INR 4603 - International Relations Theory

Section: 0001

College of Sciences

School of Politics, Security, and Intl Affairs

Course Information

Term: Spring 2026
Class Meeting Days: MWF
Class Meeting Time: 02:30PM - 03:20PM
Class Meeting Location: CB1 O122
Modality: P
Credit Hours: 3.00

Instructor Information

Name: Thomas Dolan
Title: Associate Professor
Office Location: HPH 314
Email: Thomas.Dolan@ucf.edu

Office Hours

Monday 3:30-5, Wednesday 12-1:30

Course Description

INR 4603 COS-POLS 3(3,0)International Relations Theory: PR: ENC 1102 or POS 2041 or C.I. Theoretical trends prevalent in the study of international relations, including realism, liberalism, Marxism, feminism, and post-modernism. Fall, Spring.

International Relations Theory examines the dominant explanations of how states interact with one another. Our main focus will be on social scientific theories designed to answer questions about historical and contemporary patterns of interaction, with a focus on realist theories, constructivism, institutionalism, and domestic politics theories. The questions addressed will include the likelihood of war, alliance partner choices, the risks and benefits of international cooperation, state compliance with international law, and the prospects for peace. Because competing theories sometimes offer different answers to these questions, part of our task will involve considering the kinds of tests and evidence which we can use to judge the validity of the different theories.

Course Design

This course involves a combination of class sessions involving lecture and discussion, directed readings, papers, exams, and opportunities for informal discussion during office hours. Each part serves a purpose, be it information transmission and retention, promoting rigorous analysis, or encouraging the development of new ideas. Failing to engage with all parts will diminish the return on your efforts. For this reason, pre-class preparation is essential for this course. Students are expected to have read and considered the assigned material prior to the course, and be prepared to discuss it in class. I have chosen to have you read a mix of texts: there is a textbook, but there are also original scholarly theoretical pieces and research pieces. While scholarly pieces may be more challenging to read, they help you better understand how scholars think and argue in a way that textbooks do not. Please remember that that the material of the course is delivered in *both* texts and in-class discussion, which means that the texts contain valuable ideas and information which may not be specifically addressed in class, and discussions and lectures will go beyond the readings. You are responsible for understanding both, so please be sure to raise questions about things you are unsure about. As a matter of course, all students should plan to review each day the international news in a newspaper of record, like the *New York Times, Washington Post, Le Monde, The Times of London,* etc. Neither the *USA Today* nor the *Orlando Sentinel* count.

Student Learning Outcomes

After successful completion of this course, students will be able to:

- Students will become familiar with principles of social science and major theoretical approaches to international relations
- Students will learn how to analyze world politics using international relations theories
- Students will improve their powers of social scientific analysis
- Students will improve written and oral communication skills

Please note that none of these goals involve the advancement of anyone's political or policy opinions (including those of the instructor). While I encourage political activity and the fulfillment of one's citizenship duties outside of the classroom, a political science course is not a proper forum for the airing of one's personal politics.

Required Course Materials and Resources

International Relations Theories
Subtitle: Discipline and Diversity
Authors: Dunne, Tim / Kurki, Milja / Smith, Steven
Publisher: Oxford

Most readings are available through the library or the files section.

Recommended Course Materials

Title: Recomended readings are listed in the course schedule and largely available through the library.

Course Assessment and Grading Procedure

Homework papers (5): 20*% of grade*
Each accounts for 5%; drop lowest score
Due on indicated dates (see schedule)
1 page, but follow specific assignment instructions.
Note that you can substitute an informational interview for homework 3 or 4 (but not both). Interviewees cannot be close family members.

Midterm: 15*%*
In-class; multiple choice and essay. Bring a 'blue book' and brown scantron

Presentations: 5%
A group presentations on designated topics on a designated ate

Term Paper Memo: 2%
Identify your research question, at least two political science papers on the topic, the hypothesis you will test, your anticipated empirical method, and resources you will use to test your theory. 1 Page.

Term Paper Front End: 4%
See instructions on webcourses page. 4 Pages.

Term Paper Empirical Section: 4%
See instructions on webcourses page. 4 Pages

Term Paper: *20%*
Using ideas and arguments from the course, make a theory that relates two variables. Test your theory using a case study drawn from contemporary world politics or OLS regression on data from an existing dataset.

