

History of the International System – BLHV 281

Spring 2020, January 8 – May 6
Time and Location TBD

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Office Hours: TBD and by appointment

Course Description and Learning Objectives

This course is about how the history of the international system. The course is divided into four sections. First, we will consider different ways of approaching the study of the state and the international system. Second, we will examine processes of state formation in different areas of the world. Third, we will discuss different issue areas that relate to the history of the international system. Fourth, we will conclude the class with three sessions on the recent history and future of the international system.

All of the course content is designed to accomplish three learning objectives. First, you will learn about all the topics I have described above—conceptual foundations, comparative regional developments, relevant issue areas, and debates on the origins and future of the system as we now know it. Second, in addition to acquiring some new knowledge from this class, you will become more adept at understanding scholarly arguments related to the history of the international system and articulating your own arguments in speech and in writing. Third and finally, you will learn how to apply historical arguments to policy-oriented questions.

Assessment and Requirements

Ensuring that you realize all of the learning objectives outlined above is a shared responsibility. I will try to provide an environment conducive to your academic success through in-class activities and assignments; you will need to be an active participant in the course, which means doing all of the readings and assignments outlined below. The assignments are as follows:

Participation – 35%
Book Selection – 5%
Argument and Method Summary – 10%
Literature Review – 10%
Opinion Piece – 10%
Book Review – 30%

The key written assignment is a book review. All four of the prior written assignments—the book selection, argument and method summary, literature review, and opinion piece—will build up to the final review. I provide further detail on all aspects of these requirements below.

Grades are based on the merit of your work. There is no “curve” employed in this class, and I will round up for grades at or above *N.5*. I will grade assignments on the following scale:

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-
66 to 63	D+
62 to 59	D
58 to 55	D-
Below 55	F

You will receive an “A” grade for truly outstanding performance. Such a grade means that you have reached a genuinely superior level of understanding of the subject, and you have provided ample evidence of that insight in class and in written work. I will provide more detailed explanations of the grading scale and rubrics for each assignment in class.

Attendance

Attendance at all class sessions is mandatory, save for cases of a documented medical or family emergency or religious exception. In the case of religious exceptions, you should notify me in writing prior to the beginning of the first class session if any religious observances will conflict with classes. Emergencies may not allow you time to e-mail in advance; in such cases, please just notify me as soon as possible (or contact your advising dean and ask them to notify all your instructors).

Unexcused absences will hurt your participation grade, which accounts for 35% of your overall grade. This is especially important given that we will only meet once each week. Each unexcused absence will result in a deduction of 5 points from your participation grade (that is, 5 points from the 35 total points). More than one unexcused absence may, at my discretion, result in further penalties.

Participation

Attendance is a necessary but insufficient condition for a high participation grade. This will be a small, seminar-style course in which most of our class time will be spent discussing the readings, which is why participation constitutes such a high percentage of your grade. In order to usefully participate in our discussions, you must do each week’s set of readings before our class meetings, and you should be prepared to discuss the arguments of each reading as well as the ways that the readings relate to each other. Note that classroom discussions should not be recorded or disseminated. I will post my any relevant class resources on Canvas, but in the spirit of encouraging open discussion, I expect students to observe “[the Chatham House Rule](#)”.

Readings

Each class session includes assigned readings. All the readings are mandatory, and I highly recommend reading the material in the order it is presented in the syllabus. The reading load is relatively heavy, so I encourage you to allocate sufficient time for the readings and to stay up-to-date. I will make all readings freely available online through Canvas and/or through the library; you do not need to purchase any books for this class. If you have trouble accessing any materials, please contact me as soon as possible so we can resolve the issue. Please note that I reserve the right to change any of the readings or assignments listed below. Indeed, given our small class, I would encourage you to suggest alternative readings that might be of interest to you.

In addition to the assigned readings for the class, you should be reading the international affairs section of a major national newspaper, such as the *New York Times* or the *Washington Post*, on a daily basis. For online access and for information on evaluating media sources, see the Georgetown University Library's [news](#) page.

