic re-grades using the double-regrading procedures described above; a memo requesting a regrade is not necessary for such cases. Cadets will receive an average of the original grade and the two re-graded scores. Papers that fail due to late submission are not subject to automatic regrading. Failure of the SOSH Paper or TEE, regardless of a cadet’s final grade in the course, may be grounds for course failure; the Head of the Department of Social Sciences will determine course passage or failure for cadets who fail these assignments on a case-by-case basis.

Multiple Submission of Academic Work

Cadets are prohibited from submitting for credit their own academic work (whether in part or in whole) that has already been submitted for credit in this or any other course. This includes work produced for another class in a previous semester or in the current semester, as well as work produced for SS357 in the current semester or in a previous semester. Not only does such “double-dipping” give an unfair advantage over students who compose new work from scratch, it “short circuits” the developmental learning process of a multi-stage research process. However, cadets are allowed to build upon their “development” assignments produced in the current semester en route to the final SOSH Paper submission, including the annotated bibliography and evidence-based outline.

SafeAssign Plagiarism Software

All cadet papers and exams will be submitted electronically via BlackBoard and analyzed using the SafeAssign plagiarism software. This tool compares submitted files against a database of all papers uploaded to BlackBoard at USMA and other colleges, as well as against online publications, databases, websites, and reference sites (like Wikipedia, etc.). Cadets are encouraged to use SafeAssign as a tool to double-check their work and ensure that everything has been properly documented. BlackBoard assignments will allow for unlimited SafeAssign submissions until the assignment is due to allow for revisions if corrections are needed.

Plagiarism and Misrepresentation

The following outlines academic consequences of plagiarism and misrepresentation for SS357. The policies derive from the Dean’s Documentation of Academic Work (DAW) and Department of Social Sciences policies. In cases where plagiarism or other academic misconduct is suspected, instructors will follow appropriate Cadet Honor System procedures. In a process distinct from referral to the Cadet Honor Committee, instructors assess the academic merit of cadet’s work. Plagiarism and intentional misrepresentation are serious violations of academic integrity and demonstrate “a significant failure of scholarship by depriving your instructor, fellow cadets, and other scholars of the ability to distinguish your work from the work of others.”³ Therefore, any instance of plagiarism will result in an automatic failure of the assignment. When determining a numeric grade (0-66%) for the failed assignment, instructors will assess the extent and severity of plagiarism.

In accordance with the SS357 regrading policy outlined in the course syllabus, all failing papers worth 20 percent or more of the course grade will receive an independent regrade by two additional instructors. During the regrade process, regrading instructors will have access to all documentation available to the original instructor, including SafeAssign reports and previously-submitted development assignments and drafts. In the event that an assignment is discovered to have been plagiarized after it has been graded and returned to cadets, the assignment will be re-graded by the cadet’s instructor with appropriate grade penalties applied for plagiarism. If the assignment in question is worth 20 percent of the course grade or more, it will be regraded by an additional two instructors, as described above.

Definitions and Examples of Plagiarism and Misrepresentation

The examples used below are intended to clarify common documentation errors in SS357. However, these examples are not all-inclusive and cadets should continue to use good judgment in conjunction with DAW and *The Little, Brown Handbook* as the primary guides for documentation of academic work. Omission of a specific example in the list below does not mean that it is an acceptable practice that meets the standards of academic integrity. When in doubt, seek guidance from your instructor.

³ Office of the Dean, Documentation of Academic Work (June 2017), United States Military Academy, 13

Plagiarism is defined as “the act of presenting someone else’s words, ideas, or work – whether accidentally or deliberately – as your own work.”⁴ Examples include, but are not limited to:

- Presenting another’s writing or ideas as your own.
- Copying words from a source without identifying those words with quotation marks and citing in footnotes. SS357 course texts are not considered common knowledge; therefore, all course materials must be documented.
- Rewriting, paraphrasing, or summarizing a source without providing a citation to the ideas you’ve used from that source. The most common example of this type of plagiarism in SS357 is failure to cite and attribute ideas derived from other cadet papers to include:
 - Copying, rewriting, or paraphrasing the words of another student without documentation or attribution.
 - Changing words but copying the sentence structure and/or ideas of a source without giving credit.
 - Borrowing or consulting without attribution another student’s paper or consulting without attribution previously submitted papers from organizational files to assist with theory summaries, empirical evidence, or structuring arguments. NOTE: You must acknowledge assistance from any other cadet’s paper that you consult for an assignment, even if you do not quote or paraphrase from that paper.
 - Direct lifting or transferring text from websites, electronic files, and databases without placing that text in quotes and properly footnoting the source.

