POLITICAL SCIENCE 1003.10
INTRODUCTION TO INTERNATIONAL POLITICS
Department of Political Science
The George Washington University

Spring 2017
Time: MW, 2:20 – 3:10pm
Room: 1957 E St. NW, #213
Office Hours: M, 10:00am – 12:00pm (or by appt.)

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COURSE DESCRIPTION
This course is an introduction to the causes, character, and consequences of conflict and cooperation among states in security and economic affairs. The course is not purely theoretical, historical, or about current events. Rather, the approach taken here is that theory is necessary to make sense of historical and contemporary events, but also that theory is not very useful in the absence of knowledge of the past and present. Therefore, the course begins with an introduction to international relations theory, but thereafter proceeds in a chronological fashion, providing the historical background necessary for understanding contemporary international problems and highlighting how different theories help explain the historical cases.

GOALS AND LEARNING OUTCOMES
No introductory course can adequately cover an entire field, and this one makes no pretense about being comprehensive. Nor do the readings on any given subject in the course constitute the last word on that topic. The goals of the course, rather, are to:

• Provide students with the necessary theoretical tools to analyze questions in international relations from multiple perspectives
• Enable students to compare and evaluate the explanatory power of competing theories
• Assist students in gaining the historical background needed to analyze contemporary international events
• Prepare students to take upper level courses in IR in the Political Science department or the Elliott School

BOOKS
The following books are required reading and are available for purchase at The George Washington University Bookstore and many online outlets.


ARTICLES AND BOOK CHAPTERS
All of the journal articles and book chapters listed below in the required reading are available online on Electronic Reserve. These texts are easily obtained through the Blackboard site that has been established for the class. Click on “Blackboard” from the “My GW” page (https://my.gwu.edu), log in, go to the page for this class, and click on “Electronic Reserves.” There are folders for each lecture; inside, readings are listed by the author’s last name.
GENERAL REQUIREMENTS

PSC 1003 consists of 2.5 hours of classroom instruction per week: two 50-minute lecture sessions (MW) and one 50-minute discussion section led by a Teaching Assistant (T, R, or F), amounting to about 37.5 hours over the course of the semester (including exam week). This is a challenging course, with an above-average workload. Students should expect to spend at least twice as much time outside the classroom (and probably more) completing class assignments (e.g., readings, response papers, the take-home midterm) as they spend inside the classroom. Do not make the mistake of equating “introduction” with “easy.” The course is fast-moving and covers a lot of ground, including a lot of history with which you may be unfamiliar. The general requirements for the course are as follows:

- **Attend Lecture.** Lectures take place from 2:20 to 3:10pm on MW. The lectures will reinforce and supplement the readings, but much of the material in lecture will not be contained in the readings.

- **Complete the Readings.** Put simply, you must be willing to read to succeed in this course. Often there are one hundred or more pages of reading per lecture. Doing the reading will also make it easier to follow the lectures (and, of course, the lectures will help you pick out the most important points in the readings). Common myths about the reading include: (1) believing that it is possible to catch up on the readings by cramming prior to an exam; (2) focusing on trivial details rather than the big ideas of each reading; and (3) thinking that it is not worth reading any of the assignments if you cannot read all of them. Be careful not to succumb to these myths. Commit yourself to keep up with the readings; take careful notes; and distill the key arguments made by the authors. Questions to keep in mind while doing the readings are provided in the syllabus for each lecture.

- **Attend (and Participate in) Discussion Section.** All students must attend and actively participate in their discussion section each week. Sections are not another lecture period; they are intended as a time for students to engage with the readings and the ideas contained therein. This is impossible if you have not read the material. Use the questions provided for each lecture as a guide to possible topics for discussion. Your TA may also provide additional questions or ask students to come up with some to guide discussion. A list of the times and locations of all discussion sections is provided below.

ASSIGNMENTS AND EVALUATION

There are five main components to the final semester grade.

- **Participation (15%):** Students are expected to attend every lecture and section meeting as well as do all of the required reading beforehand. Participation grades will be based on:
  - Attendance (5%)
  - Participation in Discussion (10%)

- **Two Response Papers (10%):** due in hard copy in section during the weeks of February 6 and April 17. These short (1 double-spaced page maximum) papers will respond to specific questions distributed by the teaching staff the prior week.