Written Assignments

There are five written assignments for this course. As noted above, four of these assignments are meant to build up to the final book review. The five assignments are as follows:

- 1) Book selection (Deadline: February 5, 5:00 PM)
 - a. The first assignment asks that you select a book to review and include a brief explanation (between 500 and 1,000 words) as to why you have chosen that book. Specifically, you should first provide some brief context on the book—who is the author? Are they a senior or junior scholar? Where did they do their graduate training, and at what institution do they currently work? Does the book appear to be based on some prior work of the author's such as their dissertation? You should also explain (1) how the book fits with the topics discussed in class, (2) what you believe you will learn from writing about it, and (3) why you want to learn more about that topic. You should provide all relevant bibliographical information—the author(s), title, publisher, and publication date—at the beginning of your submitted file. I will not include this bibliographical information in the word count.

- 2) Argument and Method Summary (Deadline: March 18, 5:00 PM)
 - a. Once you have chosen your book, I will ask you to prepare a 750- to 1,250-word explanation of the author's argument and methods. You should first (1) identify the author's argument, which entails specifying the phenomenon of interest to the author and the relationship between a posited causal factor and the phenomenon of interest. You should then (2) describe the methods the author uses to support that argument. On what data—quantitative or otherwise—does the author rely? How do they demonstrate that their argument is more plausible than alternative explanations?

- 3) Literature Review (Deadline: April 1, 5:00 PM)
 - a. The third assignment is an extension of the second assignment. After articulating your author's argument, I will want to hear how their argument relates to those of

other authors. This 1,500- to 2,000-word literature review should thus specify (1) your author's argument—more briefly than in the second paper—and what general topic your author is discussing (e.g., state formation in Europe). The more substantive part of the paper should include (2) a discussion of what scholarship your author is critiquing or complementing and (3) a discussion of how the argument of your chosen book relates to those other works. You should conclude (4) by describing what new contribution your author believes they are adding to this literature. The second and third components of this review should take up the most space and should identify at least five additional journal articles or books that your selected book aims to critique or complement. You ought to rely minimally on direct quotations in the course of this assignment.

4) Opinion piece (Deadline: April 15, 5:00 PM)

- a. Now that you have surveyed the relevant literature, I will ask you to submit an opinion piece of no more than 750 words on the basis of your chosen book. Your assignment should (1) identify a relevant issue facing current U.S. policy-makers or another set of relevant political actors, (2) outline three potential courses of action, and (3) argue on the basis of your chosen book that policy-makers should choose one of the three courses of action you outlined. The emphasis here is on brevity and clarity.

5) Book review (Deadline: May 6, 5:00 PM)

- a. The four assignments above will culminate with this book review of between 3,000 and 3,500 words. This final paper should briefly re-state the argument of your chosen book, but the rest of the paper should focus on the strengths and weaknesses of the argument as well as recommendations for future research. You should spend about 250 words introducing the book and its argument, 1,000-1,250 words on the strengths, 1,250-1,500 words on the weaknesses, and about 500 words on the recommendations for future research. In discussing the paper's strengths, for example, you might discuss the novelty or rigor of its data or methods, its assessment of competing hypotheses, or any ways in which it usefully speaks to ongoing political or theoretical debates. In discussing the weaknesses, you might similarly mention any limitations in the methods or data, any alternative explanations it fails to adequately anticipate and rebut, or any unconvincing assumptions it makes. In providing recommendations for future research on the topic of your chosen article/book, you might focus, e.g., on additional data that could be gathered, plausible alternative hypotheses that could be tested, or different approaches that one could take to the same basic question and data.

I would ask that you submit all of these assignments via e-mail to my e-mail address noted above. You should attach your assignments to e-mails as Word or Pages files (.doc, .docx, or .pages, not as PDFs, please), and the documents should be double-spaced and typed in 12-point Times New Roman font with standard spacing, 1-inch margins, and page numbers in the upper right-hand corner. I ask that you use footnotes and a bibliography as opposed to in-text, author-date citations. For relevant examples from the Chicago Manual of Style, see [here](#). Please note

that I will not include headers, titles, page numbers, footnotes, or bibliographies in the word count for your papers (but do not abuse the space in the footnotes, please).

