

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

---

Fall 2019

Time: TR, 11:10 – 12:00pm

Room: 1957 E St. NW, #113

Office Hours: Tues., 1:00pm – 3:00pm (or by appt.)

---

Professor: Alexander B. Downes

Office: 1957 E St. NW, #605B

Phone: (202) 734-0026

Email: [downes@gwu.edu](mailto:downes@gwu.edu)

---

## **COURSE DESCRIPTION**

Much of political science is dedicated to the study of politics *inside* the nation-state, defined by the eminent sociologist Max Weber as that “human community that (successfully) claims the monopoly of the legitimate use of violence within a given territory.” International relations, however, is the study of politics *among* states, above which (to paraphrase the philosopher Thomas Hobbes) there is no common authority to keep them all in awe. How does the absence of a common sovereign to protect states from each other—and make them keep their promises—affect relations among them? Although there is nothing to prevent wars from occurring, life in the international system is not a constant war of all against all. Why do states sometimes engage in costly wars when at other times they are able to cooperate for mutual gain? What are the barriers to cooperation and how do states surmount them? Are there institutions at the international level that are analogous to domestic institutions? What are the pillars of the international economy and how do they work? What explains the flow of goods and money around the world?

This course is intended to provide an introduction to these and other basic questions in international affairs. It is divided into four parts. First, we begin by considering our world as it is today and how to think about it. Who are the main actors? What do they want? What forces motivate their behavior? We examine several forces that influence state behavior—including power, institutions (domestic and international), interdependence, norms and ideas, and leaders—that correspond to major theoretical perspectives in IR. Second, we turn to perhaps the most fundamental question in the field: the causes of war and the conditions of peace. We will study the highly influential bargaining model of war as well as numerous other perspectives and apply them to several historical cases. Third, we delve into the international economy, investigating international trade, finance, and monetary relations before considering globalization, its downsides, and the recent backlash against it. Finally, we survey half a dozen challenges currently facing the international system: nuclear proliferation, terrorism, civil wars, climate change, the rise of China, and cyber security.

## **WHAT WILL YOU LEARN?**

The principal *substantive* objective of this course is to expand your knowledge and understanding of international politics, but along the way you will build skills that should serve you well throughout your educational career and beyond. At the conclusion of this course, students should be able to:

- Describe the current international system and identify the main actors in international politics
- Identify and describe some of the key events that shaped the current international system
- Explain how life in the international system of states is different from life inside a state
- Describe some of the main forces that shape the behavior of states and leaders
- Explain why states sometimes fight wars
- Identify some of the main impediments to cooperation among states and how they can be overcome
- Articulate arguments for the unimpeded flow of goods and money as well as the challenges to this and the problems it can create
- Identify and explain the significance of some of the major issues currently confronting the international community
- Analyze questions in international relations from multiple theoretical perspectives
- Compare and evaluate the explanatory power of competing theories
- Read and comprehend works of social science more effectively
- Effectively communicate ideas, arguments, and evidence verbally and in writing

## HOW WILL I ASSESS YOUR LEARNING?

How will I know you're learning? The course has a number of assignments that help me assess the degree to which you are internalizing the material. Details on the major assignments will be posted on Blackboard under the "Assignments" link.

- **Class and Section Participation:** Learning is not a spectator sport! In lecture we will sometimes engage in small-group debates and activities, and section is dedicated solely to discussion. In order to get the most out of these conversations, it is imperative that you not only attend class but read the assigned material beforehand, distill its main points, reflect on it, and come prepared to talk about it. Speaking in front of a large group of your peers (and me) is nerve-wracking, but I encourage you to take a risk, go out on a limb, and raise your hand. It gets easier. For those of you who are uncomfortable talking in front of the whole class/section, there will be ample opportunities to participate in smaller groups.
- **Quizzes:** This course relies on your participation to succeed. To be able to participate, you must not only do the assigned readings before class but absorb and engage with them critically. Bi-weekly reading quizzes will facilitate participation and help you identify the key points and arguments from books and articles. There will be a total of 6 quizzes during the course of the semester administered during discussion sections; your grade will be calculated after dropping your lowest score. No make-up quizzes will be given except for documented health reasons.
- **Argument Mapping Exercise:** Reading and understanding social science and historical texts is an acquired skill. To assist you in getting the most out of the readings, early in the semester I will ask you to read an article, identify its critical elements (question, argument, competing explanations, key pieces of evidence) and either make two critiques of it or raise two questions about it.
- **Take-Home Midterm Exam:** At the conclusion of Part II of the course, I will distribute 2-3 essay questions drawn from the material covered up to that point. You will select and answer 1 of these questions in an essay of no more than 7 double-spaced pages. These questions will require you to make intensive use of the readings and will assess your ability to explain important themes developed in the course up to that point. You will have one week to complete the exam.
- **Policy Memo:** Between the midterm and the end of classes, students will write a 3-5 page policy memo analyzing a real-world question "ripped from the headlines" in the area of international political economy or security. The goal of these memos will be to convince a policymaker to adopt a particular course of action and should make appropriate use of theoretical arguments and historical/empirical evidence.
- **Final Examination:** Cumulative, closed-book final exam, consisting of multiple choice, true/false, identifications, and short answer questions.