- **Midterm Examination I (15%):** held in class on February 22, consisting of identifications and short answer questions.

- **Midterm Examination II (20%):** take-home essay exam, 7 double-spaced pages maximum, due April 5 at 2:20pm in hard copy in lecture and electronically on Blackboard. Students will choose from two essay questions, which will be distributed via Blackboard on March 29, along with detailed instructions on how to prepare and submit essays. Please be advised that all essays will be run through SafeAssign, a plagiarism detection software. Note that your paper must be submitted on Blackboard before class begins, and that your paper is not considered “turned in” until you have provided both a hard copy and an electronic copy.

- **Final Examination (40%):** Date and Time TBD. Cumulative, closed-book final exam, consisting of identifications, short answer questions, and essays.
CLASS POLICIES AND UNIVERSITY RESOURCES

• **Papers:** All papers for this course are expected to be double-spaced, written in 12-point font, have margins of at least 1 inch on all sides, and be stapled. Deviations from this standard are easy to detect and will affect your grade.

• **Late Papers and Extensions:** Late papers will be accepted up to 24 hours after the deadline, but one letter grade will be deducted. Papers that are more than 24 hours late will not be accepted and will be given a grade of zero. Exceptions will be made only in cases of incapacitating illness or extraordinary personal or family emergency; if you find yourself in such a situation, consult the instructor and your TA as soon as possible to discuss an extension. Extensions involving illness require documentation from a physician. If you must turn in a paper late it is your responsibility to make arrangements to get both an electronic copy and a hard copy to your TA.

• **Exams:** Students must take the final exam at the time and date assigned by the Academic Scheduling Office. However, University policy states that students who have three final exams on the same day may petition for one of them to be rescheduled. Note that this must be done at least three weeks prior to the last day of classes: see https://registrar.gwu.edu/final-exam-schedule.

• **Electronic Devices:** The use of laptops, cell phones, and other electronic devices in lecture and section is prohibited except in cases of documented medical need. Although these devices can enhance some aspects of learning, they can also prove distracting to you and to those around you. Please turn them off and put them away. If your cell phone rings during lecture, I will answer it.

• **Email:** Email facilitates certain behaviors that students should avoid. First, students should communicate professionally with the teaching staff, avoiding informal salutations, casual language, and sloppy punctuation and spelling. Second, always check the syllabus or ask a classmate before emailing the instructor or your TA with a procedural question; often, the answer has already been provided for you. Third, when emailing the professor, always copy your TA unless you have a specific reason not to. Fourth, please keep your communications brief. Complicated questions or issues are best discussed in person in office hours or by appointment.

• **Study Groups:** Students may form study groups to help them better understand the material. However, study groups should not be used as a “division of labor” device whereby students read only some of the assignments while relying on others to summarize the remaining articles or chapters for them. Use the reading questions and key terms to help guide you through the readings. These questions and terms are not comprehensive, however, and are meant only to help you prepare for sections and exams.

• **Grade Appeals:** Grades in this course are not negotiable, but if you believe an error has been made in the grading of your assignment, you may appeal. The appeals process is as follows:
  - Appeals apply to exams only, not response papers or participation grades
  - You must wait 24 hours before you may appeal.
  - Submit your appeal in writing to your TA along with the graded assignment. Your TA will respond in writing.
  - If you still believe your work has been mis-graded, you may appeal to the professor. Submit your graded assignment, your original appeal, and your TA’s response.
  - Appeals may result in a higher grade, no change, or a lower grade.
  - Behave in a respectful manner throughout the process. The teaching staff recognizes the importance of grades to students, but losing your cool will not help your case.

• **Ideological Perspectives:** I do not care what you think, I care that you think. My mission is to get you to think critically about important issues in international relations, not convince you that my view is right. There are no right or wrong views, only better or worse arguments. Good arguments require sound logic, solid evidence, and a consideration of alternative explanations.
• **Plagiarism, Cheating, and Academic Integrity.** According to the university’s Code of Academic Integrity, “Academic dishonesty is defined as cheating of any kind, including misrepresenting one’s own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information.” For the rest of the code, see https://studentconduct.gwu.edu/code-academic-integrity. In general, I expect that you will not lie, cheat, steal, or otherwise conduct yourselves dishonorably, and will do something if you observe others engaging in such conduct. All work you submit for this course must be your own; you must properly cite your sources in any written assignment no matter where you find them – that includes on the internet. *I will not tolerate any form of academic dishonesty.* If you are found to have cheated on any assignment, the likely minimum punishment is a failing grade for that assignment. The case may also be referred to the Office of Academic Integrity at the instructor’s discretion, depending on the severity of the offense. If you have questions about what constitutes proper use of published or unpublished sources, please ask the instructor or your TA.

