INR 4603 - International Relations Theory, Fall 2025
School of Politics, Security, and International Affairs
College of Sciences

Time: Monday, Wednesday, and Friday, 2.30-3.20 PM
Location: Nicholson School, Room 110
Instructor: Dr. Yogesh Joshi
Email: yogesh.joshi@ucf.edu
Office Hours: Monday 3.30-5 PM, Wednesday 3.30-5 PM, HPH 202C

Course Description:
Why do countries go to war with each other, and why do they cooperate? How do domestic institutions, international law, or individual leaders shape a country's external behavior? Do global institutions influence the behavior of sovereign states in meaningful ways?

This course introduces students to the core theoretical traditions and contemporary debates in the field of international relations (IR), with an emphasis on understanding patterns of international conflict and cooperation. Students will engage deeply with international relations theories, mainly focusing on realism, institutionalism, domestic politics, constructivism and psychological approaches.

In addition to theoretical inquiry, the course explores functional issue areas that connect theory to practice. These include:

- **Economic interdependence and globalization:** How trade and financial ties affect the likelihood of conflict or peace.
- **International law and global governance:** The role of treaties, norms, and international institutions in shaping state behavior and compliance.
- **Security and nuclear proliferation:** Strategic deterrence, arms control, and the political logic behind acquiring or abstaining from nuclear weapons.
- **Transnational social movements and non-state actors:** The growing influence of civil society, advocacy networks, and multinational corporations.
- **Power transitions and rising power:** How shifts in the global distribution of power affect the international order and the probability of systemic conflict.

Throughout the course, students will critically evaluate the strengths and limitations of competing theoretical perspectives in answering key questions about war, peace, alliances, international cooperation, and institutional effectiveness. Case studies, empirical evidence, and scholarly debates will be used to help students understand how theories of international relations illuminate the dynamics of real-world global affairs.

Course Objectives:
By the end of this course, students will be able to:

1. Identify and explain the major theoretical traditions in international relations, including realism, liberalism, Marxism, feminism, post-modernism, constructivism, institutionalism, and domestic politics theories.

2. Compare and evaluate competing theories of international relations in their ability to explain historical and contemporary patterns of conflict, cooperation, and change in the international system.
3. Apply theoretical frameworks to analyze functional issue areas such as war and peace, alliance formation, international law, global governance, nuclear weapons proliferation, and economic interdependence.
4. Assess the influence of domestic institutions, individual leaders, and transnational actors on states' foreign policy behavior.
5. Interpret scholarly literature in international relations by critically reading, summarizing, and analyzing original theoretical and empirical research articles.
6. Develop informed arguments and communicate them clearly in both oral discussion and written work, drawing on theory and evidence.
7. Engage with current international affairs through regular news reading and apply IR theories to explain and critically assess real-world events and trends.
8. Cultivate critical thinking skills by challenging assumptions, questioning theoretical claims, and reflecting on the normative dimensions of international politics.

Course Design:
This course is structured around a combination of **lectures, guided discussions, directed readings, written assignments, and exams**, all designed to build your theoretical understanding and analytical capacity in international relations. Each component plays a distinct role: lectures introduce and clarify key concepts, readings deepen your engagement with the material, discussions promote critical thinking and exchange of ideas, and assignments help solidify your ability to apply theories to real-world scenarios.

You will engage with a **diverse range of readings**, including both a core textbook and original scholarly articles. The textbook will provide foundational overviews of theoretical traditions, while the academic articles will expose you to how international relations scholars pose questions, construct arguments, and use evidence. These scholarly pieces are more intellectually demanding, but they are essential for understanding how theory is produced, debated, and refined in the field. The instructor can change readings in the middle of the semester, and it is the responsibility of the students to check syllabus and assigned readings periodically.

Pre-class preparation is essential. Students are expected to complete all assigned readings before class and come prepared to engage thoughtfully in discussion. Class time will often involve exploring topics that go beyond readings, while also unpacking and applying the core ideas they contain. Since both the readings and the lectures contain unique and complementary material, it is your responsibility to master **both the textual and in-class content**. If anything is unclear, you are strongly encouraged to ask questions—whether during class, after class, or during office hours.