Intentional misrepresentation is defined as the failure “to document assistance of another with the intent to deceive, mislead, gain, or give an unfair advantage...[to include] inventing sources, citing sources that were not actually consulted, or claiming the authority of a cited source which does not support that claim.”⁵ Even when such practices are committed without an intent to deceive, they are often failures of scholarly standards that warrant a reduction in grade. Examples include, but are not limited to:

- Including a range of page numbers in a footnote or omitting page numbers in a footnote in order to obscure the true origin of an idea or source.
- Including a citation to a source without directly consulting the cited source.
- Including a citation (with or without page numbers) to a source that does not actually support the claim or idea you are attributing to it.
- Inventing page numbers without actually consulting the original source.
- Downplaying or obscuring the amount of information you’ve taken from a particular source despite the presence of a footnote or endnote.
- Downplaying or obscuring the extent of actual assistance you received (e.g. a vague claim indicating you used another cadet’s paper to “help with formatting” when you also used the paper to help structure your argument and obtain theoretical research.)
- Misrepresenting the type of assistance you received from another cadet or his/her previous work (e.g. stating that you had a verbal conversation about the assignment when you actually received, viewed, or used another cadet’s paper for assistance, ideas, structure, sources, or content).

⁴ Ibid., 4

⁵ Ibid., 13

- Submitting your own previous academic work – whether in full or in part – from SS357 or any other class in the past or present semester without clearly documenting that you are reusing such work, a practice known as “self-plagiarism.” NOTE: resubmission of previous academic work is not allowed in SS357, even if properly documented.

You are required to document all assistance and collaboration. Assistance includes:

- Getting a verbal answer from another person about a specific point of confusion
- Obtaining help from someone to identify errors in your own solution
- Obtaining help from someone to fix the errors in your own solution
- Reading another cadet’s paper for ideas on structure or format
- Using another cadet’s paper to help with research, sources, and empirical evidence

If any keystroke or mouse click in your submission was done by another cadet, you have exceeded the limits of assistance and have engaged in collaboration. Assistance does not include receiving basic proof-reading assistance. However, extended proof reading assistance that substantially alters the style, format, organization, or grammatical correctness of your work does require formal acknowledgment and documentation.

A note concerning intentional vs. unintentional plagiarism: There are two related but independent facets to plagiarism and misrepresentation: one concerns ethics, the other concerns academic standards. It is often the case in instances of plagiarism that determining a cadet’s “intent to deceive” is the central focus of the Cadet Honor System proceedings. This recognizes the fact that plagiarism – insofar as it is a deliberate attempt to claim others’ work as your own – is an ethics violation of the lying and cheating clauses of the Cadet Honor Code. Thus, determining whether the cadet intended to deceive is a key function that is the purview of the institutions governing the Cadet Honor Code.

However, plagiarism is not only an ethical violation. **It also represents a failure of academic standards and thus warrants a significant academic penalty separate from any findings by the Cadet Honor Process, IAW the DAW.** When it comes to plagiarism as a failure of academic standards, the question of “intent” is secondary: regardless of whether there was intent to deceive, the examples of plagiarism and misrepresentation listed above represent substandard academic work. The assessment of the quality of academic work and the application of penalties for substandard work is the exclusive prerogative of USMA faculty members as subject matter experts. Academic penalties are thus separate from any administrative penalties that may – or may not – be imposed by USCC or the Cadet Honor Board.⁶

The scale or severity of the academic penalty assessed for plagiarized or misrepresented work is likely to be much greater than a simple calculation of the percentage of text in the paper that is plagiarized. This is because every paper is evaluated holistically as the end product of a comprehensive research and writing process. Plagiarism seriously undermines that process and the legitimacy of the end product, even if only a small portion of the paper has been plagiarized. The grade penalty for plagiarized or misrepresented work reflects the seriousness of such academic misconduct accordingly.

⁶ More information about the Cadet Honor Board process as it pertains to plagiarism and misrepresentation may be found in USCC PAM 15-1: The Cadet Honor Code, System, and Committee Procedures (9 OCT 2015), specifically sections 2-4.e.2 and 2-7.

Course Material and Assigned Lesson Readings

Block 1: Foundations of IR Theory

A guide to syllabus readings: Readings labeled **'Person FIR'** can be found in *Foundations of International Relations* 2019-2020 Edition (Robert Person, editor). Readings labeled **'Handler CCR'** can be found in *International Politics: Classic and Contemporary Readings* (Scott Handler, editor). A small number of readings should be downloaded from BlackBoard or accessed online using the link provided. Readings marked 'recommended' are optional but may provide useful background or additional depth to a subject.

1. Introduction (DAY 1: August 19th)

Lesson objectives: *Understand what international relations (IR) is as an academic discipline and why it is an important subject for future Army officers. Understand the policies, requirements, and expectations of the course. Develop familiarity with the main theoretical traditions that dominate the contemporary study of international relations and best practices for producing quality political science analysis in writing.*

- SS357 Syllabus, Instructor guidance
- Farrell, Henry. 2013. "Good Writing in Political Science." *Handler CCR*, pages 13-17.
- Walt, Stephen. 1998. "International Relations: One World, Many Theories." *Foreign Policy. Person FIR*, pages 5-16.

