

Georgetown University  
Government 060 Spring 2015  
Tues., Thurs. 11:00-12:15 ICC Auditorium

Professor Bennett  
ICC 667  
Office Hours: Tuesdays 1-2:30 or by Appointment  
BennettA@Georgetown.edu

Teaching Assistants:

Dong-Joon Park dp687@georgetown.edu  
Andrew Szarejko aaas247@georgetown.edu  
Alexandra Stark as3459@georgetown.edu

## **International Relations**

### Course Purpose

This course is designed to introduce students to key theories, concepts, and historical and contemporary events in international relations. The course emphasizes development of the ability to think about international relations from a variety of theoretical and conceptual perspectives so that students can better understand, explain, and make decisions on issues of war, peace, terrorism, civil and ethnic conflicts, global trade and finance, and environmental policy. The course first addresses theories, levels of analysis, and mechanisms of international relations, and it then focuses on specific conceptual issues and institutions. The final weeks apply theories and concepts to key historical events and contemporary developments. By the end of the course, students should be able to think and act more systematically about international relations in professional settings, in reading books, journals, newspapers, and web sites, and in daily life. The course assesses this skill in the midterm and final exams by including essay questions that involve applying theoretical concepts to news articles on current world events.

### Course Requirements

#### 1) Readings and Class Participation

The use of laptops, cell phones, or other personal mobile/electronic devices is prohibited during lectures and discussion sections. This policy is based on research indicating that the use of laptops in the classroom is detrimental to understanding and internalizing course material, even when they are used for taking notes or seeking web links related to the topic under discussion (see some of the issues and research [here](#)). I will of course accommodate diagnosed conditions that require use of electronic devices and have been registered with the [Academic Resource Center](#).

Students are expected to do the readings before class, and there will be frequent in-class quizzes using the iClicker 2 (see below) to assess students' understanding of the assigned readings. Also, to understand frequent references to current events in class, students are strongly encouraged to regularly read a major newspaper such as the *New York Times*, *The Washington Post*, *The Guardian*, or the *Wall Street Journal*, and/or a weekly magazine such as *The Economist*. The Council on Foreign Relations and the journal *Foreign Policy* also have useful web sites that include news and opinions on international relations from an American perspective. I will occasionally tweet about some of the most interesting readings I find in such

sources, and how current events relate to IR theory, but it is not required to follow me on twitter (Andrew Bennett @IRgetsreal)

I have worked hard to keep the amount of reading manageable, but note that the more applied readings later in the course involve a lot of pages. These books are written for a popular audience, so they can be read more quickly than some of the theoretical readings earlier in the course, but you might start reading them ahead of time in weeks for which there is less reading.

## 2) Mid-Term

There will be an in-class mid-term exam February 24.

## 3) Paper

A 6-8 page (1500-2000 word) paper on an approved topic is required. A one-page outline of the paper should be turned in to your TA in section Jan. 29 or Jan. 30 and the paper itself is due in class April 7.

## 4) Final Exam

There will be a comprehensive final exam on the date scheduled by the registrar.

## 5) Discussion Sections

There will be discussion sections at the times and locations specified by the registrar; however, the sections will not necessarily meet every week. Regularly attending discussion section is an important part of the participation grade.

## Use of Blackboard and iClickers

I will post PowerPoints of most lectures, and additional useful material, under the “Documents” link on Blackboard.

We will use the iClicker 2 student response system during lecture for attendance, short quizzes, and to hear from you about lectures, readings, and current events. Some clicker questions will be ungraded but others will be graded —which means it is vitally important that you do the reading before class and come to class on time. Each student must purchase an individual iClicker 2 unit, available at the bookstore or from an online retailer, or buy an iclicker app for their cell phone (cell phones can be used for the clicker quizzes but then should be turned off and not used for the rest of class). Students will need to register their iClickers or cell phone app online at <http://www.iclicker.com/registration/>; please note that you must use your Georgetown Net-ID (not any other e-mail or identification number). All students will be expected to have their iClickers ready to operate (purchased and registered) by January 19.

If you miss a clicker quiz or two due to unexcused absence, or forget to bring your clicker once or twice, or you do badly on one or a few quizzes, it is not a big deal. We will have about 15 graded clicker quizzes, and all together they will be 5% of your grade, so any one quiz is thus a small proportion of your grade. If you chronically miss quizzes or questions, however, then

chronically scoring low on the clicker quizzes will drop your final grade a half grade or more. If you need to miss more than one class due to illness or other good reasons, let me know and I will adjust your clicker score accordingly. I will tally the clicker grades at the end of the semester and enter them on blackboard at that time, but if you want to have a running tally you should keep track of your own clicker quiz scores.