To stay grounded in current global affairs, students should **regularly follow international news** through a newspaper of record such as *The New York Times*, *The Washington Post*, *Le Monde*, or *The Times of London*. Publications such as *USA Today* or *The Orlando Sentinel* are not sufficient for meeting this expectation. Being informed about ongoing international developments will enrich your understanding of how theory connects to practice and will allow for more meaningful classroom discussions.

Finally, you are encouraged to take full advantage of **office hours**, not only for help with course content but also to explore your own questions and ideas about international politics. These informal conversations are often where some of the most productive learning happens, and they are a valuable opportunity to receive guidance tailored to your interests.

Course Materials and Resources

- **Textbook: Reus-Smit, Christian, and Duncan Snidal (eds.) (2008).** *The Oxford Handbook of International Relations.* Oxford University Press.
  This is a comprehensive reference volume offering in-depth chapters by leading scholars on all major IR theories and thematic issues. It is a**vailable as an eBook through the UCF Library**; individual chapters can be downloaded for offline use.
- **All mandatory readings will be uploaded on canvas.** They are also available in UCF library. All recommended readings are easily available through UCF library.

Course Assessment and Grading Procedure

Assessment Details:

- **Homework Quizzes (20%)**
  You will complete five take-home multiple-choice quizzes, each worth 5% of your final grade, with the lowest score dropped for a total weight of 20%. Each quiz will consist of multiple-choice questions and will be designed to help you apply course concepts to real-world and theoretical scenarios. Quizzes will be available every other weekend, opening on Friday and closing on Monday. You may take each quiz at any time during this period, but once you begin, you will have 30 minutes to complete it. These quizzes are meant to reinforce key ideas from class, encourage active recall, and help you make connections between theory and practice. Detailed instructions will be provided with each quiz.
- **Midterm Exam (20%)**
  An in-class exam will feature both multiple-choice and at least 1 essay question covering material from the first half of the course. To support your preparation, you may bring up to 1 page of notes (typed, Times New Roman, 12-point font) for reference during the exam. The exam is designed to assess not only your knowledge of key concepts but also your ability to apply them critically in written responses. Further Instructions will be posted on Canvas.
- **Final Exam (20%)**
  A take-home exam will feature both multiple-choice and at least 1 essay question covering material from the first half of the course. The exam is designed to assess not only your knowledge of key concepts but also your ability to apply them critically in written responses. Further Instructions will be posted on Canvas.
- **Position Paper on Theoretical Explanation of a Contemporary International Relations Issue (30%)**
  Students will write a **2,000-word (This is a strict word limit)** position paper (including footnotes) on a contemporary question in international relations, selected from a list of topics that will be provided. For example, a prompt might ask: *Why has Russia not used nuclear weapons against Ukraine in the ongoing conflict?* **All citations must be in Chicago-style footnotes.**

While the overall structure of the paper is flexible, it must address the following components:

Importance of the Issue – Explain why the selected issue matters both theoretically (its relevance to academic debates within International Relations) and empirically (its real-world significance).

Theoretical Framework – Identify the two international relations theories most applicable to explaining the issue. Define these theories, outline key theoretical concepts, and justify why they are the best fit for analyzing the chosen question.

Theoretical Application – Apply each theory to the issue, substantiating your analysis with evidence from credible sources, including both primary and secondary materials.

Comparative Assessment – Evaluate which theoretical perspective provides the stronger explanation, and make a clear, well-supported case for your conclusion.

The paper should demonstrate a solid grasp of theoretical concepts, critical thinking, and the ability to connect theory to contemporary global events. Detailed guidelines, formatting requirements, and the list of approved topics will be provided in advance.

- **Class Preparation and Participation (10%)**
  You are expected to complete all assigned readings before class and actively engage in discussion. Participation will be assessed based on the quality and consistency of contributions. **Excessive absences may lower your grade**, as you cannot participate if you are not present.

Extra Credit Opportunity: India Center Events

Students may earn extra credit by attending select events hosted by the UCF India Center. These events will be announced in class and posted on Web courses. To receive credit, students must attend the full event and should be prepared to briefly share their experience with the instructor, either during office hours or after class. No written reflection is required, but students must be able to demonstrate that they attended and meaningfully engaged with the event.

Each approved event will earn up to 2% extra credit toward the final course grade. Students may receive credit for up to two events over the course of the semester, for a total possible increase of up to 4%. This extra credit opportunity is optional and may not be used as a substitute for missed exams or major assignments.