2. The Theory and Science of Politics (DAY 1: August 21st)

Lesson objectives: *What is 'theory' and why is it important in IR? What makes political science 'scientific?' How do social scientists use the scientific method to develop and test theories? What are the levels of analysis ('images') in IR theory, and how do we use them to understand why states do what they do?*

- Mearsheimer, John, and Stephen Walt. 2013. "Leaving Theory Behind: Why Hypothesis Testing Has Become Bad for IR." *European Journal of International Relations* 19 (3). *Person FIR*, pages 17-34.
- Hoover, Kenneth R., and Todd Donovan. 2011. *The Elements of Social Scientific Thinking*. Cengage Learning. *Handler CCR*, pages 18-28.
- Waltz, Kenneth N. 2001. *Man, the State, and War: A Theoretical Analysis*. Columbia University Press. *Handler CCR*, pages 29-32.

Research Methods Focus: Concepts, Variables, Hypotheses, and Theories

- Christopher Howard- "Introduction" in *Thinking Like a Political Scientist* (Chicago: University of Chicago Press, 2017), pages 1-7 (Blackboard eReading).
- Stephen Van Evera, "How Can Theories be Tested?" in *Guide to Methods for Students of Political Science* (Ithaca: Cornell University Press, 1997), pages 27-28 (Blackboard eReading).

3. Realism 1: Classical Realism and Neorealism (DAY 1: August 23rd)

Lesson objectives: *What is 'anarchy' in international politics? Why does anarchy compel different types of states to behave similarly? What is the difference between security and power? How much power is 'enough' according to defensive realists (Waltz) vs. offensive realists (Mearsheimer) vs. classical realists (Morgenthau)? Why, according to each of the realists, do states seek power in the international system? According to neorealists, how does the structure of the international system influence state behavior? Under what conditions do states cooperate according to neorealists?*

- Mearsheimer, John. 2014. "Realism." In *The Tragedy of Great Power Politics*, Second edition. New York: WW Norton & Company. *Person FIR*, pages 37-44.
- Morgenthau, Hans. 2006. "A Realist Theory of International Politics." In *Politics Among Nations: The Struggle for Power and Peace*, 7th ed. McGraw Hill. *Handler CCR*, pages 40-44.
- Waltz, Kenneth N. 1988. "The Origins of War in Neorealist Theory." *The Journal of Interdisciplinary History* 18 (4). *Handler CCR*, pages 47-50.
- Mearsheimer, John. 2001. "Anarchy and the Struggle for Power." In *The Tragedy of Great Power Politics*, 1st ed. W.W. Norton. *Handler CCR*, pages 51-61.

Research Methods Focus: Literature Reviews and Research Designs ("Sosh Paper" Guidance)

- Literature Review and Research Design ("Sosh Paper") Guidance
- SS357 Chicago Notes Citation Guide and Homework Assignment

4. Realism 2: Balance of Power (DAY 1: August 27th)

Lesson objectives: *How do different distributions or 'balances' of power (number of great powers in the system) affect the likelihood of conflict in the international system? Explain how internal balancing and external balancing are responses to shifts in the distribution of power. How does Walt's 'balance of threat' theory differ from traditional 'balance of power' theory? Why do states tend to prefer to balance against the most threatening state rather than bandwagon with threatening states?*

- Waltz, Kenneth. 2010. "Balance of Power." In *Theory of International Politics*. Long Grove, IL: Waveland Press. *Person FIR*, pages 45-58.
- Mearsheimer, John. 2014. "The Causes of Great Power War." In *The Tragedy of Great Power Politics*, Second edition. New York: WW Norton & Company. *Person FIR*, pages 59-77.
- Walt, Stephen M. 1985. "Alliance Formation and the Balance of World Power." *International Security* 9 (4). *Handler CCR*, pages 202-210.

Research Methods Focus: Case Study Comparison

- John Gerring- "What is a Case Study?" in John Gerring, *Case Study Research* (Cambridge: Cambridge University Press, 2007), 19-29 (Blackboard eReading).

5. Liberalism 1: Neoliberal Institutionalism (DAY 1: August 30th)

Lesson objectives: *How does liberalism differ in its view of international anarchy compared to realism? What devices do liberals think states can use to mitigate the costs of anarchy? What do political scientists and economists mean when they use the term 'institution?' What is the difference between international institutions and international organizations, and what is the relationship between the two? What are the functions or mechanisms by which institutions facilitate cooperation?*

- Silverstone, Scott. 2017. "The Liberal Tradition and International Relations." *Person FIR*, pages 81- 86.
- North, Douglass C. 1990. "An Introduction to Institutions and Institutional Change." In *Institutions, Institutional Change and Economic Performance*. Cambridge University Press. *Person FIR*, pages 87-89.
- Keohane, Robert O. 1998. "International Institutions: Can Interdependence Work?" *Foreign Policy*, no. 110. *Person FIR*, pages 91-97.

Research Methods Focus: Literature Reviews

- Sharon Spray and Laura Roselle, "The Literature Review," in *Research and Writing in International Relations*, eds. Sharon Spray and Laura Roselle, 2nd ed. (New York: Routledge, 2011). (Blackboard eReading).
- Jeffrey Knopf- "Doing a Literature Review," *Political Science and Politics* (January 2006): 127-132. (Blackboard eReading).