## WHAT WE'LL BE READING

### 1. Books

We will read large parts of the following books, which are available for purchase (or in some cases rental) through the George Washington University Bookstore; they may also be purchased from many online outlets. A copy of each has been placed on 2-hour reserve at Gelman Library.

Jeffrey A. Frieden, David A. Lake, and Kenneth A. Schultz, *World Politics: Interests, Interactions, Institutions*, 4<sup>th</sup> ed. (New York: Norton, 2018).

Jack S. Levy and William R. Thompson, *Causes of War* (Malden, Mass.: Wiley-Blackwell, 2010).

Dani Rodrik, *The Globalization Paradox: Democracy and the Future of the World Economy* (New York: Norton, 2011).

## 2. Articles and Book Chapters

All of the journal articles and book chapters listed below in the required reading are available online through Blackboard on Electronic Reserves. To access them, click on “Blackboard” from the “My GW” page (<https://my.gwu.edu>), log in, go to the page for this class, and click on “Electronic Reserves.” There are folders for each lecture; inside the folders, readings are listed by the author’s last name and title of the article/chapter.

### COURSE CALENDAR

#### Part I. Our World

- |                     |                                     |          |
|---------------------|-------------------------------------|----------|
| 1. August 27 (T)    | Course Introduction                 |          |
| 2. August 29 (R)    | Our World Today and How We Got Here |          |
| 3. September 3 (T)  | Ways of Thinking about Our World    |          |
| 4. September 5 (R)  | Anarchy and Power                   |          |
| 5. September 10 (T) | Institutions and Interdependence    | Quiz #1* |
| 6. September 12 (R) | Ideas and Norms                     |          |
| 7. September 17 (T) | Leaders                             |          |

#### Part II. The Problem of War

- |                      |                                     |                     |
|----------------------|-------------------------------------|---------------------|
| 8. September 19 (R)  | War in History                      | Argument Map Due    |
| 9. September 24 (T)  | War as a Bargaining Problem         | Quiz #2*            |
| 10. September 26 (R) | Other Structural Causes of War      |                     |
| 11. October 1 (T)    | Domestic Causes of War              |                     |
| 12. October 3 (R)    | Individual Causes of War            |                     |
| 13. October 8 (T)    | David vs. Goliath: Paraguay & Japan | Quiz #3*            |
| 14. October 10 (R)   | World War I                         | Midterm Distributed |
| 15. October 15 (T)   | The Six-Day War and the Iraq War    |                     |

#### Part III. The International Economy

- |                    |  |             |
|--------------------|--|-------------|
| 16. October 17 (R) | The Rise of Free Trade                     | Midterm Due |
| 17. October 22 (T) | No Class: Fall Break                       |             |
| 18. October 24 (R) | Explaining Free Trade                      |             |
| 19. October 29 (T) | International Finance                      | Quiz #4*    |
| 20. October 31 (R) | International Monetary Relations           |             |
| 21. November 5 (T) | The Globalization Debate                   |             |
| 22. November 7 (R) | Globalization Backlash: Brexit and Tariffs |             |