All books you select will be subject to my approval, which means you will want to consult with me before submitting the book selection on February 5. You can simply ask via e-mail, after class, or during office hours. The goal of this exercise is to get you to engage with an academic work, so you will want to look for a book published by an academic through a major university press (such as the university presses of Oxford, Cambridge, Cornell, Princeton, MIT, Harvard, Yale, Stanford, or the University of Michigan). For narrower ideas, you might consult Google Scholar, other similar syllabi available online, or book reviews in journals like *Perspectives on Politics* or *International Studies Review*. I do not expect or require you to purchase the book you choose. If you cannot access it through the library, please let me know.

Procedures

Office Hours and E-mail Etiquette

I will hold office hours each week, during which you are free to come discuss any relevant academic matters with me. You are encouraged to come for substantive questions about readings, lectures, and assignments (e.g., the sort of questions that might be difficult to answer briefly via e-mail). I am also happy to discuss any related academic matters such as post-graduate plans, internship ideas, and the like.

I also encourage you to send me questions by e-mail. When doing so, please include BLHV 281 in the subject line. If you send me an e-mail and do not receive a reply within 24 hours, please feel free to send a second e-mail to remind me of your question. If it is a more time-sensitive matter, you may follow up sooner as well, but keep in mind that I might not reply immediately to e-mails sent at odd hours.

Green Teaching and Learning

I borrow from American University's Center for Teaching, Research, and Learning to encourage "green" teaching and learning [practices](#). Specifically, I will not provide paper hand-outs, nor will I ask for any assignments to be submitted on paper. Rather, I would encourage you to read this syllabus and all other assigned readings on a laptop or tablet, and I will ask that you submit all assignments electronically. I will also allow you to take notes on laptops/tablet in class. That said, [research](#) suggests that hand-writing notes can be better for recall and comprehension, so I leave the choice of digital vs. hand-written note-taking up to you. If you opt for the latter, I would suggest you try to mitigate paper usage by writing on recycled paper, maximizing the amount of writing per page, and so on. Likewise, if you choose to take notes on your laptop, I encourage you to close or lower the brightness on your device when note-taking is not necessary. We will discuss optimal means of taking notes on the first day of class.

Classroom Etiquette

Georgetown defines one of its core [values](#), *Cura Personalis* or "Care of the Person," as indicating the responsibility to offer individualized attention to the needs of the other, distinct respect for his or her unique circumstances and concerns, and an appropriate appreciation for his or her particular gifts and insights. This is something to practice toward others in the classroom

and toward the people we will be discussing in class—that is, toward the scholars who produced the research we will read, the policy-makers whose decisions we will scrutinize, and the individuals affected by those decisions.

You should be in your seat and ready to begin when class starts, and you should not start preparing to leave until the end of class. If you need to excuse yourself during class, please attempt to minimize the disruption. Similarly, food and/or drink is permissible in class (unless the classroom explicitly prohibits it), but please ensure that this is not distracting to me or to your fellow students. If you are going to bring food or drink to class, I encourage you to use reusable and/or recyclable packaging.

Late Assignments

I do not intend to grant any extensions in the absence of a genuine emergency, documented illness, or any other dean-excused absence. Predictable events, such as a heavy workload or extracurricular activities, are not grounds for an extension. That said, I will consider all appeals for extensions on a case-by-case basis. Late assignments submitted up to 24 hours after the deadline will automatically lose 15 points; anything submitted between 24 and 48 hours late will lose 30 points. Anything submitted later than that will receive an F.

Assignment Feedback

My goal in providing feedback on your written work is to help you improve and, ultimately, to meet the learning objectives defined above. If my feedback is not doing that for you, please let me know as soon as possible. That said, I will return all assignments with my feedback within two weeks. I will provide all feedback—grades and any additional comments I have—on the Canvas course site. If at any point you would like to know if your participation has been satisfactory—or if you would like additional feedback beyond what I provide on Canvas—please e-mail me or come to office hours to ask for more detail.