6. Liberalism 2: Economic Interdependence (DAY 1: September 10th)

Lesson objectives: *Why, according to economic liberalism, does economic interdependence decrease the likelihood of conflict between trading partners? Why, contrary to the liberal vision of economic interdependence, do realists believe that economic interdependence might actually increase conflict among states? How does 'trade expectations theory' unify the insights of the liberal and realist views of interdependence?*

- Angell, Norman. 1910. Selection from *The Great Illusion: A Study of the Relation of Military Power to National Advantage*. *Person FIR* , pages 99-101.
- Rosecrance, Richard. 1986. "The Worlds of International Relations." In *The Rise of the Trading State. Basic Books. Handler CCR*, pages 85-87.
- Barbieri, Katherine and Jack Levy. 1999. "Sleeping with the enemy: The impact of war on trade", *Journal of Peace Research* 36(4) *Person FIR*, pages 103-111.
- Copeland, Dale C. 1996. "Economic Interdependence and War: A Theory of Trade Expectations." *International Security* 20 (4). *Handler CCR*, pages 88-90.

Research Methods Focus: Collecting Sources (Meet in library)

- Sharon Spray and Laura Roselle, "Scholarly Literature," in *Research and Writing in International Relations*, eds. Sharon Spray and Laura Roselle, 2nd ed. (New York: Routledge, 2011). (Blackboard eReading).

7. Liberalism 3: The Democratic Peace (DAY 1: September 12th)

Lesson objectives: *Why, according to 'democratic peace theory' are democracies unlikely to go to war with other democracies? How does causal logic offered by the 'normative-cultural' model differ from the 'structural-institutional model' of the democratic*

peace? What are the limits and critiques of democratic peace theory? Why are new democracies more war-prone than other regime types?

- Russett, Bruce. 1993. "The Fact of the Democratic Peace." In *Grasping the Democratic Peace*. Princeton University Press. *Handler CCR*, pages 257-266.
- Mansfield, Edward, and Jack Snyder. 1995. "Democratization and War." *Foreign Affairs*, no. May/June. *Handler CCR*, pages 267-272.
- Farber, Henry S., and Joanne Gowa. 1995. "Politics and Peace." *International Security* 20 (2). *Handler CCR*, pages 273-276.

Research Methods Focus: Large-N Studies

- Amy Gallo, "Reading a Regression Table," November 4, 2015, <https://hbr.org/2015/11/a-refresher-on-regression-analysis>

8. Constructivism 1: Norms, Values, and Ideas (DAY 1: September 16th)

*Research Proposal and Annotated Bibliography (50 Points) Due NLT 1600 on Tuesday, September 17th *

Lesson objectives: *According to constructivists, how do norms, values, and ideas shape state behavior? How does the constructivist explanation of state behavior differ from the materialist approach taken by the realist and liberal traditions of IR theory? What is meant by the insight that 'meaning is socially constructed,' and how does that influence our understanding of international relations? What is the process by which some domestic norms become internationalized, universalized, and institutionalized? What is the 'nuclear taboo,' and how does the concept of a 'taboo' expand on the concept of a norm?*

- Hurd, Ian. 2008. "Constructivism." In *The Oxford Handbook of International Relations*, edited by Christian Reus-Smit and Duncan Snidal. *Oxford University Press. Person FIR*, pages 115-124.
- Finnemore, Martha, and Kathryn Sikkink. 1998. "International Norm Dynamics and Political Change." *International Organization* 52 (4). *Handler CCR*, pages 108-116.
- Tannenwald, Nina. 2005. "Stigmatizing the Bomb: Origins of the Nuclear Taboo." *International Security* 29 (4). *Handler CCR*, pages 117-122.

Research Methods Focus: Experiments

- Read the introduction in Scott Sagan and Benjamin Valentino, "Revisiting Hiroshima in Iran," *International Security* 42, no 1. (Summer 2017). Search in West Point Library system.

9. Constructivism 2: Identity (Day 1: September 18th)

Lesson Objectives: If identity is 'constructed,' how is it constructed, by whom is it constructed, and for what purpose? In what ways can a constructed identity be a force of cohesion or division in international relations? In what ways do the concepts of 'othering' or 'ingroup and outgroup' dynamics shape identity? Distinguish between the concepts of the nation, national identity, and nationalism. What are some examples of 'identity politics' and nationalism affecting international affairs in the world today

- Sen, Amartya. 2006. "The Violence of Illusion." In *Identity and Violence: The Illusion of Destiny*. W.W. Norton. *Handler CCR*, pages 129-134.
- Lebow, Richard Ned. 2008. "Identity and International Relations." *International Relations* 22(4), *Person FIR*, pages 125-129.
- Gellner, Ernest. 1983. "Definitions" In *Nations and Nationalism*. Cornell University Press, *Person FIR*, pages 131-135.