Final Exam: *20%.*
In the classroom. Cumulative. Multiple choice and essay. Bring a 'blue book' and brown scantron

Class Preparation and Participation: *10%*
Your active participation in class is necessary if this class is to be a successful learning experience. This means you must come in having read the assignments and join in the classroom discussion of them, making evident that you have read and thought about them. While attendance is not graded as such, excessive truancy can affect this grade, since you are unable to participate when absent.

Assignment Schedule

Due Date	Assignment Name	Assignment Type	Points
2/13/26	Homework 4	Assignment	5
1/16/26	Attendance Quiz	Quiz	1
1/23/26	Homework 1	Assignment	5
1/30/26	Homework 2	Assignment	5
2/6/26	Homework 3	Assignment	5
2/27/26	Homework 5	Assignment	5
3/6/26	Mid-Term Exam	Assignment	15

Due Date	Assignment Name	Assignment Type	Points
3/9/26	Term Paper Memo	Assignment	2
4/3/26	Term Paper Empirics	Assignment	4
4/15/26	Term Paper	Assignment	20
4/29/26	Class Preparation and Participation	Assignment	10
4/29/26	Final Exam	Assignment	20
3/25/26	Term Paper Front End	Assignment	4
	Presentation	Assignment	5

Grading Scale

Grades
Grades are assigned to both individual pieces of work and cumulatively. The grade scale I use for both is below (note that “g” refers to the numerical grade you receive). I do not usually curve grades, but reserve the right to do so if I deem it necessary. All material is graded on its own terms, rather than through comparison with other students’ work. For the cumulative grades, I do not round: what you get is what you get.

100>g≥93: A	90>g≥88: B+	80>g≥78: C+	70>g≥68: D+	60>g: E
	88>g≥83: B	78>g≥73: C	68>g≥63: D	
93>g≥90: A-	83>g≥80: B-	73>g≥70: C-	63>g≥60: D-	

Policies for Course Grade

Assignments are to be turned in by class time on the day they are due. Papers should be handed in via webcourses. For every 24 hours that pass thereafter, 5% of credit is lost, to a maximum of 40% lost. Exceptions related to university activities, religious holidays, and for other reasons should be requested before assignments are due.

Exams are to be sat at the date and time specified, unless prior approval has been given or a doctor’s excuse is submitted at the next attended class meeting. Exams should generally be taken within 1 week of the general administration of the exam.

Attendance is expected and tracked. While there are no explicit attendance requirements, note that participation is graded. Students who are chronically absent--because they do not

participation in the course to the same extent--may receive lower participation grades.

Artificial Intelligence (AI) Use Policy

A Statement and an Observation about AI
If the instructor determines that it is more than likely the case that an assignment was substantially produced using AI methods (including platforms like chat gtp), the instructor may grade the assignment as a 0. However, the instructor has found that these platforms, as a rule, produce poorly conceived work, and that assignments produced using AI, even if not detected as such, may receive quite poor grades *on their merits alone*. More generally, even if you 'get away' with having passed off AI generated text as your own, doing so may have its own negative natural consequences in the long term regardless of what happens in the course.

Disability Access & Accommodations

The University of Central Florida is committed to providing equal access to all students with disabilities (ADHD, learning disabilities, Autism, chronic medical conditions, physical disabilities, etc.). To receive consideration for reasonable disability-related course accommodations, disabled students must contact Student Accessibility Services (SAS) and complete the steps required for SAS to review accommodation requests. More information can be found on the UCF Student Accessibility Services website under the Start Here tab or by contacting SAS directly (Ferrell Commons 185; sas@ucf.edu; Phone - 407-823-2371).

Approved accommodations are shared with course instructors via the SAS Course Accessibility Letter. Implementing certain accommodations may require discussion about specific considerations of the course design, course learning objectives, and the individual academic and course challenges experienced by the student. While students with disabilities or chronic health needs are also encouraged to discuss any course concerns with professors in addition to contacting SAS, professors are not required to facilitate disability-related adjustments to the course unless the professor has received a Course Accessibility Letter from SAS that outlines approved accommodations.