If students cannot attend the events, due to scheduling issues, the instructor will provide a make-up assignment. This make up assignment will be a quiz of 5 multiple choice questions.

A Statement and an Observation About AI:

Instructors have observed that AI-generated work is often poorly written and lacks depth, so even undetected use may result in low grades based on quality alone. More importantly,

relying on AI to complete assignments can hinder your learning and lead to long-term consequences, regardless of your grade in the course

Grades:
Grades are assigned to both individual pieces of work and cumulative course performance. All material is graded on its own terms rather than in comparison with other students' work. I do not typically curve grades, but reserve the right to do so if necessary. For final cumulative grades, I do not round—what you get is what you get.

Grade Scale: A 94-100; A- 90-93; B+ 87-89; B 84-86; B- 80-83; C+ 77-79; C 74-76; C- 70-73; D+ 67-69; D 64-66; D- 61-63; F 0-60.

Course Rules

- All assignments must be submitted via Webcourses by the start of class on the day they are due. Late submissions will be penalized at a rate of 5% per 24 hours, up to a maximum penalty of 40%. Exceptions for university-sponsored activities, religious observances, or other valid circumstances must be requested in advance of the due date.
- Exams are to be taken on the scheduled date and time. Make-up exams will only be granted with prior approval or upon submission of a documented medical excuse at the next class session attended. Make-up exams should generally be completed within one week of the original exam date.
- Exceptions to the above rules are granted at the instructor's discretion, normally by prior approval, and only under circumstances of extreme personal emergency or serious illness. In all instances, appropriate evidentiary documentation may be requested to waive course rules.
- I take academic dishonesty very seriously. Students are bound by University rules governing conduct and performance, particularly to questions of cheating and plagiarism.
- All students are expected to complete all assigned readings before they are discussed in class, and they are expected to discuss and respond to random questioning by the instructor.
- The reading and course schedule is subject to change. Students are responsible for making sure that they are aware of any changes.
- Disruptive behavior is not tolerated. Cell phones and pagers must be turned off during class.
- If you have any questions about your grade on an assignment or an exam, please wait until 24 hours after receiving your assignment/exam before discussing the grade with the instructor. There are no exceptions to this policy. If you wish to have an assignment/exam re-graded, it must be returned to the instructor within two days of the day it was returned. Assignments to be re-graded must include a typed memo stating the reason why you believe the assignment should be re-graded. Finally, re-graded assignments can be graded higher, lower, or the same as the initial grade. Please note that to protect your privacy, no information about your grades will be given over the phone or email.

Attendance Policy (N/A)
Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work

missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Financial Aid Accountability

All instructors/faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete a **200-word introduction about yourself and explain why you are interested in learning International Relations** by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

UCF Academic Integrity Statement: Students should familiarize themselves with UCF's Rules of Conduct at <https://scai.sdes.ucf.edu/student-rules-of-conduct/>. According to Section 1, "Academic
Misconduct," students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information, or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.
8. Soliciting assistance with academic coursework and/or degree requirements.

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule <https://goldenrule.sdes.ucf.edu/>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behaviour and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a

zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript. Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in university activities such as study abroad, internships, etc. Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

Unauthorized Use of Class Materials
There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in violation of academic conduct standards and may face penalties.

Course Accessibility Statement: The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations require consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

Campus safety statement: Emergencies on campus are rare, but if one should arise during class,
everyone needs to work together. Students should be aware of their surroundings and familiar with
some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at http://emergency.ucf.edu/emergency_guide.html
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see https://ehs.ucf.edu/automated-external-defibrillator-aed-locations
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self

Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."

- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video https://youtu.be/NIKYajEx4pk

Campus Safety Statement for Students in Online-Only Courses
Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their coursework is affected by off-campus emergencies. The following policies apply to courses in online modalities.

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.

Deployed Active-Duty Military Students: Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Religious observances: Students must notify their instructor in advance if they intend to miss class for a
religious observance. For more information, see the UCF policy at
http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf

University Writing Center: Address and contact info: Colbourn Hall 105**;** Satellite Locations: Main
Library, Rosen Library, Online**;** 407-823-2197 http://uwc.cah.ucf.edu/

The University Writing Center (UWC) offers writing support to students from first-year to graduate in every discipline. Tutors provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix or edit papers, but to teach writing strategies that can be applied to any writing situation. Consultations are available for individuals and small groups. You may schedule a 45-minute appointment by clicking the Success Resources tab on Webcourses, calling the UWC at 407-823-2197, or through the UWC website. The UWC seeks graduate and undergraduate tutors from all majors. To learn more about becoming a writing tutor, please contact us.