Research Methods Focus: Surveys

- Read the introduction in Alistair Iain Johnston- "Is Chinese Nationalism Rising? Evidence from Beijing," *International Security* 41, no 3. (2016/2017). Search in West Point Library system.

Block 2: Theories of Foreign Policy

10. Domestic Politics and Foreign Policy (DAY 1: September 23rd)

Lesson objectives: *What is the difference between a 'systems theory of international politics' and a 'theory of foreign policy' according to Waltz? What are the various theoretical explanations that identify domestic political factors as a cause of war? If the causes of war are primarily domestic in nature, can state behavior be generalized beyond particular states at particular times? How do domestic political institutions in the United States shape the formulation and execution of American foreign policy?*

In-Class WRIT (50 Points) on Lessons 1-9 material. WRIT will be 25 minutes and taken on Blackboard using the Respondus Lockdown Browser.

- Waltz, Kenneth. 2010. "Systems Theories of International Politics." In *Theory of International Politics*. Long Grove, IL: Waveland Press *Person FIR*, pages 141-142.
- Levy, Jack S. 1988. "Domestic Politics and War." *The Journal of Interdisciplinary History* 18 (4). *Person FIR*, pages 143-157.
- Mastanduno, Michael. 1999. "The United States Political System and International Leadership." In *American Foreign Policy: Theoretical Essays*, edited by G. John Ikenberry. New York: Longman. *FIR*, pages 157-167.

11. Organizational and Bureaucratic Politics and Foreign Policy (DAY 1: September 27th)

Lesson objectives: *Who or what are the key actors for each of the three decision making models described by Allison? What are the key deficiencies in the Rational Policy Model (RPM) that necessitate the use of the Org. Process Model (OPM) and the Bureaucratic Politics Model (BPM) to explain a state's foreign policy output? Why, according to the OPM and the BPM, do governments sometimes take foreign policy actions that may be suboptimal solutions to the problem at hand?*

- Allison, Graham. 1969. "Conceptual Models and the Cuban Missile Crisis." *The American Political Science Review* 63 (3). *The American Political Science Association. Handler CCR*, pages 135-158.

Research Methods Focus: Within-Case Process-Tracing

- Excerpts from "Process-Tracing" Stephen Van Evera, *Guide to Methods*, pages 64-67 (Blackboard eReading)

12. Individuals and Foreign Policy (DAY 1: October 1st)

Lesson objectives: *To what degree do individual political leaders shape foreign policy and the consequences thereof in international politics? Under what conditions are individual leaders most likely to influence international relations? What historical or contemporary examples illustrate these conditions? What cognitive biases and mistakes are individuals prone to that can affect state behavior?*

- Byman, Daniel L., and Kenneth M. Pollack. 2001. "Let Us Now Praise Great Men: Bringing the Statesman Back in." *International Security* 25 (4). *Person FIR*, pages 171-186.
- Stein, Janice Gross. 2016. "Foreign Policy Decision Making: Rational, Psychological, and Neurological Models." In *Foreign Policy: Theories, Actors, Cases*, edited by Steve Smith, Tim Dunne, and Amelia Hadfield. Oxford University Press. *Person FIR*, pages 187-203.

Writing Focus: Developing Outlines

13. Ethics in International Relations and Foreign Policy (DAY 1: October 3rd)

Lesson objectives: *What are the main ethical schools of thought that influence international relations? What are the traditional ethical approaches used to evaluate whether an action is ethical? Do the standards of individual morality also apply to the actions of states and statesmen? Should moral standards constrain state behavior? If the answer to these questions is affirmative, by what standards are we to judge the morality of a state's actions?*

- Fieser, James. 2009. *Normative Ethics*. *Handler CCR*, pages 163-167.
- Nye, Joseph. 2007. "Ethical Questions and International Politics." In *Understanding International Conflicts*, 6th ed. Pearson. *Handler CCR*, pages 168-173.
- Kennan, George F. 1985. "Morality and Foreign Policy." *Foreign Affairs* 64 (2). *Person FIR*, pages 205-214.

Block 3: Historical Cases in International Relations

14. The Origins of States and Nations (DAY 1: October 7th)

Lesson objectives: *What are the defining characteristics of the modern 'state'? What do we mean by "sovereignty"? Contrast war-centric explanations for state formation with economic and institutionalist explanations of state development. How have the forces of national identity and nationalism shaped – and been shaped by – competition and war among states in the international system? How does Posner's explanation of nationalism compare/contrast to the concept of nationalism discussed in Lesson 9 (Constructivism 2)?*

- Collier, Paul. 2009. "State Building and Nation Building." In *Wars, Guns, and Votes: Democracy in Dangerous Places*. HarperCollins. *Handler CCR*, pages 438-443.
- Spruyt, Hendrik. 2002. "The Origins, Development, and Possible Decline of the Modern State." *Annual Review of Political Science* 5 (1). *Person FIR*, read p. 219-235.
- Posen, B.R. 1993. "Nationalism, the Mass Army, and Military Power." *International Security* 18 (2). *Person FIR*, pages 237-244.