### Contacting Professor Bennett by Email

As this is a large class and I often fall behind on email, your first point of contact should be your section TA for any questions that your TA can address. I do check my email every weekday and try to respond within a day or two, but I often fail to respond as quickly as I would like, so feel free to send me a reminder and put TIME URGENT in the subject if something is urgent. BE SURE TO PUT GOVT 060 IN THE SUBJECT LINE OF ANY EMAILS SO I DO NOT ACCIDENTALLY ERASE THEM AS SPAM.

I encourage students to come see me in my office hours. Office hours are not just for when you have a question or a course issue to resolve, but also for talking about post-graduate plans, internship ideas, or other professional issues.

### Grading Policy

The mid-term will constitute 30% of the grade, the paper will count for 30%, class participation (including participation in discussion sections) will count for 5%, in-class quizzes using the iClickers will count for 5%, and the final exam will count for 30%. The grading scale for the exams and paper is:

100 to 95	A
94 to 91	A-
90 to 87	B+
86 to 83	B
82 to 79	B-
78 to 75	C+
74 to 71	C
70 to 67	C-

Cases of suspected academic dishonesty will be handled according to the university's honor code. For information on understanding and avoiding plagiarism, see <http://www.georgetown.edu/honor/plagiarism.html>

Please note that inappropriate use of iClicker technology is a reportable violation of the Honor Code. This includes, but is not limited to, using multiple iClickers, using someone else's iClicker, or copying someone else's iClicker response in a quiz/exam environment.

With such a large class it is impossible for one person alone to do all of the grading, so I share the work of grading with my teaching assistants. Grades reflect the quality of the work we read, not the quantity of work that you put into an assignment, though there is usually a strong

correlation between your effort and the resulting product. We put a great deal of work into trying to be fair and consistent. That said, grading is an imperfect process, and you have the right to appeal any grade. To do so you must submit to my Government Department mailbox a hard copy of the graded assignment together with a brief written explanation of why you think a better grade is justified. I will then re-examine the assignment, whether or not I was the person who initially graded it, but I reserve the right to lower the grade as well as the right to raise it or leave it unchanged.

#### Books to Purchase:

Note: Older editions of the Frieden, Lake and Schultz, the Nye and Welch, and the Art and Jervis books, which are often considerably less expensive, are usually OK to use if you are willing to put up with discrepancies in page numbers and with the occasional lack of an article in an older edition of Art and Jervis.

Jeffrey Frieden, David Lake, and Kenneth Schultz, *World Politics: Interests, Interactions, Institutions* (Norton) second edition.

Christopher Clark, *The Sleepwalkers: How Europe Went to War in 1914*  
Harper Perennial

Rajiv Chandrasekaran, *Little America: The War Within the War for Afghanistan*. Vintage 2013 edition

Thomas Ricks, *Fiasco: The American Military Adventure in Iraq, 2003-2005*. Penguin Books

Robert Art and Robert Jervis, *International Politics: Enduring Concepts and Contemporary Issues*, latest edition.

Joseph Nye and David Welch, *Understanding International Conflicts*, latest edition (Pearson Longman).

Other readings will be available electronically on Blackboard.

#### Requirements of the Assigned Paper

The paper can take one of two forms. I ***strongly encourage*** students to take the first option, which is to critique a journal article or a book on international relations using the models and concepts learned in the course. If you do so, you should summarize the article's or book's argument in a paragraph or two at most, and focus most of the paper on critiquing the article's or book's argument. Point out its strengths and weaknesses and critique its explicit or implicit models, theories, and hypotheses. For example, "Jane Doe adopts an essentially neorealist interpretation of X, but fails to anticipate or address adequately the following five points that neoliberal institutionalists raise: A, B, C, D, E." For examples of such critiques, look at the

reviews of books on international relations in the journal *Perspectives on Politics*. Should you choose to critique an article, it should be a full-length article from one of the following journals: *World Politics*, *International Organization*, *International Security*, *Security Studies*, *American Political Science Review* or (articles from other journals are OK with instructor approval). Should you choose to critique a book, you need instructor approval of the book as suitable for this assignment (all books on international relations reviewed in the journal *Perspectives on Politics* are suitable, and many other books are as well).

Another option for the paper is to take any regional or functional international issue of your choice and to write a paper that uses course models and concepts to analyze why an organization, nation, or group of nations has adopted particular policies on this issue. Again, the emphasis is on using course concepts and theories to explain events instead of merely describing them, or you might use events to test or challenge theories. Avoid excessive advocacy on what you think a policy "should" be—you can say something on this in your conclusions, but your main focus should be on explaining the behavior of particular international actors or on testing a specific hypothesis. You might want to choose from among the issues raised in class, including arms control, the global environment, regional conflicts, or international trade and aid, or you can select any other current issue if you get the approval of the instructor or a teaching assistant.