Academic Integrity

Students should familiarize themselves with UCF's Code of Conduct at Student Conduct and Integrity Office. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

1. Academic misconduct is defined as any submitted work or behavior that obstructs the instructor of record's ability to accurately assess the student's understanding or completion of course materials or degree requirements (e.g., assignment, quiz, and/or exam). Examples of academic misconduct include but are not limited to: plagiarism, unauthorized assistance to complete an academic exercise; unauthorized communication with others during an examination, course assessment, or project; falsifying or misrepresenting academic work; providing misleading information to create a personal advantage to complete course/degree requirements; or multiple submission(s) of academic work without permission of the instructor of record.
2. Any student who knowingly helps another violate academic behavior standards is also in violation of the standards.
3. Commercial Use of Academic Material. Selling of course material to another person and/or uploading course material to a third-party vendor without authorization or without the express permission of the University and the instructor of record. Course materials include but are not limited to class notes, the instructor of record's slide deck, tests, quizzes, labs, instruction sheets, homework, study guides, and handouts.
4. Soliciting assistance with academic coursework and/or degree requirements. The solicitation of assistance with an assignment, lab, quiz, test, paper, etc., without authorization of the instructor of record or designee is prohibited. This includes but is not limited to asking for answers to a quiz, trading answers, or offering to pay another to complete an assignment. It is considered Academic Misconduct to solicit assistance with academic coursework and/or degree requirements, even if the solicitation did not yield actual assistance (for example, if there was no response to the solicitation).

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*. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior 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 and Academic Integrity, 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" designated 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.

Title IX

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at Let's Be Clear and UCF Cares.

For more information on access and community engagement, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – ONAC – Office of Nondiscrimination & Accommodations Compliance & askanadvocate@ucf.edu
- Disability Accommodation – Student Accessibility Services – Student Accessibility Services & sas@ucf.edu
- Access and Community Engagement (including the Ginsberg Center for Inclusion and Community Engagement, Military and Veteran Student Success, and HSI Initiatives)
- UCF Compliance and Ethics Office – Compliance, Ethics, and Risk Office & complianceandethics@ucf.edu
- The Ombuds Office is a safe place to discuss concerns.

Reporting an Incident or Issue

If you believe you have experienced discrimination by any faculty or staff member, contact the Office of Nondiscrimination & Accommodations Compliance via the ONAC website or at 407-823-1336. You can also choose to report using the UCF Integrity Line either anonymously or as yourself at 1-855-877-6049 or by using the online form. UCF cares about you and takes every report seriously. For more information see the Reporting an Incident or Issue Webpage.

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 arrangements.

Campus Safety

At UCF's Public Safety and Police, safety is the top priority. Emergencies on campus are rare, but if one should arise, it's important to be familiar with some basic safety and security concepts.

- In an emergency, always dial 911.
- Every UCF Classroom has an Emergency Procedure Guide posted on a wall near the door, which will show you how to respond to a variety of situations. This guide can also be found online here.
- In the event of an active threat, remember **AVOID, DENY, DEFEND**. Choose the best course of action and act immediately. Watch the video here to learn more.
    - **AVOID**. Pay attention to your surroundings and have an exit plan. Get as much distance and as many barriers between you and the threat as quickly as possible.
    - **DENY**. When avoiding is difficult or impossible, deny the threat access to you and your space. Lockdown by creating barriers, turning the lights off and remaining quiet and out of sight. Make sure your phone is silenced, but do not turn it off.

    - **DEFEND**. When you are unable to put distance between yourself and the threat, be prepared to protect yourself. Commit to your actions, be aggressive and do not fight fairly. Do whatever it takes to survive.
- For emergencies on campus, UCF will utilize the UCF Alert system. All UCF students, faculty, and staff are automatically enrolled to receive these email and text alerts, however, it's a good idea to frequently ensure your contact information is up to date.

Financial Aid Accountability

All instructors are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete this activity 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.

Class Schedule

12 January
Introduction

14 January
International Relations as Social Science
Dunne, Chapter 1

Part 1: The Actors

16 January
What are states?
Weber, Max. “Politics as a Vocation”
Selection from Wendt, “The Essential State”, from *Social Theory of International Politics*.