Course Structure

THE VALUE OF HISTORY AND THEORY IN INTERNATIONAL RELATIONS

Monday 18th August: History of the International System

- Karen A. Mingst and Ivan M. Arreguín-Toft. 2016 (7th ed.). Essentials of International Relations. New York: W. W. Norton, pp. 20-69.

Recommendations:

- Marc Trachtenberg, The Craft of International History: A Guide to Method. Princeton, NJ: Princeton University Press, 2006. Pp. 30-50.

Wednesday 20th August: The Value of Theory

- Kenneth N. Waltz. 1979. Theory of International Politics. Reading, MA: Addison-Wesley, pp. 1-17.
- Stephen M. Walt. 2005. "The Relationship between Theory and Policy in International Relations." *Annual Review of Political Science*, 8, pp. 23-39.

Recommendations:

- Paul Krugman. 1994. "The Fall and Rise of Development Economics." (link) – section on "Metaphors and Models".
- Walt, S. M. (2009, February 13). *IR theory for lovers: A Valentine's guide*. *Foreign Policy*.

Friday 22nd August: Units of Analysis

- Kenneth N. Waltz. 1954. Man, the State, and War. Columbia University Press, pp. 1-15.

Recommendations:

- J. D. Singer (1961). "The level-of-analysis problem in international relations," World Politics, 14(1), pp. 77–92.

KEY CONCEPTS IN INTERNATIONAL RELATIONS

Monday, 25th August: State

- Chapter 2 in Reus-Smit and Snidal (eds) The Oxford Handbook of International Relations

Recommendations:

- Tyler Jost. 2023. "The Institutional Origins of Miscalculation in China's International Crises." *International Security,* 48 (1): 47–90.

Wednesday, 27th August: Anarchy

- Kenneth N. Waltz. 1979. "The Anarchic Structure of World Politics." In Art and Jervis, *International Politics*, pp. 29-48.
- H. V. Milner (1991). "The assumption of anarchy in international relations theory: A critique," *Review of International Studies*, 17(1), pp. 67–85.

Recommendations:

- Alexander Wendt. 1992. "Anarchy is what states make of it: The social construction of power politics," *International Organization*, 46(2), pp. 391–425.
- John J. Mearsheimer. 2001. "Anarchy and the Struggle for Power." In Art and Jervis, International Politics, pp. 50-60.

Friday, 29th August: Power and Coercion

- K. J. Holsti. 1964. "The Concept of Power in the Study of International Relations," Background, 7(4), pp. 179–194.
- Lawrence Freedman and Srinath Raghavan. 2018. "Coercion," *Security Studies: An Introduction*, Chapter 13, pp. 191–205.

Recommendations:

- Joseph S. Nye Jr. 2008. "Public Diplomacy and Soft Power," *The Annals of the American Academy of Political and Social Science*, 616(1), pp. 94–109.
- Lawrence Freedman. 1998. "Strategic Coercion," in Strategic Coercion, Oxford University Press, pp. 15-37.

Take Home Quiz 1

Monday, September 1: Labour Day Holiday

Wednesday 3rd September, Context Matters: Geography

- Jaehan Park. 2023. "Rethinking Geopolitics: Geography as an Aid to Statecraft," *The Scholar*, 6(4), pp. 1–22. file:///C:/Users/Yogi/Downloads/TNSR-Journal-Vol-6-Issue-4-Park_FINAL.pdf

Recommendations:

- John Agnew. 1994. 'The territorial trap: The geographical assumptions of International Relations theory', *Review of International Political Economy*, 1:1, pp. 53–80.
- Robert D. Kaplan, 2012. The Revenge of Geography: What the Map Tells Us About Coming Conflicts and the Battle Against Fate (New York: Random House).