Grade Disputes

You are entitled to a satisfactory explanation for why you received the grade you did. If you are not satisfied with the explanation I provide via Canvas, then you should arrange to meet with me in office hours. If, after further discussion, you remain unsatisfied with your grade, you may request that I regrade the assignment, albeit with the understanding that I may ultimately issue a grade that is better, the same, or worse than the original grade. You may also appeal your final grade, as per SCS policy, on the grounds of a mathematical error, error in grading procedures, or inequity in the application of policies stated in this syllabus. A disagreement with my professional judgment is not sufficient basis for an appeal of your final grade.

Honor Code

In this class we will uphold Georgetown values, including its Honor Code policies. Most importantly for our purposes, I will report suspected plagiarism or other acts of academic dishonesty to the Honor Council. As defined by the [Georgetown University Honor Council](#), plagiarism is “the act of passing off as one's own the ideas or writings of another”. To avoid any suspicion of plagiarism, please be careful in quoting and citing appropriately. Note that even if you are not quoting a source, you ought to cite it if you are taking an idea from it. If you have any questions about citations, please let me know *before* submitting the relevant assignment. I

reserve the right to submit your paper to [Turnitin](#)'s plagiarism detection software if I suspect any material is plagiarized. I am required to report all cases of apparent plagiarism to the Georgetown Honor Council (and as students, you are strongly encouraged but not required to report any such violations of the Honor Code). If the Honor Council concludes that you plagiarized, you may face a range of possible penalties, which you can read about in detail [here](#).

Canvas and Instructional Continuity

You will find announcements, the syllabus, readings, grades, and information about assignments on the Canvas site for this course. If you have any trouble accessing Canvas, please let me know, or ask [University Information Services](#) for any necessary assistance.

We will maintain instructional activities during unscheduled university closures via Zoom, which is freely available through Canvas. You can learn more about this software [here](#).

On Writing

The course assignments are designed to help you improve your writing skills, and I will provide feedback on those assignments to that same end. We will also discuss good academic writing in the first class session. If you are uncertain of your writing skills, you may want to consult with experts at the Georgetown [Writing Center](#), which offers free assistance to Georgetown students.

Special Accommodations

If you have a disability that you believe will affect your performance in this class, please contact the Academic Resource Center (arc@georgetown.edu). The ARC, which is located in the Leavey Center (Suite 335), is the campus office responsible for reviewing documentation provided by students with disabilities and for determining reasonable accommodations in accordance with the Americans with Disabilities Act (ADA) and University policies.

Title IX Sexual Misconduct Statement

For information about campus resources and reporting on sexual misconduct, please go to <http://sexualassault.georgetown.edu>. University policy requires me to report any disclosures about sexual misconduct to the Title IX Coordinator, whose role is to coordinate the University's response to sexual misconduct. Georgetown has a number of fully confidential professional resources who can provide support and assistance to survivors of sexual assault and other forms of sexual misconduct; see the link for more details.

Office of Institutional Diversity, Equity & Affirmative Action (IDEAA) Discrimination Statement

Georgetown University provides educational opportunities without regard to, and does not discriminate on the basis of, age, color, disability, family responsibilities, familial status, gender identity or expression, genetic information, marital status, national origin, personal appearance, political affiliation, race, religion, sex, sexual orientation, source of income, veteran's status or any other factor prohibited by law in its educational programs and activities. If you believe any faculty or staff have discriminated against you, you should report that to [IDEAA](#) at 202-687-4798 or ideaa@georgetown.edu. Please note that IDEAA asks that any such complaints be filed within 180 days of the alleged act of discrimination, but sooner is better in such cases. IDEAA may, at its sole discretion, review cases filed past the 180-day period.

Required Readings

All readings will be made available to you online or via the Georgetown University Library. You are not required to purchase any books for this class. Time and location of class meetings are to be determined; I have composed the schedule on the assumption that we are meeting on Wednesdays, but this is tentative.