• **Religious Holidays:** In accordance with University policy, students should notify faculty during the first week of the semester of their intention to be absent from class on their day(s) of religious observance. For details and policy, see: students.gwu.edu/accommodations-religious-holidays.

• **Disabilities.** Any student who may need an accommodation based on the potential impact of a disability should contact the Disability Support Services office at 202-994-8250 in Rome Hall, Suite 102, to establish eligibility and to coordinate reasonable accommodations. For additional information see: disabilitysupport.gwu.edu/

• **Mental Health.** The University’s Mental Health Services (202-994-5300) offers 24/7 assistance and referral to address students’ personal, social, career, and study skills problems. Services for students include: crisis and emergency mental health consultations confidential assessment, counseling services (individual and small group), and referrals. For additional information see: counselingcenter.gwu.edu/.

• **Security.** In the case of an emergency, if at all possible, the class should shelter in place. If the building where the class is located is affected, follow the evacuation procedures for the building. If we have to leave the classroom, we will meet in Rawlins Park (across E Street from the Elliott School) in order to account for everyone and to make certain that everyone is safe. Please refer to Campus Advisories for the latest information on the University’s operating status: http://campusadvisories.gwu.edu/.

**DISCUSSION SECTIONS**

Discussion sections begin the week of January 23.

**Tuesday (Paik)**
- PSC 1003.30, 8:00 – 8:50am, 1957 E St. NW, 316
- PSC 1003.31, 9:35 – 10:25am, PHIL 416

**Thursday (Moon)**
- PSC 1003.35, 8:00 – 8:50am, BELL 105
- PSC 1003.33, 9:35 – 10:25am, BELL 104

**Friday (Haynie)**
- PSC 1003.32, 8:00 – 8:50am, BELL 106
- PSC 1003.34, 9:35 – 10:25am, PHIL 416
# COURSE CALENDAR

## Part I. Introduction and IR Theory

1. **January 18 (W)** - Course Introduction
2. **January 23 (M)** - Overview of IR Theory and Levels of Analysis
3. **January 25 (W)** - Realist Theories
4. **January 30 (M)** - Liberal Theories
5. **February 1 (W)** - Constructivist Theories

## Part II. Conflict and Cooperation in Security and Economic Affairs in History

### A. From Napoleon to World War I

6. **February 6 (M)** - The Concert of Europe and Bismarckian Realpolitik  
   *First response papers due this week*
7. **February 8 (W)** - Trade and Monetary Relations in the 19th Century
8. **February 13 (M)** - The Road to World War I
9. **February 15 (W)** - Causes of World War I  
   **February 20 (M)** - NO CLASS: President’s Day
10. **February 22 (W)** - Midterm Exam #1 given in class
11. **February 27 (M)** - Conduct of World War I

### B. From World War I to World War II

12. **March 1 (W)** - The Interwar Period: Security and Economic Institutions
13. **March 6 (M)** - Causes of World War II
14. **March 8 (W)** - Conduct of World War II  
   **March 13** - NO CLASS: Spring Break  
   **March 15** - NO CLASS: Spring Break

### C. The Cold War

15. **March 20 (M)** - Origins of the Cold War
16. **March 22 (W)** - The UN and the Bretton Woods Institutions
17. **March 27 (M)** - The Nuclear Revolution
18. **March 29 (W)** - The End of the Cold War and Its Consequences

## Part III. Conflict and Cooperation in Security and Economic Affairs in the Contemporary World

19. **April 3 (M)** - Globalization
20. **April 5 (W)** - Globalization and Its Discontents  
   *Midterm Exam #2 Due*
21. **April 10 (M)** - Nuclear Proliferation
22. **April 12 (W)** - Terrorism
23. **April 17 (M)** - Energy Security  
   *Second response paper due this week*
24. **April 19 (W)** - The Environment and Climate Change
25. **April 24 (M)** - The Rise of China
26. **April 26 (W)** - Intervention and Civil War
27. **May 1 (M)** - Cyber Security
28. **May 3 (W)** - Designated Monday: Future of the EU
29. **May 4 (R)** - Make up Day: Course Wrap up and Review
DETAILED COURSE SCHEDULE