ANARCHY, POWER, AND CONFLICT

Friday 5th September: Realism

- Chapter 7 in Reus-Smit and Snidal (eds) The Oxford Handbook of International Relations

Recommendations:

- Thucydides. 431 B.C. History of the Peloponnesian War. Translated by Martin Hammond. Oxford University Press, 301-7 (para 84-116).
- Hans J. Morgenthau. 1948. "Six Principles of Political Realism." In Robert J. Art and Robert Jervis. 2007. International Politics (Pearson Education, 8th ed.), pp. 7-14.

Monday 8th September: Security Dilemma

- Adam P. Liff and G. John Ikenberry (2014). *Racing toward Tragedy? China's Rise, Military Competition, and the Security Dilemma. International Security*, 39(2): 52–91.

Recommendation:

- Robert Jervis. 1978. "Offense, Défense, and the Security Dilemma." In Art and Jervis, International Politics, pp. 177-94.
- Bilahari Kausiken "The Real U.S.–China Problem Is Not a Cold War." *South China Morning Post*, 1 July 2020, Opinion section.
- Henrik Stålhane Hiim, M. Taylor Fravel, Magnus Langset Trøan; The Dynamics of an Entangled Security Dilemma: China's Changing Nuclear Posture. *International Security* 2023; 47 (4): 147–187

Wednesday 10th September: Balancing, Bandwagoning and Alliances

- Stephen M. Walt. 1987. The Origins of Alliances. Cornell University Press, pp. 262-69, 273-81.

Recommendations:

- Randall L. Schweller. 1994. "Bandwagoning for Profit: Bringing the Revisionist State Back In." International Security, 19:1, pp. 72-99.
- Joshi, Yogesh. 2022. "India's Radical Reimagination: No More Bandwagoning, for Real." *The Washington Quarterly* 45 (4): 133–156. https://doi.org/10.1080/0163660X.2022.2149951

Monday 1st September, Labour Day Holiday

Friday 12th September: Polarity and Stability

- Jennifer Lind (2024). *Back to Bipolarity: How China's Rise Transformed the Balance of Power*. *International Security*, 49(2): 7–55.

Recommendations:

- Christensen, Thomas J., and Jack Snyder. 1990. "Chain Gangs and Passed Bucks: Predicting Alliance Patterns in Multipolarity." *International Organization* 44 (2): 137–168.
- Wohlforth, William C. (1999). The Stability of a Unipolar World. International Security, 24(1), 5–41

COOPERATION UNDER ANARCHY

Monday 15th September: Neoliberalism / Institutionalism

- Chapter 11 in Reus-Smit and Snidal (eds) The Oxford Handbook of International Relations.

Recommendations:

- Robert O. Keohane. 1984. After Hegemony: Cooperation and Discord in World Politics. Princeton University Press, pp. 7-10, 85-109.
- Jervis, R. 1999. Realism, Neoliberalism, and Cooperation: Understanding the Debate. International Security, 24: 42–63.10.1162/016228899560040
- Lisa L. Martin. 1992. "Interests, Power, and Multilateralism." International Organization, 46:4, pp. 765-789.

Wednesday 17th September: Institutional Evolution

- Celeste A. Wallander. 2000. "Institutional Assets and Adaptability: NATO After the Cold War." International Organization, 54:4, pp. 705-733.

Recommendations:

- Powell, R. 1991. Absolute and relative gains in international relations theory. American Political Science Review, 85: 1303–20.
- Skålnes, L. S. 1998. From the outside in, from the inside out: NATO expansion and international relations theory. Security Studies, 7: 44–87.

Friday 19th September: Information and Treaties

- Xinyuan Dai. 2002. "Information Systems in Treaty Regimes." World Politics, 54:4, pp. 405-436.

Recommendations:

- J. Von Stein, 2005. "Do treaties constrain or screen? Selection bias and treaty compliance," American Political Science Review, 99: 611–22.

Homework Quiz 2

<u>DOMESTIC POLITICS</u>

Monday, 22nd September: Liberal Theory

- Chapter 13 in Reus-Smit and Snidal (eds), The Oxford Handbook of International Relations.

Recommendations:

- Andrew Moravcsik. 1997. "Taking Preferences Seriously: A Liberal Theory of International Politics." International Organization, 51:4, pp. 513-33.
- Doyle, Michael W. "Liberalism and World Politics." *The American Political Science Review* 80, no. 4 (1986): 1151–69.

Wednesday 24th September: Democratic Peace

- Joanne Gowa. 1999. Ballots and Bullets: The Elusive Democratic Peace. Princeton University Press, pp. 3-27.