Part I – Thinking about States and Systems

January 10 – Introduction

- Max Weber “Politics as a Vocation,” in *From Max Weber: Essays in Sociology*, edited by H.H. Gerth and C. Wright Mills (Oxford University Press, 1946): excerpts as assigned.
- J.P. Nettl, “The State as a Conceptual Variable,” *World Politics* Vol. 20, No. 4 (1968): 559-592.
- Julia Costa Lopez et al., “Forum: In the Beginning There was No Word (for it): Terms, Concepts, and Early Sovereignty,” *International Studies Review* Vol. 20, No. 3 (2018): 489–519.
- Daniel Nexon et al., “Comparing International Systems in World History: Anarchy, Hierarchy, and Culture,” *International Studies Quarterly Online Symposium* (2017): 1-22. Available online at: <https://dataverse.harvard.edu/file.xhtml?persistentId=doi:10.7910/DVN/VDZG7L/ZEVGJH&version=1.3>.

Part II – Comparative Processes of State Formation

January 15 – Europe

- Charles Tilly, “War Making and State Making as Organized Crime,” in *Bringing the State Back In*, edited by Peter B. Evans and Theda Skocpol (Cambridge University Press, 1985): 169-191.
- Philip S. Gorski, “The Protestant Ethic Revisited: Disciplinary Revolution and State Formation in Holland and Prussia,” *American Journal of Sociology* Vol. 99, No. 2 (1993): 265-316.
- Hendrik Spruyt, “Institutional Selection in International Relations: State Anarchy as Order,” *International Organization* Vol. 48, No. 4 (1994): 527-557.
- Daniel Philpott, “Sovereignty: An Introduction and Brief History,” *Journal of International Affairs* Vol. 48, No. 2 (1995): 353-368.

January 22 – Complicating the European Story

- Janet L. Abu-Lughod, *Before European Hegemony: The World System A.D. 1250-1350* (Oxford University Press, 1989): pp. 3-40, 352-373.
- Lisa Blaydes and Christopher Paik, “The Impact of Holy Land Crusades on State Formation: War Mobilization, Trade Integration, and Political Development in Medieval Europe,” *International Organization* Vol. 70, No. 3 (2016): 551-586.
- Avidit Acharya and Alexander Lee, “Path Dependence in European Development: Medieval Politics, Conflict, and State Building,” *Comparative Political Studies* Vol. 52, No. 13-14 (2019): 2,171-2,206.

- Anna Grzymala-Busse, “Beyond War and Contracts: The Medieval and Religious Roots of the European State,” *Annual Review of Political Science* Vol. 23 (forthcoming).

January 29 – China and the Steppe

- Victoria Tin-Bor Hui, “The Triumph of Domination in the Ancient Chinese System,” in *The Balance of Power in World History*, edited by Stuart J. Kaufman et al. (Palgrave Macmillan, 2007): 122-147.
- Thomas J. Barfield, “The Shadow Empires: Imperial State Formation along the Chinese-Nomad Frontier,” in *Empires: Perspectives from Archaeology and History*, edited by Susan E. Alcock et al. (Cambridge University Press, 2001): 10-41.
- Joseph MacKay, “Rethinking Hierarchies in East Asian Historical IR,” *Journal of Global Security Studies* Vol. 4, No. 4 (2019): 598-611.
- Karen Barkey, “Islam and Toleration: Studying the Ottoman Imperial Model,” *International Journal of Politics, Culture, and Society* Vol. 19, No. 1-2 (2005): 5-19.

*February 5 – Book Selection Due, 5:00 PM

February 5 – South Asia

- William J. Brenner, “The Forest and the King of Beasts: Hierarchy and Opposition in Ancient India (c. 600-232 BCE),” in *The Balance of Power in World History*, edited by Stuart J. Kaufman et al. (Palgrave Macmillan, 2007): 99-121.
- Manjeet S. Pardesi, “Region, System, and Order: The Mughal Empire in Islamicate Asia,” *Security Studies* Vol. 26, No. 2 (2017): 249-278.
- Andrew Phillips and J.C. Sharman, “Explaining Durable Diversity in International Systems: State, Company, and Empire in the Indian Ocean,” *International Studies Quarterly* Vol. 59, No. 3 (2015): 436-448.
- Philip J. Stern, *The Company-State: Early Modern Foundations of the British Empire in India* (Oxford University Press, 2011): 3-40.