19 January: MLK Day, no class

21 January
Should We Focus on States?
Wolfors, *Discord and Collaboration,* Ch. 1.
Tyler Jost, The Institutional Orgins of Miscalculation in China’s International Crises. *International Security*, 2023.
Recommended
Vincent Arel-Bundock, James Afkinson, and Rachel Potter, “The Limits of Foreign Aid Diplomacy: How Bureaucratic Design Shapes Aid Distribution,” *International Studies Quarterly*, 59:3, 2015
Selection from Allison and Zelikow, *Essence of Decision*

23 January **HOMEWORK 1 DUE**
What do States Want? Power, Security, or Change?
Selection from Morgenthau, *Politics Among Nations*

Wolfors, “National Security as an Ambiguous Symbol”
Selection from Schweller, *Deadly Imbalances*

Part 2: The Field of Interaction

26 January
Power and Coercion
Excerpt from Schelling, *Arms and Influence*
Jennifer Lind, Back to Bipolarity, *International Security*, 2024
Recommended
Hugo Meijer and Stephen Brooks, Illusions of Autonomy, *International Security*, 2021
Matthew Evangelists, A Nuclear Umbrella for Ukraine? Precedents and Possibilities for Postwar European Security, *International Security*, 2024.

28 January
Geography and Time
Mahan, *The Influence of Sea-Power on History,* Chapters 1 and 2.
Recommended:
Andrew Carr, It’s About Time: Strategy and Temporal Phenomena. *Journal of Strategic Studies*, 44:3, 2021.

30 January **HOMEWORK 2 DUE**
Anarchy
Waltz, *THIP,* Chapter 6.
Alexander Wendt, “Anarchy is What States Make of It,” *International Organization*, 1992
Recommended
Selection from Hedley Bull, *The Anarchical Society*

2 February
Or, Hierarchy?
Janice Bially Mattern and Ayse Zarakol. Hierarchies in World Politics. *International Organization*, 2016
Recommended:
David Lake, “Escape from the State of Nature,” *International Security*, 2007.
Joshua Freedman. Status Insecurity and Temporality in World Politics. 2016. *European Journal of International Relations.* 22:4, 797-822

Part 3: Major Theories of International Relations

4 February
Realisms
Dunne, Chapter 2-3

6 February **HOMEWORK 3 Due**
Hegemonic Stability Theory, (aka Power Transition Theory)
Selections from Gilpin, *War and Change in World Politics*
Recommended
Wolfgang Buchholz and Todd Sandler, Global Public Goods. *Journal of Economic Literature*, 59:2, 2021.
Rovner, Joshua, and Caitlin Talmadge, “Hegemony, Force Posture, and the Provision of Public Goods: The Once and Future Role of Outside Powers in Securing Persian Gulf Oil,” Security Studies, Vol. 23, No. 3 (Summer 2014), pp. 548–581.
Paul K. Macdonald. Embedded Authority: A Relational Network Approach to Hierarchy in World Politics. *Review of International Studies*. 2017.
Michael Mastanduno, Partner Politics: Russia, China, and the Challenge of Extending US Hegemony after the Cold War. *Security Studies*, 2019

9 February
Institutionalism
Dunne, Chapter 5
Recommended:
Ian Hurd. The Case against International Cooperation. *International Theory*, 2020.

11 February
Constructivism
Dunne Chapter 9
Recommended:
Schmidt, Sebastian, “Foreign Military Presence and the Changing Practice of Sovereignty: A Pragmatist Explanation of Norm Change,” *American Political Science Review*, Vol. 108, No. 4 (November 2014), pp. 817–829.

13 February **HOMEWORK 4 Due**
Liberalism: A State Preferences and Characteristics-based Theory
Andrew Moravcsik, “Taking Preferences Seriously: A Liberal Theory of International Politics,” *IO*, 1997.
Recommended:
Dunne, Chapter 4

Part 4: War in International Relations

16 February
Thinking about War *US-China War presentation*
Clausewitz, *On War* Book 1

18 February
Polarity and the Probability of War
Selection from Waltz, *THIP*

20 February
Bandwagoning, Interests, and War
Randall Schweller, “Bandwagoning for Profit: Bringing the Revisionist State Back in,” *International Security*, 1994

23 February:
Planning Day for Tug of War

25 February:
Testing Polarity
*Assuming good weather, be prepared to play tug of war outside. Wear appropriate clothes (athletic shoes, etc.); gloves (e.g. gardening, weightlifting, etc.) may be advisable.