Research Methods Focus: Controlled (or "Paired") Comparison

- Sidney Tarrow, "The Strategy of Paired Comparison: Toward a Theory of Practice," *Comparative Political Science* 43, no 2 (Blackboard eReading).

15. The First World War (DAY 1: October 9th)

Lesson objectives: *What is the 'security dilemma' and what are the variables that influence its intensity or severity? How does Jervis define the following variables: offensive advantage, defensive advantage, and distinguishability of weapons posture? In which of Jervis' four worlds would we place Europe on the eve of WWI? Where did European leaders place themselves? What are the origins of the 'cult of the offensive,' and how did that 'cult' contribute to the outbreak of war in 1914?*

Research Outline (50 Points) Due NLT 1600 on Thursday, October 10th

- Jervis, Robert. 1978. "Cooperation Under the Security Dilemma." *World Politics* 30 (2). *Handler CCR*, pages 180-185.
- Snyder, Jack. 1984. "Civil-Military Relations and the Cult of the Offensive, 1914 and 1984." *International Security* 9 (1). *Person FIR*, pages 247-270.

Research Methods Focus: Counterfactual Analysis and Game Theory

- Excerpt from James Fearon, "Counterfactuals and Hypothesis Testing in Political Science," *World Politics* 43, no. 1 (January 1991): 169-170, 176-177 (Blackboard eReading).

16. The Interwar Period (DAY 1: October 16th)

Lesson objectives: *Explain how Woodrow Wilson's 'Fourteen Points' embody the liberal tradition of international relations. Based on the history offered by Bell, offer realist, liberal, and constructivist explanations for the failure to cement lasting peace and stability in Europe in the interwar period. Was the Second World War the inevitable consequence of the First World War and its flawed settlement, or were there unique causes?*

- Wilson, Woodrow. 1918. "The Fourteen Points." Address to the U.S. Congress. *Handler CCR*, pages 100-101.
- Bell, P. M. H. 2014. "A Thirty Year's War? The Disintegration of Europe." In *The Origins of the Second World War in Europe*. Routledge *Person FIR*, pages 273-286.
- Bell, P. M. H. 2014. "The Case Against a Thirty Year's War: The Restoration of Europe." In *The Origins of the Second World War in Europe*. Routledge. *Person FIR*, pages 287-293.

17. The Second World War (DAY 1: October 18th)

Lesson objectives: *How do scholars define 'preventive war'? How does it differ from 'preemptive war', and what drives the occurrence of either? Was the Japanese declaration of war on the United States an irrational act or the strategic calculus of a rational – but desperate – state? How does the logic of preventive war illuminate the Japanese decision to attack in 1941?*

- Levy, Jack. 2008. "Preventive War and Democratic Politics." *International Studies Quarterly* 52 (1). *Handler CCR*, pages 192-197.
- Sagan, Scott D. 1988. "The Origins of the Pacific War." *The Journal of Interdisciplinary History* 18 (4). *Person FIR*, pages 295-314.

Writing Focus: Simplicity and Clarity

- Excerpts from Stephen Van Evera, *Guide to Methods*, pgs. 103-109 (Blackboard eReading)

18. The Ethics of Nuclear Weapons (DAY 1: October 22nd)

Lesson objectives: *Which ethical criteria are most appropriate for assessing the morality of nuclear weapons use? Recalling the normative ethical traditions and views on morality from Lesson 13 (Ethics in International Relations and Foreign Policy), what are the ethical arguments in favor of the use of nuclear weapons? What are the opposing arguments? Was the use of atomic weapons against Japan in 1945 morally justified?*

- Compton, Karl. 1946. "If the Atomic Bomb Had Not Been Used." *The Atlantic Monthly* 178 (12). *Person FIR*, pages 317-320.
- Holt, Jim. 1995. "Morality, Reduced to Arithmetic." *New York Times*, August. *Handler CCR*, pages 319-320.
- Hayashi, Nobuo. 2015. "On the Ethics of Nuclear Weapons." 2. UNIDIR NPT Review Conference. *Person FIR*, pages 321-329.

19. Written Partial Review (Day 1: October 24th)

*In-Class WPR: You will complete the WPR in class on Lesson 19. You will need a functioning computer, and you will write and submit the WPR through the Blackboard Respondus Lockdown Browser. Any make-ups need to be coordinated with the instructor.

- The 65 minute exam will test cadets' critical reading and analysis skills, focusing on key concepts from the course material presented in Lessons 1-18 of the course. A make-up exam will be offered only to those cadets with a validated excuse and instructor permission, IAW USCC SOP (Chapter 8, card 806, section 3.a.1)⁷ and DPOM 02-3 (section 6, para. B).⁸

20. The Postwar Liberal Order (Day 1: October 28th)

Lesson objectives: *Why did the United States construct a fundamentally liberal international order following WWII? What were the key institutions of that order, and how did they provide security and prosperity for the U.S. and its allies? Explain the role that an open global trading system played in cementing the postwar liberal order. What are the current threats to the liberal international order?*

- Ikenberry, John. 2011. "The Rise of the American System." In *Liberal Leviathan: The Origins, Crisis, and Transformation of the American System*. Princeton: Princeton University Press. *Person FIR*, pages 333-355.
- Nye, Joseph S. 2017. "Will the Liberal Order Survive: The History of an Idea." *Foreign Affairs* 96: 10. *Person FIR*, pages 357-362.