February 12 – Africa

- Jeffrey Herbst, *States and Power in Africa: Comparative Lessons in Authority and Control* (Princeton University Press, 2000): 33-136.
- Philip Osafo-Kwaako and James A. Robinson, “Political Centralization in Pre-colonial Africa,” *Journal of Comparative Economics* Vol. 41, No. 1 (2013): 6-21.
- C. C. Wrigley, “Historicism in Africa: Slavery and State Formation,” *African Affairs* Vol. 70, No. 279 (1971): 113-124.

February 19 – Latin America and Indigenous Experiences

- Peter F. Guardino, *Peasants, Politics, and the Formation of Mexico's National State: Guerrero, 1800-1857* (Stanford University Press, 2002): 1-43.
- Miguel Angel Centeno, “Blood and Debt: War and Taxation in Nineteenth-Century Latin America,” *American Journal of Sociology* Vol. 102, No. 6 (1997): 1,565–1,605
- Neta C. Crawford, “The Making of International Society from an Indigenous Perspective,” in *The Globalization of International Society*, edited by Tim Dunne and Christian Reus-Smit (Oxford University Press, 2017): 102-121.

- Pekka Hämäläinen, “The Politics of Grass: European Expansion, Ecological Change, and Indigenous Power in the Southwest Borderlands,” *The William and Mary Quarterly* Vol. 67, No. 2 (2010): 173-208
- Jürgen Osterhammel, *The Transformation of the World: A Global History of the Nineteenth Century* (Princeton University Press, 2015): 322-375.

Part III – Themes in the History of the International System

February 26 – Empire and Resistance

- Michael W. Doyle, *Empires* (Cornell University Press, 1986): 19-47.
- Julian Go, “Waves of Empire: US Hegemony and Imperialistic Activity from the Shores of Tripoli to Iraq, 1787-2003,” *International Sociology* Vol. 22, No. 1 (2007): 5-40.
- Daniel Nexon and Thomas Wright, “What’s at Stake in the American Empire Debate,” *American Political Science Review* Vol. 101, No. 2 (May 2007): 253-271.
- James Scott, *The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia* (Yale University Press, 2009): 127-177.
- Laura E. Evans, “Tribal-State Relations in the Anglosphere,” *Annual Review of Political Science* Vol. 17 (2014): 1-17.

March 4 – Nationalism

- Benedict Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism* (Verso Books, 1983): 1-46.
- Liah Greenfeld, “Nationalism and Modernity,” *Social Research* Vol. 63, No. 1 (1996): 3-40.
- Anthony Giddens, *The Nation-State and Violence: Volume Two of A Contemporary Critique of Historical Materialism* (University of California Press, 1985): 255-293.
- Patha Chatterjee, *The Nation and Its Fragments: Colonial and Postcolonial Histories* (Princeton University Press, 1993): 3-13.

March 11 – Spring break – no class

***March 18 – Argument and Method Summary Due, 5:00 PM**

March 18 – International Law

- Charter of the United Nations, Preamble and Chapters 1, 6, and 7. Available online at: <https://treaties.un.org/doc/publication/ctc/uncharter.pdf>.
- Lauren Benton and Benjamin Straumann, “Acquiring Empire by Law: From Roman Doctrine to Early Modern European Practice,” *Law and History Review* Vol. 28, No. 1 (2010): 1-38.
- Antony Anghie, “Francisco de Vitoria and the Colonial Origins of International Law,” *Social and Legal Studies* Vol. 5, No. 3 (1996): 321-336.
- Martti Koskenniemi, *The Gentle Civilizer of Nations: The Rise and Fall of International Law, 1870-1960* (Cambridge University Press, 2004): 98-178.
- Jennifer Pitts, “International Relations and the Critical History of International Law,” *International Relations* Vol. 31, No. 3 (2017): 282-298.

- Karen J. Alter, *The New Terrain of International Law: Courts, Politics, Rights* (Princeton University Press, 2014): 1-28.

March 25 – The End of War?