27 February **HOMEWORK 5 DUE** *China world order presentation*
Hegemonic Theories of War
Carsten Rauch, A Tale of Two Power Transitions, *International Area Studies Review*, 20:3, 2017.
Yves-Heng Lim, How (Dis)Satisfied is China? A Power Transition Theory Perspective. *Journal of Contemporary China*, 2015
Recommended
Joshua Shifrinson, The Rise of China, Balance of Power Theory, and US National Security, *Journal of Strategic Studies* 43:2, 2020.
Selection 2 from Gilpin, *War and Change*
Joshua Renshon. Status Deficits and War. *International Organization*. 2016

2 March

Trade and War
Ed Mansfield and Jon Pevehouse, “Trade Blocks, Trade Flows, and International Conflict,” *International Organization*, 2000
Ling Chen and Miles Evers. Wars without Gun Smoke: Global Supply Chains, Power Transitions, and Economic Statecraft. *International Security*, 48:2, 2023

4 March
Domestic Economics and War
Michael Beckley, The Peril of Peaking Powers, Economic Slowdowns and Implications for China’s Next Decade. *International Security*, 2023

6 March
Midterm Exam

Part 5: Alliances

9 March **TERM PAPER MEMO DUE**
Realist Accounts of Alliances
Brett V. Benson, 2011, Unpacking Alliances: Deterrent and Compellent Alliances and Their Relationship with Conflict, 1816–2000, *Journal of Politics* 73:4 1111-1127.
Recommended
Glenn Snyder, “The Security Dilemma in Alliance Politics,” *World Politics*, 1984
Victor Cha, “Powerplay Origins of the US Alliance System in Asia,” *International Security*, 34:3, Winter 2009/2010
Michael Beckley, The Myth of Entangling Alliances. *International Security*, 2015
Melinda Haas and Keren Yarhi-Milo. To Disclose or Deceive? Sharing Secret Information between Aligned States. *International Security*, 2019

11 March *Europe and Russia Presentation*
Other Accounts of Alliances
Selection from Srdjan Vucetic, *The Anglosphere*, Ch 1-2. Available online via the library.
Recommended:
John Mearshiemer and Stephen Walt, “The Israel Lobby and US Foreign Policy,” *Middle East Policy*, 2006.
Sebastian Shultz, Foreign Military Presence and the Changing Practice of Sovereignty, *American Political Science Review*, 2014.

13 March **Homework 5 Due**
Breaking Up
Brett Ashley Leeds and Burcu Savun, “Terminating Alliances,” *Journal of Politics*, 2007
Be sure to bring a paper or digital copy of the article with you to class to reference.

16-20 March: No Class, Spring Break

Part 6: Nuclear Weapons in International Relations

23 March
Nuclear Weapons and Compellance
Todd Sechser and Matthew Fuhrmann. Crisis Bargaining and Nuclear Blackmail. *International Organization*, 2013
Recommended
Herman Kahn, *On Escalation.* 1965
Herman Kahn, *On Thermonuclear War*, 1960.

25 March **TERM PAPER FRONT END DUE**
Who Goes Nuclear?
Nuno Montiero and Alexandre Debs. The Strategic Logic of Nuclear Proliferation. *International Security*, 2014.
Recommended:
Mark Bell, Nuclear Opportunism: A Theory of How States Use Nuclear Weapons in International Politics. *Journal of Strategic Studies*, 2019.
Jacques Hymans, *Psychology of Nuclear Proliferation*
Christopher Clary and Vipin Narang, India's Counterforce Temptations, *International Security*, 2018.
Jeffrey Kaplow, The Changing Face of Nuclear Proliferation, *International Studies Quarterly,* 2024.