Part I. Introduction

1. Course Introduction
   January 18
   • No readings assigned.

2. An Overview of IR Theory: Two Issues, Three Paradigms, Three Levels of Analysis
   January 23

Reading Questions
• What is a theory and why do we need theories?
• What factors do realist, liberal, and constructivist theories of IR emphasize?
• Why are liberal and constructivist theories more optimistic regarding the possibility of international cooperation and change?
• What distinguishes the three “levels of analysis” or “images” from each other?
• What is a rationalist explanation for war?
• What are Fearon’s three rationalist explanations for war?
• What is the key insight for the causes of war that Fearon derives from his bargaining framework?

Key Terms
• Theory
• Law
• Correlation
• Anarchy
• Realism
• Liberalism
• Democratic Peace Theory
• Economic Interdependence
• Neoliberal Institutionalism
• Three images
• Polarity
• Commitment problem
• Private information
• Issue indivisibility
• Bargaining range

3. Realist Theories
   January 25

Reading Questions
• What are the different versions of realism, and how do they differ from one another?
• Does realism predict only conflict, or can it also explain cooperation?
• Which of the realist theories do you find most appealing and/or persuasive?
• Why was the Peloponnesian War a hegemonic war? What other examples of hegemonic wars does Gilpin discuss?
• Has the advent of nuclear weapons rendered hegemonic war obsolete?
• Why does Fearon discount issue indivisibility as a rationalist explanation for war? Do you agree with him?
• Do Fearon’s rationalist explanations for war have implications for the duration and severity of wars? For example, would a war caused by private information and incentives to misrepresent that information be shorter or longer than a war caused by commitment problems?

Key Terms
- Defensive Realism
- Offensive Realism
- Security dilemma
- Offense-defense balance
- Commitment problem
- Private information
- Issue indivisibility
- Bargaining range
- Incentives to misrepresent
- Spiral model
- Preemptive war
- Preventive war
- Hegemonic war
- Athens
- Sparta
- Peloponnesian War

4. Liberal Theories

Readings

Reading Questions
- How does neoliberal institutionalism differ from neorealism?
- What are some of the benefits of international institutions that facilitate cooperation?
- What are relative gains, and why are they thought to inhibit cooperation?
- What does Keohane highlight as a major potential problem for international institutions that could undermine their legitimacy and effectiveness?
- What are the various mechanisms through which interdependence is thought to inhibit war?
- How is joint democracy thought to inhibit war? Are there circumstances under which you could imagine two democracies fighting?

Key Terms
- Absolute gains vs. relative gains
- International regimes
- Checks and balances
- Cultural/normative model of DP
- Structural/institutional model of DP

5. Constructivist Theories

Readings
- John Mueller, Retreat from Doomsday: The Obsolescence of Major War (New York: Basic Books, 1989), Forward (unpaginated), Preface (pp. ix-xii), and Introduction (pp. 3-13).

Reading Questions
- How is Wendt’s structural constructivism similar to—and different from—neorealism?
- What does Wendt say must be added to Waltz’s conception of structure?
- Why does Wendt say there can be three types of anarchies rather than one?
- What does Mueller mean when he says, “war is merely an idea—an institution?”
• Has major war died out among the great powers? Why? Is Mueller’s explanation for this correct?
• According to Tannenwald, what are the three types of effects that norms can have? How do they work?
• According to Tannenwald, why is the Vietnam War a “good test” of the nuclear taboo?
• How has the nuclear taboo facilitated the use of other highly destructive weapons?
• Do you agree that the United States would never use a nuclear weapon in anger in a future conflict?

Key Terms
• Identity
• Endogenous vs. exogenous
• Norm
• Nuclear taboo
• Regulative, constitutive, and permissive effects (of norms)
• Logic of appropriateness
• Logic of consequences
• “Taboo talk”

Part II. Conflict and Cooperation in Security and Economic Affairs in History

A. From Napoleon to World War I

6. The Concert of Europe and Bismarckian Realpolitik February 6

- Kissinger, Diplomacy, 78-102, 120-167.