- Oona A. Hathaway and Scott J. Shapiro, “International Law and Its Transformation through the Outlawry of War,” *International Affairs* Vol. 95, No. 1 (2019): 45-62.
- Ian Hurd, “The Permissive Power of the Ban on War,” *European Journal of International Security* Vol. 2, No. 1 (2017): 1-18.
- Joseph M. Parent, “Duelling and the Abolition of War,” *Cambridge Review of International Affairs* Vol. 22, No. 2 (2009): 281-300.
- Azar Gat, “Is War Declining – and Why?,” *Journal of Peace Research* Vol. 50, No. 2 (2013): 149-157.
- Bear Braumoeller, *Only the Dead: The Persistence of War in the Modern Age* (Oxford University Press, 2019): 3-17.
- Dan Altman, “The Evolution of Territorial Conquest after 1945 and the Limits of the Norm of Territorial Integrity,” *International Organization* (Forthcoming).

*April 1 – Literature Review Due, 5:00 PM

April 1 – Markets and Governance

- Robert Gilpin, *The Political Economy of International Relations* (Princeton University Press, 1987): 118-170.
- Ngaire Woods, *The Globalizers: The IMF, the World Bank, and Their Borrowers* (Cornell University Press, 2006): 1-64.
- Kanishka Jayasuriya, “Globalization, Law, and the Transformation of Sovereignty: The Emergence of Global Regulatory Governance,” *Indiana Journal of Global Legal Studies* Vol. 6, No. 2 (1999): 425-456.
- Deborah D. Avant, Martha Finnemore, and Susan K. Sell, “Who Governs the Globe?,” in *Who Governs the Globe*, edited by Deborah D. Avant, Martha Finnemore, and Susan K. Sell (Cambridge University Press, 2010): 1-31.

Part IV – Our International System and Its Future

April 8 – The Nineteenth Century as Turning Point?

- Barry Buzan and George Lawson, “The Global Transformation: The Nineteenth Century and the Making of Modern International Relations,” *International Studies Quarterly* Vol. 57, No. 3 (2013): 620–634.
- Jennifer Mitzen, “Governing Together: Global Governance as Collective Intention,” in *Arguing Global Governance: Agency, Lifeworld and Shared Reasoning*, edited by Corneliu Bjola and Markus Kornprobst (Routledge, 2010): 52-66.
- Janice E. Thomson, “State Practices, International Norms, and the Decline of Mercenarism,” *International Studies Quarterly* Vol. 34, No. 1 (1990): 23–47.
- Ann Towns, “The Status of Women as a Standard of ‘Civilization’,” *European Journal of International Relations* Vol. 15, No. 4 (2009): 681-706.

*April 15 – Opinion Piece Due, 5:00 PM

April 15 – Twentieth-Century Visions of Apocalypse

- Benjamin Valentino, “Final Solutions: The Causes of Mass Killing and Genocide,” *Security Studies* Vol. 9, No. 3 (2000): 1-59.
- Nina Tannenwald, “Stigmatizing the Bomb: Origins of the Nuclear Taboo,” *International Security* Vol. 29, No. 4 (2005): 5-49.
- Bentley B. Allan, “Second Only to Nuclear War: Science and the Making of Existential Threat in Global Climate Governance,” *International Studies Quarterly* Vol. 61, No. 4 (2017): 809-820.
- Alison McQueen, “Salutary Fear? Hans Morgenthau and the Politics of Existential Crisis,” *American Political Thought* Vol. 6, No. 1 (2017): 78-105.

April 22 – The Future of the International System

- Alexander Wendt (2003), “Why a World State Is Inevitable,” *European Journal of International Relations* Vol. 9, No. 4: 491–542.
- Tanisha M. Fazal and Ryan D. Griffiths, “Membership Has Its Privileges: The Changing Benefits of Statehood,” *International Studies Review* Vol. 16, No. 1 (2014): 79-106.
- Shahar Hameiri and Lee Jones, “Rising Powers and State Transformation: The Case of China,” *European Journal of International Relations* Vol. 22, No. 1 (2015): 72-98.
- Henry Farrell and Abraham L. Newman, “Weaponized Interdependence: How Global Economic Networks Shape State Coercion,” *International Security* Vol. 44, No. 1 (2019): 42-79.

April 29 – Study days – no class

*May 6 – Final Paper Due, 5:00 PM