#### Part IV. Challenges Facing Our World

- |                     |                                     |                 |
|---------------------|-------------------------------------|-----------------|
| 23. November 12 (T) | Nuclear Proliferation: Causes       | Quiz #5*        |
| 24. November 14 (R) | Nuclear Proliferation: Consequences |                 |
| 25. November 19 (T) | Terrorism                           | Quiz #6*        |
| 26. November 21 (R) | Civil War and Intervention          | Policy Memo Due |
| 27. November 26 (T) | The Environment and Climate Change  |                 |
| 28. November 28 (R) | No Class: Thanksgiving              |                 |
| 29. December 3 (T)  | The Rise of China                   |                 |
| 30. December 5 (R)  | Cyber Security                      |                 |
| 31. December 10 (T) | Course Wrap-Up                      |                 |

\* Quizzes will be administered in section. I list them here to indicate which weeks will have quizzes.

## DETAILED COURSE SCHEDULE

### Part I. Introduction

#### 1. Course Introduction August 27

- No readings assigned.

#### 2. Our World Today—and How We Got Here August 29

##### Guiding Questions

- What does our world look like today? Who are the main actors? What were some of the major historical events that shaped the contemporary world?

##### Readings

- Frieden, Lake, and Schultz (FLS), *World Politics*, Chapter 1.

#### 3. Ways of Thinking about Our World September 3

##### Guiding Questions

- What features of the international environment hinder interstate cooperation?
- How can institutions enable cooperation?
- What is a theory? Why do we need theories?
- What are the three levels of analysis?
- What are the major theoretical paradigms that have influenced the study of IR?

##### Readings

- FLS, *World Politics*, Chapter 2.
- Kenneth N. Waltz, *Theory of International Politics* (New York: McGraw-Hill, 1979), 1-13.
- Kenneth N. Waltz, *Man, the State, and War: A Theoretical Analysis* (New York: Columbia University Press, 1954), 1-15.
- Jack Snyder, “One World, Rival Theories,” *Foreign Policy*, no. 145 (November/December 2004): 52-62.

#### 4. Forces that Shape Our World: Anarchy and Power September 5

##### Guiding Questions

- What happens if you call “911” in the international system? Who answers?
- Does it pay to be as powerful as you can possibly be in international politics? Is there a downside to maximizing relative power?
- What is the security dilemma and what determines how severe it is?
- Are there “good states” and “bad states” in the international system?

##### Readings

- Charles L. Glaser, “Realism,” in Alan Collins, ed., *Contemporary Security Studies*, 4th ed. (Oxford: Oxford University Press, 2016), 13-29.
- John J. Mearsheimer, *The Tragedy of Great Power Politics* (New York: Norton, 2001), 29-54.
- Robert Gilpin, “The Theory of Hegemonic War,” *Journal of Interdisciplinary History* 18, no. 4 (Spring 1988): 591-613.

## 5. Forces that Shape Our World: Institutions and Interdependence

September 10

### Guiding Questions

- Is it possible to have a world government, or even a global collective security institution to protect all states from all forms of aggression?
- Why was Keohane's institutionalism such a powerful challenger to realism?
- What would a world full of democracies be like? Are we ever likely to get there?
- Does economic interdependence increase or decrease the likelihood of conflict?

### Readings

- Robert O. Keohane, "International Institutions: Can Interdependence Work?" *Foreign Policy* no. 110 (Spring 1998): 82-96.
- Bruce Russett, *Grasping the Democratic Peace: Principles for a Post-Cold War World* (Princeton, N.J.: Princeton University Press, 1993), 24-42.
- Dale C. Copeland, *Economic Interdependence and War* (Princeton, N.J.: Princeton University Press, 2015), 18-27.

## 6. Forces that Shape Our World: Ideas, Identities, and Norms

September 12

### Guiding Questions

- What kinds of norms are there and why do people follow them?
- How do normative accounts differ from those that emphasize material factors, like interests or costs?
- How come Adolf Hitler didn't get the word that war was obsolete after World War I?

### Readings

- John Mueller, *Retreat from Doomsday: The Obsolescence of Major War* (New York: Basic Books, 1989), Forward (unpaginated), Preface (pp. ix-xii), and Introduction (pp. 3-13).
- Nina Tannenwald, "The Nuclear Taboo: The United States and the Normative Basis of Nuclear Non-Use," *International Organization* 53, no. 3 (Summer 1999): 433-68.