Recommendations:

- Michael W. Doyle, 1983. "Kant, Liberal Legacies, and Foreign Affairs." *Philosophy & Public Affairs* 12, no. 3, pp. 205–35**.**
- Michael W. Doyle, 1983. "Kant, Liberal Legacies, and Foreign Affairs, Part 2." *Philosophy & Public Affairs* 12, no. 4: 323–53

Friday 26th September: Interest Groups

- Graham Allison. 1969. "Conceptual Models and the Cuban Missile Crisis." *American Political Science Review*, 63:3, pp. 689-718.

Recommendations:

- E.A. Bloodgood. 2011. "The interest group analogy: international non-governmental advocacy organisations in international politics." *Review of International Studies*. 37(1), pp. 93-120
- Helen V. Milner. 1997. Interests, Institutions, and Information: Domestic Politics and International Relations. Princeton University Press, pp. 3-26.

Monday 29th September: Economic Interdependence

- Jack S. Levy & William Mulligan (2023). "Systemic effects of economic interdependence and the militarisation of diplomacy: 1914 and beyond," *Journal of Strategic Studies*, 46:5, 894-920

Recommendations:

- Henry Farrell & Abraham L. Newman (2019). *Weaponized Interdependence: How Global Economic Networks Shape State Coercion. International Security, 44*(1): 42–79.
- Gartzke, Erik, Quan Li, and Charles Boehmer. "Investing in the Peace: Economic Interdependence and International Conflict." *International Organization* 55, no. 2 (2001): 391–438.

IDEAS AND IDENTITY

Wednesday October 1st: Constructivism

- Chapter 17 in Reus-Smit and Snidal (eds) The Oxford Handbook of International Relations.

Recommendations:

- Alexander Wendt. 1992. "Anarchy is what States Make of it: The Social Construction of Power Politics." In Art and Jervis, International Politics, pp. 61-67.
- Martha Finnemore. 1996. National Interests in International Society. Cornell University Press, pp. 1-33.

Friday, October 3: Strategic Culture (Video upload or guest lecture)

- Alastair Iain Johnston (1995). *Thinking About Strategic Culture. International Security*, 19(4): 32–64.

Recommendations:

- Alastair Iain Johnston. 1996. "Cultural Realism and Strategy in Maoist China." In Peter J. Katzenstein (ed.), The Culture of National Security: Norms and Identity in World Politics. Columbia University Press, pp. 1-11, 18-29 [corresponding to PDF pages].

Take Home Quiz 3

Monday, October 6th: Norms

- Nina Tannenwald. 1999. "The Nuclear Taboo: The United States and the Normative Basis of Nuclear Non-Use." International Organization, 53:3, pp. 433-465.

Recommendations:

- Martha Finnemore and Kathryn Sikkink (1998). *International Norm Dynamics and Political Change. International Organization*, 52(4): 887–917.

PSYCHOLOGICAL APPROACHES

Wednesday, October 8th:

- Chapter 27 in Reus-Smit and Snidal (eds) The Oxford Handbook of International Relations

Friday, October 10th: Perceptions and Misperceptions

- Robert Jervis. 1968. "Hypotheses on Misperception." World Politics, 20:3, pp. 454-79.

Recommendation:

- Keren Yarhi-Milo. 2013. "In the Eye of the Beholder: How Leaders and Intelligence Communities Assess the Intentions of Adversaries." International Security, 38:1, pp. 7-51.

Monday, October 13th: Beliefs and Ideology

- Karl Gustafsson and Todd H Hall. 2021. "The Politics of Emotions in International Relations: Who Gets to Feel What, Whose Emotions Matter, and the 'History Problem' in Sino-Japanese Relations," *International Studies Quarterly*, Volume 65, Issue 4, December 2021, Pages 973–984.

Recommendations:

- Jonathan Mercer. 2010. "Emotional Beliefs." International Organization, 64:1, pp. 1-26.
- Elizabeth Saunders, 2017. "No Substitute for Experience: Presidents, Advisers, and Information in Group Decision Making," International Organization, 71(S1), S219–S247
- Manjari Chatterjee Miller. 2013. Wronged by Empire: Post-Imperial Ideology and Foreign Policy in India and China. Stanford University Press, pp. 1-4, 55-81.