⁷ "Cadets are officially excused from attendance at regularly scheduled WPRs only for the following reasons: (a) Medically excused by surgeon, USMA...(b) On emergency leave or special pass. (c) Participating in corps squad competition or trips. (d) Participating in cadet public relations council trips. (e) Participating in honor investigative hearings. (f) Appearing before an investigating officer UP Regulations, USMA, or UCMJ proceedings."

⁸ "WPRs may be scheduled in the Dean's Hour, as may laboratory exercises and lectures. Scheduled classes and laboratories take priority over Dean's Hour WPRs. Other lectures and activities should yield in priority to classes, laboratories, and Dean's Hour WPRs."

21. The Cold War (DAY 1: October 30th)

Lesson objectives: *Was the Cold War inevitable? To what degree was the hostility between the superpowers the product of competing ideologies and political-economic systems, as opposed to balance of power politics? Explain the logic of deterrence, as elaborated by Schelling. Besides the logic of nuclear deterrence, what other theoretical perspectives explain the absence of direct great power war from 1945-1991? Why might some argue that the Cold War was anything but 'peaceful' despite (or perhaps because of) the logics of nuclear deterrence and structural features of the bipolar international system?*

- “NSC 68: A Report to the National Security Council on United States Objectives and Programs for National Security.” 1950. U.S. Department of State Policy Planning Staff; (Selections). *Person FIR*, pages 365-374.
- Schelling, Thomas S. “The Diplomacy of Violence.” In *Arms and Influence*. Yale University Press. *Handler CCR*, pages 218-224.
- Gaddis, John Lewis. 1986. “The Long Peace: Elements of Stability in the Postwar International System.” *International Security* 10 (4). *Person FIR*, pages 375-394.

22. Nuclear Proliferation (DAY 1: November 4th)

Lesson objectives: *Explain the arguments that Waltz offers for why nuclear proliferation is stabilizing force. What implications does this argument have for nuclear programs in states like Iran and North Korea? Does the logic of deterrence and MAD apply to 'rogue states' as it did the superpowers during the Cold War? Explain Sagan's counterarguments that more nuclear weapons proliferation is instead a de-stabilizing force. Which author's arguments do you find more persuasive?*

- Waltz, Kenneth N. 2012. “Why Iran Should Get the Bomb.” *Foreign Affairs*, no. July/August 2012 (July). *Person FIR*, pages 399-402.
- Sagan, Scott. 1994. “The Perils of Proliferation: Organization Theory, Deterrence Theory, and the Spread of Nuclear Weapons.” *International Security* 18 (4): 66–107 *Person FIR*, pages 403-427.

Block 4: Contemporary Challenges in International Relations

23. Compensatory Drop - SOSH Paper Due (Day 1: November 7th)

***SOSH Paper (225 Points) due NLT 1600 on Thursday, November 7th ***

This lesson is a drop to compensate cadets for time spent working on the assignment.

24. The Global Trading System (Day 1: November 14th)

Lesson objectives: *What is globalization? What is the relationship between international trade and globalization? Assess the economic and political arguments in favor of international trade and those opposed. How do organizations and institutions like the World Trade Organization, regional trade agreements (like NAFTA), and bilateral trade agreements facilitate trade? Why is international trade often a controversial issue in domestic politics? Why do hegemonic powers prefer open trade systems?*

- Krasner, Stephen D. 1976. "State Power and the Structure of International Trade." *World Politics* 28 (3). *Handler CCR*, pages 353-360.
- Deardorff, Alan V, and Robert M Stern. 2002. "What You Should Know About Globalization and the World Trade Organization." *Review of International Economics* 10 (3). *Person FIR*, pages 431-448.
- Bown, Chad. 2017. "Mega-regional trade agreements and the future of the WTO." *Global Policy* 8(1), February 2017, *Person FIR*, pages 449-458.

25. The Domestic Politics of Trade (DAY 1: November 18th)

Lesson objectives: *If trade wars and protectionism are damaging, why do we still see it? How do domestic politics and factor endowment among different states drive calls for opening/ closing trade policy? What are the principal challenges to enforcement of the open trading regime at the domestic politics level? How do regime type and governmental structure affect the magnitude and direction of trade policy?*

- Rogowski, Ronald. 1989. "Why Changing Exposure to Trade Should Affect Political Cleavages." in *Commerce and Coalitions*, *Handler CCR*, pages 377-382.
- Henisz, Witold J. and Edward Mansfield. 2006. "Votes and Vetoes: The Political Determinants of Commercial Openness." *International Studies Quarterly* 50. *Handler CCR*, pages 383-386.
- Blinder, Alan S. 2018. "The Free-Trade Paradox: The Bad Politics of a Good Idea", *Foreign Affairs* 98: 1. *Person FIR*, pages 459-465.