Reading Questions
• What is international stability?
• According to Elrod, what were the essential features of the Concert of Europe that helped keep the peace among Europe’s great powers?
• Which of the three periods discussed in the reading – 1815-1854 (the Concert of Europe), 1870-1890 (Bismarckian Realpolitik), or 1890-1914 (the pre-World War I era) – was the most stable?
• Which of the major theories we encountered in Part I of the class is most helpful in explaining periods of peace in nineteenth century Europe?
• Are the causes of stability the same today as they were in the nineteenth century?

Key Terms
• Klemens von Metternich
• German Confederation
• Congress of Vienna
• Quadruple Alliance
• Holy Alliance
• Napoleon III
• Crimean War
• War of Italian Unification
• “Splendid isolation”
• Otto von Bismarck
• Wars of German Unification
• Three Emperor’s League
• Realpolitik
• Eastern Question
• Russo-Turkish War, 1877-78
• Congress of Berlin
• Triple Alliance
• Reinsurance Treaty
7. **Trade and Monetary Relations in the 19th Century**
   

   **Reading Questions**
   
   - What is globalization? Which factors were the most important in the rise of globalization and free trade in the nineteenth century?
   - What is Frieden’s argument about the relationship between nations’ integration into the global market and their economic development?
   - Does international trade encourage or discourage war?
   - What is a hegemon and what does Stein mean by the “hegemon’s dilemma”?
   - What sort of international system most encourages trade? Is a hegemon required?

   **Key Terms**
   
   - Globalization
   - Mercantilism
   - Specialization/division of labor
   - Gold Standard
   - Corn Laws
   - Cobden-Chevalier Treaty
   - Price-specie flow mechanism
   - Comparative advantage
   - David Ricardo
   - Hegemon
   - Hegemonic stability theory
   - Heckscher-Ohlin theory
   - Stolper-Samuelson theory

8. **The Road to World War I**


   **Reading Questions**
   
   - What were some of the crucial technological innovations of the second half of the nineteenth century, and how did they influence the conduct of war?
   - What were the key diplomatic realignments among the European great powers after the dismissal of Bismarck? Why did they occur?
   - What was the German war plan on the eve of the Great War? What were its political premises? Were these premises realistic?

   **Key Terms**
   
   - Alsace-Lorraine
   - Reinsurance Treaty
   - “Splendid isolation”
   - Entente Cordiale
   - First and Second Moroccan Crises
   - Crowe Memorandum
   - Bosnian Crisis
   - Schlieffen Plan
   - Weltpolitik
   - Plan XVII
   - Russia’s “Great Program”
   - Archduke Franz Ferdinand
   - Gavrilo Princip
   - The Low Countries
   - Triple Entente
   - Triple Alliance
   - July Crisis
   - The “blank check”
   - Tirpitz’s “risk theory”
   - Dreadnought
   - Race to the sea
   - Marriage of iron and rye
9. **Causes of World War I**


**Reading Questions**

    - According to Snyder, what was the source of the offensive war plans of great power militaries before World War I? What is Sagan’s view and how is it different? Which is more convincing?
    - Can World War I be explained by a single “image,” or are multiple levels of analysis needed?
    - Why does Copeland argue that “only Germany can be considered responsible for wanting and bringing on major war?”
    - Is there a “rationalist” explanation for World War I? If so, what is it?
    - Was World War I inevitable? If so, what kept it from breaking out prior to 1914?

**Key Terms**

    - Offense-defense balance
    - Security dilemma
    - Cult of the offensive
    - Parochial organizational interests
    - Plan 17
    - Preventive war
    - Kaiser Wilhelm II
    - Theobald von Bethmann-Hollweg
    - Helmuth von Moltke (the younger)
    - Russia’s “Great Program”

**No Class: President’s Day**

10. **Midterm Exam #1**

    - In class identification and short answer exam.