HISTORY AND THEORY REVISITED

Wednesday, Oct 15th

- Henry R. Nau. 2012. Perspectives on International Relations. Washington, D. C.: CQ Press, pp. 103-24 (World War I), 129-56 (World War II), 160-94 (the Cold War).

Friday Oct 17th: Midterm Exam

WAR & PEACE

Monday, October 20th: Why States Fight

- Selections from Jack S Levy, 1989. "The Causes of War: A Review of Theories," pp. 209-333, in Phillip E. Tetlock et. al., *Behaviour, Society and Nuclear War Volume 1* (Oxford University Press). pp 210-219; 223-243; 251-258; 279-289.

Recommendations:

- James D. Fearon. 1995. "Rationalist Explanations for War." International Organization, 49:3, pp. 379-410.
- Stacie E. Goddard. 2006. "Uncommon Ground: Indivisible Territory and the Politics of Legitimacy." International Organization, 60:1, pp. 35-68.

Wednesday, October 22nd: Hegemonic Theories of War

- Robert Gilpin. 1981. War and Change in World Politics. Cambridge: Cambridge University Press, pp. 9-49.

Recommendation:

- Joshua Shifrinson, The Rise of China, Balance of Power Theory, and US National Security*, Journal of Strategic Studies* 43:2, 2020.

Friday, October 24rth: Trade and War

- Ling Chen and Miles Evers, 2023. "Wars without Gun Smoke: Global Supply Chains, Power Transitions, and Economic Statecraft," *International Security*, 48:2, 2023

Recommendations:

- Katherine Barbieri. 2002. The Liberal Illusion: Does Trade Promote Peace? University of Michigan Press, pp. 17-42.
- Dale C. Copeland. 2014. Economic Interdependence and War. Princeton University Press, pp. 1-13, 122-42.

Monday, October 27th: Is War obsolete?

- Dan, Altman. 2020. "The Evolution of Territorial Conquest After 1945 and the Limits of the Territorial Integrity Norm." International Organization 74(3), 490–522.

Recommendation:

- John Mueller. 1990. "Retreat from Doomsday: The Obsolescence of Major War." *Bulletin of Peace Proposals*, 21(3), pp. 321–328.
- Leeds, B. A. (2003). Do Alliances Deter Aggression? The Influence of Military Alliances on the Initiation of Militarized Interstate Disputes. American Journal of Political Science, 47(3), 427–439.

Wednesday, October 29th: Peace and Its Durability

- Dan Reiter. 2009. How Wars End. Princeton University Press, pp. 1-7, 186-210.

Recommended:

- Virginia Page Fortna. 2003. "Scraps of Paper? Agreements and the Durability of Peace." International Organization, 57:2, pp. 337-67.

NUCLEAR WEAPONS

Friday October 31st: Nuclear Proliferation

- Scott D. Sagan (1996). *Why Do States Build Nuclear Weapons? Three Models in Search of a Bomb. International Security*, 21(3): 54–86.

Recommendations:

- Joseph Cirincione. 2007. Bomb Scare: The History and Future of Nuclear Weapons. Columbia University Press, pp. 1-13.
- Bernard Brodie. 1959. Strategy in the Missile Age. Santa Monica: RAND, pp. 264-304.
- Vipin Narang. 2017. "Strategies of Nuclear Proliferation: How States Pursue the Bomb." International Security, 41:3, pp. 110-150.
- Etel Solingen. 2007. Nuclear Logics: Contrasting Paths in East Asia and the Middle East. Princeton University Press, pp. 3-22.

Monday, November 3rd: Nuclear Strategy

- Vipin Narang. 2014. *Nuclear Strategy in the Modern Era: Regional Powers and International Conflict*. Course Book. Princeton, New Jersey: Princeton University Press. Chapter 1 and Chapter 2.

Recommendations:

- Lawrence Freedman, "First Two Generations of Nuclear Strategists, "in Peter Parrot, *The Makers of Modern Strategy*, pp. 735-778.
- Sechser, Todd S. and Matthew Fuhrmann. 2013. "Crisis Bargaining and Nuclear Blackmail." International Organization. 67(1): 173-195.
- Mark S. Bell (2015), "Beyond Emboldenment: How Acquiring Nuclear Weapons Can Change Foreign Policy," International Security. 40(1) July, 87–119

Wednesday, November 5th: Nuclear Stability/Instability

- Caitlin Talmadge. 2017. "Would China go Nuclear? Assessing the Risk of Chinese Nuclear Escalation in a Conventional War with the United States." International Security, 41:4, pp. 64-92.