Note well the following four points:

- 1) Make certain that your intro paragraph has a precise thesis statement and an outline sentence giving the organization of the paper. The thesis statement should be interesting, insightful, and perhaps a bit counter-intuitive; it should be neither trivially obvious nor extreme/overstated.
- 2) Whether you critique an article/book or do a free-standing paper, focus on conceptual analysis, rather than exhaustive research. If you critique an article, the TAs or I may suggest one or two additional articles to read. A free-standing paper will require some research, but keep your research manageable and focus on explaining behavior.
- 3) You do not need to apply all of the levels of analysis, hypothesized mechanisms, models, or grand theories/schools of thought that we will discuss in the course. It is usually best to start by thinking broadly about your topic from the perspective of four or five levels, models, and theories and then narrow your focus to a few themes or even to one.
- 4) Citations to the course textbooks or lectures can be informal and brief, but if you use specific ideas or language from other sources (including book reviews) you must use a full citation format.

For further advice on writing a paper, see Theresa Pelton Johnson, "Writing for International Security," *International Security* Fall 1991.

## **Schedule and Readings**

### **Jan. 8 Introduction and Overview**

Jack Snyder, "One World, Rival Theories," (on Blackboard, or just Google "Snyder One World Rival" to find a PDF copy on the web)

Frieden, Lake, and Schultz, Introduction, pp. xxi-xxxii

Art and Jervis, Introduction and also Thucydides, "Melian Dialogues."

*First Discussion Sections: Introduce yourselves, discuss Realism and the Melian Dialogues*

### **I) Grand Theories, Levels of Analysis, and Explanatory Mechanisms**

#### **Jan. 13 Grand Theories of Conflict and Cooperation I: Realism and Neorealism**

Nye and Welch, pp. 2-24, 62-71

Frieden, Lake, and Schultz, pp. 74-79 on game theory.

#### **Jan. 15 Grand Theories II: Liberalism and Neoliberalism**

Frieden, Lake, and Schultz, pp. 62-72.

Oye, "Conditions for Cooperation in World Politics," in Art and Jervis pp. 76-89.

*Discussion sections: discuss realism, neorealism, liberalism, neoliberalism*

#### **Jan. 20 Grand Theories III: Constructivism**

Alexander Wendt, "Anarchy is What States Make of It," in Art and Jervis pp. 65-72

Alexander Wendt, "Constructing International Politics," *International Security* vol. 20, no. 1, summer 1995, pp. 71-81. Available here:

<http://faculty.maxwell.syr.edu/hpschmitz/PSC124/PSC124Readings/WendtConstructivism.pdf>

#### **Jan. 22 Systemic Theories**

Nye and Welch, pp. 38-61

Jervis, "Offense, Defense, and the Security Dilemma," in Art and Jervis pp. 90-110.

*Discussion sections: Systemic Theories, Constructivism*

**Jan. 27          State Level Theories**

Frieden, Lake, and Schultz, chapter 4.

**Jan. 29          Organizational Level Theories**

Jonathon Monten and Andrew Bennett, Models of Crisis Decision Making and the 1990 -1991 Gulf War, *Security Studies* 19:3 (2010) pp. 486-520. On Blackboard.

*Discussion sections: State and Organizational Level Theories **One page paper outline due: turn in to your TA in section.***

**Feb. 3          Small Group and Individual Decision Making Theories**

Irving Janis, "A Perfect Failure," pp. 15-47, 175-177, 243-245. On Blackboard.

James Goldgeier and Philip Tetlock, "Psychology and International Relations Theory," in *The Annual Review of Political Science*, 2001. On Blackboard.

**Feb. 5          Power and Bargaining**

Nye and Welch, pp. 81-93, 255-275

Frieden, Lake, and Schultz, pp. 40-61.

*Discussion Sections: No sections this week; schedule a paper meeting with your TA.*

**II) Concepts and Institutions in International Relations**

**Feb. 10                  Use of Force: Deterrence, Coercion, Intervention, Occupation**

Frieden, Lake, and Schultz, chapter 3.

Art, The Four Functions of Force, in Art and Jervis, pp. 164-171

**Feb. 12**                    **International Law, International Organizations**

Frieden, Lake, and Schultz, pp. 188-212, 420-450

*No sections this week: schedule to meet your TA to discuss your paper topic if you did not do so in the previous week.*

**Feb. 17**                    **International Political Economy I: Theories, Institutions,  
International Financial and Monetary Exchanges**

Frieden, Lake, and Schultz chapters 8, 9.

**Feb. 19**                    **International Political Economy II: Globalization, Trade, and Development**

Frieden, Lake, and Schultz, chapters 7, 10.