11. **Conduct of World War I**


**Reading Questions**

    - Once trench warfare set in, why were the opposing armies unable to penetrate each other’s defenses and sustain offensives that took meaningful amounts of territory?
    - What were some of the key innovations in military technology that occurred during World War I? How effective were these innovations?
    - How did mobility finally return to the battlefield in 1917/18? What changes in tactics were made to allow armies to take (and hold) territory?
    - Did the Germans have a decisive edge in manpower or technology in Operation Michael?
    - Which factors convinced British and German leaders, respectively, to implement naval strategies intended to starve their adversary’s civilian population?
Key Terms:
• Operation Michael
• Infiltration tactics
• Unrestricted submarine warfare
• Declaration of London
• Absolute and conditional contraband
• Gen. Erich von Falkenhayn
• Hindenburg and Ludendorff

B. From World War I to World War II

12. The Interwar Period: Security and Economic Institutions

March 1

• Kissinger, *Diplomacy*, 218-287.

Reading Questions
• What were the main features of the Treaty of Versailles? Did the treaty help create conditions that destroyed the peace?
• What were the key features of the League of Nations? Why did it fail to prevent aggression and ultimately another world war?
• What caused the Great Depression? What role did the gold standard play in the Depression?
• According to hegemonic stability theory, how could the Great Depression have been avoided or shortened?

Key Terms
• Treaty of Versailles
• Collective security
• League of Nations
• Fourteen Points
• Self-determination
• Reparations
• Locarno Pact
• Gustav Stresemann

• Kellogg-Briand Pact
• Hyperinflation
• John Maynard Keynes
• Smoot-Hawley Tariff
• Lender of last resort
• Great Depression
• Countercyclical lending

13. Causes of World War II

March 6


Reading Questions
• Would World War II have occurred without Adolf Hitler or Nazi ideology?
• How and why did the Allies appease Hitler in the 1930s? Were their decisions rational given the information available to them at the time?
• Why did Stalin agree to the Molotov-von Ribbentrop Pact?
• Do you see the spiral model or the deterrence model as a better explanation for the outbreak of war? Is your judgment different for the causes of the war in Europe versus the causes in the Far East?

Key Terms
• Lebensraum
• Anschluss

• Rhineland
• Maginot Line
14. Conduct of World War II


Reading Questions
- How was the conduct of World War II different from that of World War I? How was it similar?
- Why did the German blitzkrieg fail in the Soviet Union when it worked so brilliantly in France?
- Why was it so difficult to bomb military targets in Japan? Why was Japan such an inviting target for incendiary bombing?
- Is the era of bombing civilians over? Could such a thing ever happen again in contemporary wars?
- Is there such a thing as a “civilian” in total wars like World War II?

Key Terms
- Operation Barbarossa
- Operation Reinhard
- Einsatzgruppen
- Blitzkrieg
- Babi Yar
- Holocaust
- Concentration camp
- Treblinka
- Auschwitz
- Heinrich Himmler
- Strategic bombing
- Operation Meetinghouse
- Curtis LeMay
- Battle of Britain
- The Blitz
- B-29

C. The Cold War

15. Origins of the Cold War

- The Novikov Telegram, September 27, 1946.

Reading Questions
- Was the Cold War an inevitable by-product of the geopolitical situation and the balance of power between the United States and the Soviet Union in 1945? Or were non-structural factors, like ideology and personality, the key drivers of hostility?
- Was the United States or the Soviet Union more responsible for the Cold War? Or were both equally responsible?
- Why did the United States launch the Truman Doctrine and the Marshall Plan?
- What was the ultimate goal of U.S. policy towards the Soviet Union – containment or rollback?
- What does Ambassador Novikov get right in his telegram? What does he get wrong?
Key Terms

- Halford Mackinder
- Morgenthau Plan
- Yalta
- Potsdam
- Containment
- George Kennan
- Novikov Telegram
- Cominform
- Iron Curtain
- Spheres of influence
- NSC-68
- NATO
- Truman Doctrine
- Marshall Plan

16. The UN and the Bretton Woods Institutions

March 22

- Frieden, Global Capitalism, 253-300.

Reading Questions

- How does the United Nations differ from the League of Nations in terms of its organization and its approach to collective security?
- What were the objectives of the GATT?
- What is an international regime? According to Keohane, why did such regimes emerge after World War II?

Key Terms

- Bretton Woods System
- GATT
- IMF
- World Bank
- Marshall Plan
- United Nations Security Council
- OECD
- European Coal and Steel Community
- European Economic Community

17. The Nuclear Revolution

March 27

- Harper, Cold War, 110-137.