Recommendations:

- Scott Sagan. 2003. "Nuclear Instability in South Asia." In Art and Jervis, International Politics, pp. 239-49.
- Kenneth N. Waltz. 2003. "Nuclear Stability in South Asia." In Art and Jervis, International Politics, pp. 250-59.

Friday, November 7th: Non-use of Nuclear Weapons (Online or Guest Lecture)

- T V. Paul "*The Tradition of Non-Use of Nuclear Weapons*." *Stanford, CA: Stanford Security Studies, 2009, Chapter 2.*

Recommendations:

- Dill, J., Sagan, S. D., & Valentino, B. A. (2022). Kettles of Hawks: Public Opinion on the Nuclear Taboo and Noncombatant Immunity in the United States, United Kingdom, France, and Israel. Security Studies, 31(1), 1–31.
- Yogesh Joshi, "Who is getting nuked? Nuclear Taboo, Adversary Types, and Atomic Dispositions," Security Studies, Vol. 32, No. 1 (2023), pp. 180-187.

Take Home Quiz 4

GLOBALIZATION AND ITS CONSEQUENCES

Monday, November 10th: Globalization

- Jeffrey Frankel. 2000. "Globalization of the Economy." In Art and Jervis, International Politics, pp. 309-324.

Recommendations:

- Dani Rodrik. 2001. "Trading in Illusions." In Art and Jervis, International Politics, pp. 34754.
- Emilie M. Hafner-Burton. 2005. "Trading Human Rights: How Preferential Trade Agreements Influence Government Repression." International Organization, 59:3, pp. 593624.

Wednesday, November 12th: Global Governance

- Elinor Ostrom. 1990. Governing the Commons: The Evolution of Institutions for Collective Action. Cambridge University Press, pp. 1-21.

Recommendations:

- John G. Ruggie. 1992. "Multilateralism: The Anatomy of an Institution." International Organization, 46:3, pp. 561-98.

- Daniel W. Drezner. 2004. "The Global Governance of the Internet: Bringing the State Back In." Political Science Quarterly, 119:3, pp. 477-98.
- Deborah D. Avant, Martha Finnemore, and Susan K. Sell (eds.). 2010. Who Governs the Globe? Cambridge University Press, pp. 1-31

Friday, November 14th: Transnational Actors

- Margaret Keck and Kathryn Sikkink. 1998. Activists Beyond Borders: Advocacy Networks in International Politics. Cornell University Press, pp. 1-38.

Recommendations:

- Anne-Marie Slaughter. 2004. A New World Order. Princeton University Press, pp. 1-35.
- Martha Crenshaw. 2011. Explaining Terrorism: Causes, Processes, and Consequences. New York: Routledge, pp. 34-50.
- Andrew H. Kydd and Barbara F. Walter. 2006. "The Strategies of Terrorism." International Security, 31:1, pp. 56-80.
- Bruce Hoffman. 2006. Inside Terrorism. Columbia University Press, pp. 40-41, 63-80.

GLOBAL ORDER AND TRANSITION

Monday, November 17th: Strategic Flux

- Stephen G. Brooks and William C. Wohlforth. 2008. World out of Balance: International Relations and the Challenge of American Primacy. Princeton University Press, pp. 1-21.

Recommendations:

- G. John Ikenberry. 2011. Liberal Leviathan: The Origins, Crisis, and Transformation of the American World Order. Princeton University Press, pp. 1-32.

Wednesday November 19th: Power Transition

- Oriana S. Mastro. 2018. "In the Shadow of the Thucydides Trap: International Relations Theory and the Prospects for Peace in U.S.-China Relations." Journal of Chinese Political Science.

Recommendations:

- Robert Gilpin. 1981. War and Change in World Politics. Cambridge: Cambridge University Press, pp. 9-49.

Friday, November 21st: War Game/ Student Presentations of their Position Papers in Class

Take Home Quiz 5.

Monday, November 24th: War Game/ Student Presentations of their Position Papers in Class

Dec 1st: Submission of Position Papers

Dec 3rd: Final Exam