*Discussion sections: review for midterm. Come to section ready with questions after reviewing the readings and your notes; do not expect the TA to review the whole first half of the course.*

**Feb. 24**                    **Mid-Term Exam**

**Feb. 26**                    **Weapons of Mass Destruction and Proliferation**

Scott Sagan, "Why do States Build Nuclear Weapons? Three Models in Search of a Bomb."  
Available here: [http://iis-  
db.stanford.edu/pubs/20278/Why\\_Do\\_States\\_Build\\_Nuclear\\_Weapons.pdf](http://iis-db.stanford.edu/pubs/20278/Why_Do_States_Build_Nuclear_Weapons.pdf)

Frieden, Lake, and Schultz, pp. 538-548.

*No discussion sections this week.*

**Mar. 3**                    **Economics and Politics of the International Environment I: Pollution**

Frieden, Lake, and Schultz, chapter 13.

David Victor, International Cooperation on Climate Change, in Art and Jervis.

**Mar. 5**                    **International Environment II: Renewable and Non-Renewable Resources**

Thomas Friedman, "The First Law of Petropolitics." On Blackboard.

Michael Levi, "Think Again: The American Energy Boom." Available at:  
[http://www.foreignpolicy.com/articles/2012/06/18/think\\_again\\_the\\_american\\_energy\\_boom](http://www.foreignpolicy.com/articles/2012/06/18/think_again_the_american_energy_boom)

Daniel Yergin, "How is Energy Remaking the World," available at:  
[http://www.foreignpolicy.com/articles/2012/06/18/how\\_is\\_energy\\_remaking\\_the\\_world](http://www.foreignpolicy.com/articles/2012/06/18/how_is_energy_remaking_the_world)

Nye and Welch, pp. 94-108.

*Discussion sections: discuss global pollution and energy.*

**March 7-14 Spring Break.** Have fun but use good judgment.

### **III) Historical, Contemporary, and Regional Issues in International Relations**

#### **Mar. 17            The Origins of World War I**

Clark, *Sleepwalkers*, pages 387-562. This is the part that picks up on the escalation to war in the weeks after a Serbian nationalist, Gavrilo Princip, with assistance from Serbian intelligence services, assassinated Archduke Ferdinand of Austria-Hungary and his wife Sophie, creating a crisis between Serbia and Austria-Hungary

#### **Mar. 19                            The Origins of World War II**

Jeffrey Hughes, "The Origins of World War II in Europe: British Deterrence Failure and German Expansionism," pp. 281-321. On Blackboard.

Optional: Nye and Welch, pp. 121-138.

*Discussion sections: Discuss WWI, WWII*

#### **Mar. 24            Soviet Collapse: Why Did the Cold War End?**

Nye and Welch, pp. 141-172

#### **Mar. 26                            Contemporary Asia**

Amitav Acharya, "Will Asia's Past be its Future," and David Kang, "Hierarchy, Balancing, and Empirical Puzzles in Asian International Relations." Available at these two links:  
<http://belfercenter.ksg.harvard.edu/files/acharya.pdf>  
<http://live.belfercenter.org/files/kang.pdf>

Frieden, Lake, and Schultz, pp. 548-557.

*Discussion Sections: Discuss end of Cold War, Contemporary Asia*

**Mar. 31      Terrorism**

Frieden, Lake, and Schultz pp. 242-262.

**April 2** Easter Break

*No discussion sections this week.*

**April 7      Ethnic and Civil Conflict in Iraq**

Ricks, *Fiasco*, pages 78-84 (last 6 pages of chapter 5), 96-111 (last 15 pages of chapter 6), and 149-270 (chapters 8-11)

Note: page numbers may differ on earlier editions of this book.

*See reading and discussion questions on the Ricks book on Blackboard under the documents link.*

PAPER DUE IN CLASS THIS DAY.

**April 9      Ethnic and Civil Conflict and Counterinsurgency in Afghanistan**

Chandrasekaran, *Little America*, chapters 2, 3, 6, 7, and 18

*Discussion Sections: Civil and Ethnic conflicts in Iraq, Afghanistan*

**April 14      Development and Aid**

**Readings TBD**

**April 16      Transnational issues: Pandemics, Migration, Drug Smuggling, Human Trafficking, and Human Rights**

**Readings TBD**

*Discussion Sections: Development, transnational issues*

**April 21      Alliances, Coalitions, and Burden Sharing**

Frieden, Lake, and Schultz, pp. 172-188.

Bennett, Lepgold, and Unger, "Burden Sharing in the Persian Gulf War." On Blackboard.

*Discussion Sections: Discuss the Chandrasekaran book (see discussion questions on Blackboard) and burden sharing.*

**April 23      Conclusions: The Continuing Evolution of Sovereignty and Identity**

No required reading.

*Discussion Sections: Review for Final Exam. Review your notes, the readings, class powerpoints, and come prepared with questions as this is your last time to ask your TAs questions before the final exam questions are distributed (of course after the final exam questions are distributed the TAs cannot answer substantive questions for you).*