26. Climate Security (DAY 1: November 20th)

Lesson objectives: *Describe the challenges posed by climate change to states in the international system. What is the scope of the threat to the security of the community of states? How do domestic politics explain why some institutions have failed/ succeeded to address the problem? How have concerns over sovereignty, power-maximization, or anarchy prevented cooperation on the climate problem?*

- Busby, Josh. 2018. "Warming World: Why Climate Change Matters More than Anything Else", *Foreign Affairs* 97:49. *Person FIR*, pages 469-475.
- U.S. Department of Defense, Under Secretary for Acquisition and Sustainment, "Report on Effects of a Changing Climate to the Department of Defense", *Person FIR*, pages 489-494.
- Sunstein, Cass. 2007. "Of Montreal and Kyoto: A Tale of Two Protocols", *Harvard Environmental Law Review* 31. *Person FIR*, pages 477-487.

27. Terrorism: Guest Lecturer Dr. Daniel Milton of the Combatting Terrorism Center (21NOV19; 1235-1350, Robinson Auditorium)

Lesson objectives: Describe the four waves of terrorism. Differentiate enabling conditions and motivations for terrorist movements. Has the fight against terrorism since September 11 been a success, a failure, or something in-between? What are the challenges to assessing progress and 'success' in counterterrorism?

- Crenshaw, Martha. 1981. "The Causes of Terrorism." *Comparative Politics* 13 (4). *Handler CCR*, pages 296-299.
- Rapoport, David C. 2002. "The Four Waves of Rebel Terror and September 11." *Anthropoetics* 8 (1). *Handler CCR*, pages 291-295.
- Jenkins, Brian. 2016. "Fifteen Years on, Where Are We in the War on Terror?" *CTC Sentinel* 9 (9). *Person FIR*

28. Failed States and Contemporary State Building (DAY 1: November 25th)

Lesson objectives: *What are the variety of functions that contemporary states often fill? What are the essential functions that a state must perform if it is to be considered a legitimate state? What are the attributes of failed states, and how do such states threaten American and international security? Can state building or rebuilding be done by third parties from the outside? What are the challenges or limitations to third-party state building?*

- Fukuyama, Francis. 2004. "The Imperative of State-Building." *Journal of Democracy* 15 (2). *Person FIR*, pages 507-514.
- Rotberg, Robert I. 2002. "Failed States in a World of Terror." *Foreign Affairs* 81 (4). *Person FIR*, pages 515-522.
- Darden, Keith, and Harris Mylonas. 2012. "The Promethean Dilemma: Third-Party State-Building in Occupied Territories." *Ethnopolitics* 11 (1). *Person FIR*, pages 523-531.

29. Civil Wars (DAY 1: December 5th)

Lesson objectives: *Explain the competing theoretical explanations on the causes of civil wars and the determinants of individual participation in civil wars - which variables matter, and which don't? Why are civil wars in the post-Cold War era lasting longer than ever before, particularly in the case of Syria?*

- Kalyvas, Stathis. 2007. "Civil Wars." In *Oxford Handbook of Comparative Politics*, edited by Carles Boix and Susan Stokes. Oxford: Oxford University Press. *Person FIR*, pages 535-543.
- Humphreys, Macartan, and Jeremy M. Weinstein. 2008. "Who Fights? The Determinants of Participation in Civil War." *American Journal of Political Science* 52 (2). *Handler CCR*, pages 277-281.
- Howard, Lise Morje, and Alexandra Stark. 2018. "Why Civil Wars Are Lasting Longer." *Foreign Affairs*, February. *Person FIR*, pages 545-548.

30. The Ethics of Humanitarian Intervention (DAY 1: December 9th)

Lesson objectives: *Do states have a moral obligation to intervene in ongoing humanitarian crises, or to act to prevent such crises in the first place? What are the ethical arguments in favor of humanitarian intervention? What are the ethical arguments in favor of nonintervention? Is it possible to reconcile humanitarian ideals with geopolitical interests and principles of state sovereignty, whether in Syria, Libya, or elsewhere?*

- Western, Jon, and Joshua S Goldstein. 2011. "Humanitarian Intervention Comes of Age: Lessons from Somalia to Libya." *Foreign Affairs*. *Person FIR*, pages 551-558.

- Amstutz, Mark R. 2013. "The Ethics of Foreign Intervention." In *International Ethics: Concepts, Theories, and Cases in Global Politics*. Lanham, MD: Rowman & Littlefield Publishers. *Person FIR*, pages 559-579.
- Luttwak, Edward N. 1999. "Give War a Chance." *Foreign Affairs*, no. July/August. *Handler CCR*, pages 288-290.

***SOSH Paper revisions and reflection memo (50 Points) due NLT 1600 on Tuesday, December 10th ***