27 March
Limiting Proliferation
Nicholas Miller, The Secret Success of Non-Proliferation Sanctions, *International Organization*, 2014.
Recommended:
Linda Koch, Holding all the cards: Nuclear Suppliers and Nuclear Reversals. *Journal of Global Security Studies*, 2022.
Sangyong Son and Jong Hee Park. Nonproliferation Information and Attitude Change: Evidence from South Korea. *Journal of Conflict Resolution*, 2023.

30 March
The Nuclear Taboo
Nina Tannenwald, "The Nuclear Taboo," *International Organization*, 1999
Recommended:
Thomas Dolan, "Unthinkable and Tragic," *International Organization*, 2013
Scott Sagan and Benjamin Valentino. Revisiting Hiroshima in Iran. *International Security*, 2017
Charli Carpenter and Alexander Montgomery. The Stopping Power of Norms. *International Security*, 2020.

Part 7: Cooperation

1 April
Cooperation and its Problems
Charles Kindleberger, "Dominance and Leadership in the International Economy: Exploitation, Public Goods, and Free Rides," *International Studies Quarterly*, 1981.
Robert Keohane, *After Hegemony*, selection.
Recommended:
Mancur Olson, *Logic of Collective Action* (selection)

3 April **TERM PAPER EMPIRICAL SECTION DUE**
Evolving Cooperation?
Kenneth Oye, "Cooperation under Anarchy," *World Politics*, 1985

6 April
Relative Gains Concerns?
Joseph Grieco, "Anarchy and the Limits of Cooperation," *International Organization,* 1988
Recommended:
Eddy Yeung and Kai Quek, Relative Gains and the Shadow of a Trade War*, International Organization*, 2022.

8 April *Canada trade presentation*
Cooperation as Bargaining
James Fearon, "Bargaining, Enforcement, and International Cooperation," *International Organization*, 1998

10 April
Rational Design in International Institutions
Barbara Koremenos, Charles Lipson and Duncan Snidal, “The Rational Design of International Institutions,” *International Organization*, 2001.
Giovanni Mantilla, Deflective Cooperation, *International Organization*, 2023
Recommended:
Emilie Hafner-Burton, Brad LeVeck, and David Victor, “No False Promises: How the Prospect of Non-Compliance Affects Elite Preferences for International Cooperation,” *International Studies Quarterly*, 2017.

13 April
Two-Level Games in Cooperation
Michael Hiscox, “Class versus Industry Cleavages,” *International Organization*, 2001.
Recommended:
Robert Putnam, “Diplomacy and Domestic Politics: The Logic of Two Level Games,” *IO*, 1988
Robert Galantucci, “The Repercussions of Realignment: United States-China Interdependence and Exchange Rate Politics,” *International Studies Quarterly*, 59:3, 2015

15 April **TERM PAPER DUE**
International Law
Harold Koh, “Why Do Nations Obey International Law? *Yale Law Journal*,
Recommended
Kowert and Legro, “Norms, Identity, and their Limits,” in *Culture of National Security*, 1998
John Mearsheimer, “False Promise of International Institutions,” *International Security*, 1994
Robert Hughes, Noncompliance and Punishment. *Nonproliferation Review*, 2021.

17 April
Realist Theories of Peace
Selection from Edward Gulick, *Europe’s Classical Balance of Power*.

Part 8: Peace

20 April
Democratic Peace Theory
Zeev Maoz and Bruce Russett, “Normative and Structural Causes of Democratic Peace, 1946-1986,” *APSR*, 1994

22 April
Peace through Integration II
Selection from David Mitrany, *A Working Peace System*
Recommended:
Sophie Meunier. “Integration By Stealth: How the European Union Gained Competence over Foreign Direct Investment,” *Journal of Common Market Studies,* 2017.

24 April
Peace through Integration II
Selection from David Mitrany, *A Working Peace System*
Recommended:
Sophie Meunier. “Integration By Stealth: How the European Union Gained Competence over Foreign Direct Investment,” *Journal of Common Market Studies,* 2017.

Coda

27 April
Critical/Normative theories
Dunne, Chapter 8, 10, 12
Recommended:
Taylor Damann, Dahjin Kim, and Margit Tavits. Women and Men Politicians' Response to War. *International Organization*, 2024.
Owen Brown, The Underside of Order: Race in the Constitution of International Order, *International Organization*, 2023

29 April: Final Exam, 1:00 PM.