Reading Questions

- According to Jervis, how have nuclear weapons changed international politics?
- What is the stability-instability paradox?
- What was the nuclear balance between the United States and the Soviet Union in the late 1950s and early 1960s? How did it influence U.S. policymakers’ perceptions of the credibility of Soviet threats?
- Did Soviet missiles in Cuba actually change the strategic balance between the United States and the Soviets? If not, why were U.S. leaders so concerned about them?

Key Terms

- The Nuclear Revolution
- Mutually Assured Destruction
- Stability-Instability Paradox
- Hydrogen bomb
- First strike
- Secure second strike capability
- Hungarian uprising
- Bay of Pigs invasion
- Nikita Khrushchev
- Deterrence
**18. The End of the Cold War and Its Consequences**

March 29


**Reading Questions**

- Which factor is the most important in explaining the end of the Cold War – shifting power, changing ideas, individual leaders, or domestic politics?
- How did the Cold War affect European stability?
- Why do Van Evera and Mearsheimer disagree about the future of Europe? Whose argument do you think is more compelling?
- Which structure of the international system (unipolarity, bipolarity, multipolarity) is most stable?
- Has Huntington’s prediction of a clash of civilizations come to pass in the post-Cold War era?

**Key Terms**

- German unification
- Mikhail Gorbachev
- Bipolarity
- Multipolarity
- Unipolarity
- Clash of civilizations

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**Part III. Conflict and Cooperation in Security and Economic Affairs in the Contemporary World**

**19. Globalization**

April 3


**Reading Questions**

- What are the major technological and political changes driving globalization?
- According to Frankel, which factors – other than tariffs or non-tariff barriers – prevent the world from being perfectly globalized in trade?
- Do you agree with Friedman that there is a “globalization system” that has replaced the “Cold War system”?
- Does globalization make everyone better off? Why?

**Key Terms**

- Washington Consensus
- NAFTA
- Mercosur
- Democratization of technology
- Democratization of finance
- Democratization of information
20. Globalization and Its Discontents?


Reading Questions

- According to Frieden, why did Africa largely get left behind by globalization?
- What do advocates of free trade tend to neglect in making the case that trade improves general welfare?
- Why does Rodrik suggest that the Bretton Woods system may have been preferable to the current WTO system of international trade?
- Why does Bhagwati argue that free movement in capital is not like free movement in goods?
- Are the jobs that have been lost to globalization and free trade in the United States likely to return?

Key Terms

- Resource curse
- Dumping
- Failed states
- Mundell dilemma
- Stagflation
- Battle in Seattle
- Henry Martyn
- Fixed vs. floating exchange rates
- Capital controls

21. Nuclear Proliferation


Reading Questions

- Why do states build nuclear weapons? Which of Sagan’s three models do you find most persuasive?
- If nuclear weapons ensure a state’s security, why have so few states built them?
- Is the spread of nuclear weapons dangerous? Does it increase or decrease the likelihood of war? Is South Asia more or less secure now that India and Pakistan are overt nuclear powers?
- Is Iran likely to build the bomb? Can the international community do anything to stop it? What would be the consequences of an Iranian bomb?

Key Terms

- WMD
- LEU and HEU
- Plutonium
- Security model
- Domestic politics model
- NPT
- Kargil War
- Brasstacks crisis
- Natanz
- Centrifuge
- Fordow
22. Terrorism


Reading Questions
- What is terrorism? According to Hoffman, how has the meaning of the term fluctuated over time?
- What does Pape mean when he says there is a “strategic logic” of suicide terrorism?
- According to Pape, which kind of states are the most frequent targets of suicide attacks? Why?
- What are Moghadam’s principal criticisms of Pape’s argument? Are they persuasive? What is Moghadam’s own explanation for suicide terrorism?
- Does terrorism work?

Key Terms
- Terrorism
- Suicide terrorism
- Salafi Jihad
- Tamil Tigers/LTTE
- Hamas
- Hezbollah
- PKK
- Boko Haram
- Al Qaeda
- Takfir
- Islamic State
- Ayman al-Zawahiri
- Osama bin Laden

23. Energy Security


Reading Questions:
- Why does any discussion of energy security quickly devolve into the discussion of oil security? Why is oil different from other sources of energy such that it elicits such intense concern?
- Given the recent oil boom in the United States caused by the fracking revolution, why is energy security still a problem?
- What steps could the United States (or any other country) take to reduce its dependence on oil, and hence its vulnerability to price shocks in the oil market?
- Which country’s oil supply is more vulnerable to cutoff—the United States or China?
- What are the most probable causes of a major oil disruption? Which scenarios are most likely? Which are most easily addressed, or most difficult to address?
- How does oil dependence threaten U.S. national security? Which causal mechanisms does Glaser emphasize? Where are the primary danger spots?
- Should the United States keep its military forces deployed in the Persian Gulf region to protect the flow of oil through the Straits of Hormuz?
- Are Gholz and Press right that the market for oil is largely self-correcting and limits the economic damage of oil shocks?
Key Terms:

- Energy security
- OPEC
- Spare capacity
- Strategic Petroleum Reserve
- Strait of Hormuz
- The “Tanker War”
- Iran-Iraq War
- Energy intensity
- SLOCs
- East and South China Seas

24. The Environment and Climate Change


Reading Questions

- What is the tragedy of the commons, and how can it be overcome?
- Why has international cooperation to regulate the emission of greenhouse gases and thereby manage global warming been so unsuccessful? How could cooperation be made more productive?
- Why was the Montreal Protocol so much more successful than the Kyoto Protocol?
- According to Victor, what are the three myths about how to solve climate change?
- Why were the nations of the world able to forge an agreement in Paris in 2015, when progress on curbing greenhouse gases and climate change had for so long eluded them?
- Is the framework agreed to in Paris likely to keep global warming within “safe” or “reasonable” limits (e.g., an increase of 1.5 or 2 degrees Centigrade)? Why or why not?

Key Terms

- Greenhouse gases
- Kyoto Protocol
- Copenhagen conference
- Tragedy of the commons
- Free-rider problem
- Montreal Protocol
- Paris Agreement

25. The Rise of China

- Review Gilpin, “Theory of Hegemonic War” (Lecture 3).

Reading Questions

- Is the United States in decline relative to China? In what sense? Is that decline dangerous, in that it could lead to war?
- Does the rise of China necessarily threaten the United States? Are there factors that could reduce the likelihood of conflict between the two countries?
- Why might China feel threatened by the United States?
- What kinds of military capabilities has China been developing and how do they impair the United States’ ability to project power in the Western Pacific? What steps does Montgomery argue the United States should pursue in response?
- Should the United States pursue a strategy of deep engagement or offshore balancing in East Asia?
Key Terms
- Regional hegemon
- A2/AD
- Deep engagement
- Offshore balancing
- Kadena air base
- PLA Second Artillery Corps
- SRBMs, ASBMs, and ASCMs

26. Intervention, Democracy Promotion, and Regime Change  April 26


27. Cyber Security  May 1


Reading Questions:
- What is the “attribution problem” in the context of cyber security? How serious is it, and how much of an obstacle does it present to the possibility of cyber deterrence?
- What are the advantages and disadvantages of responding to cyber attacks with kinetic vs. cyber retaliation?
- What are the four means of mitigating cyberthreats? What are the strengths and weaknesses of each?
- What is the Cyber Revolution thesis? In his view, does Stuxnet conform to this thesis? Why or why not?
- What are the steps that a cyber intruder must take to launch a cyber attack?
- Ironically, given the sophistication of cyber weapons, what is one of the most common ways of infecting a target’s computer systems? Hint: it is the way that Stuxnet was probably introduced into Iranian computers at Natanz.
- Is cyber warfare “offense dominant?” Was Stuxnet an offensive success?
- Did cyber deterrence fail in the Stuxnet case? What does Lindsay argue? How could the case be interpreted as a success for deterrence?

Key Terms:
- Cyber attack
- Cyber exploitation
- Cyber war
- Attribution problem
- Stuxnet
- Payload
28. **Designated Monday: Future of the EU**


**Reading Questions**

- According to Rosato, what explains why European states chose to integrate during the Cold War? What explains the fraying of the EU today? Do you agree with his conclusions?
- According to Feldstein, what is the basic reason behind the crisis of the euro?
- How would leaving the euro zone give countries like Greece more freedom to deal with their economic crises?

**Key Terms**

- Euro
- Treaty of Lisbon
- Maastricht treaty
- Currency devaluation
- Brexit

29. **Make Up Day: Course Wrap-up and Review**

May 4