## 7. Forces that Shape Our World: Leaders

September 17

### Guiding Questions

- It seems obvious that leaders matter in international politics. So why do the leading theories of IR neglect leaders?
- Is it possible to have a theory of leaders? What factors do you think matter for explaining the behavior of individual leaders?

### Readings

- Daniel L. Byman and Kenneth M. Pollack, "Let Us Now Praise Great Men: Bringing the Statesman Back In," *International Security* 25, no. 4 (Spring 2001): 107-46.

## Part II. The Problem of War

## 8. War in History

September 19

*Article Mapping Due*

### Guiding Questions

- What is the relationship between war and politics?
- In wartime, should the politicians fall silent and leave the conduct of war to the military professionals?
- Is war on the decline?

### Readings

- Carl von Clausewitz, *On War*, ed. Michael Howard and Peter Paret (Princeton, N.J.: Princeton University Press, 1976), Book 1, Chapters 1-2 (75-99); Book 8, Chapters 2-3, 6 (579-94, 603-10).
- Levy and Thompson, *Causes of War*, Chapter 1.
- “Population Control, Marauder Style,” *New York Times*, November 5, 2011 (visual).
- “Global Deaths in Conflicts since 1400,” *Our World in Data* (visual)
- “Years in which European Countries Took Part in an International War (1500-2000),” *Our World in Data* (visual)

## **9. War as a Bargaining Problem**

**September 24**

### Guiding Questions

- Why are states always better off negotiating a settlement than fighting a war?
- What are the three ways that war can nevertheless be rational from the perspective of the state that starts it?

### Readings

- FLS, *World Politics*, Chapter 3.
- James D. Fearon, “Rationalist Explanations for War,” *International Organization* 49, no. 3 (Summer 1995): 379-414.

## **10. Other Structural Causes of War**

**September 26**

### Guiding Questions

- Is it more dangerous to have a balance of power or an imbalance of power among states?
- Isn't preventive war the same thing as committing suicide for fear of death?

### Readings

- Jack S. Levy, “Power and the Preventive Motivation for War,” *World Politics* 40, no. 1 (October 1987): 82-107.
- Levy and Thompson, *Causes of War*, Chapter 2.

## **11. Domestic Causes of War**

**October 1**

### Guiding Questions

- How do different kinds of political institutions shape leaders' incentives for war?
- Can leaders use war to boost their domestic political fortunes?

### Readings

- FLS, *World Politics*, Chapter 4.
- Levy and Thompson, *Causes of War*, Chapter 4.

## **12. Individual Causes of War**

**October 3**

### Guiding Questions

- How important are individual-level causes of war relative to domestic or structural causes?
- Are human beings rational processors of information or plagued by biases in how we interpret information and assess risk?
- If Al Gore had prevailed in Florida in 2000 and been elected President of the United States, would the United States have invaded Afghanistan? Iraq?

### Readings

- Levy and Thompson, *Causes of War*, Chapter 5.
- Michael C. Horowitz and Allan C. Stam, "How Prior Military Experience Influences the Future Militarized Behavior of Leaders," *International Organization* 68, no. 3 (Summer 2014): 527-559.

## **13. David vs. Goliath: Preventive Wars by Weaker States, Paraguay and Japan**

**October 8**

### Guiding Questions

- What in the world was Francisco Solano Lopez thinking when he declared war on Brazil and Argentina?
- Why did the Triple Alliance agree early on in the war that Lopez had to go?
- Why did Japan pick a fight with the United States in 1941 despite having an economy one-tenth its size?
- How can these conflicts be preventive wars when the states that started them were so much weaker than their targets?

### Readings

- Alex Weisiger, *Logics of War: Explanations for Limited and Unlimited Conflicts* (Ithaca, N.Y.: Cornell University Press, 2013), 86-104.
- Scott D. Sagan, "The Origins of the Pacific War," *Journal of Interdisciplinary History* 18, no. 4 (Spring 1988): 893-922.

## **14. World War I**

**October 10**

*Midterm Distributed*

### Guiding Questions

- Was World War I all Germany's fault?
- Where did the "cult of the offensive" come from, and was it necessary for World War I to occur?
- What alternatives did Germany have in 1914 to the strategy it chose? Were any of them better? Why didn't German leaders choose them?

### Readings

- Jack Snyder, "Civil-Military Relations and the Cult of the Offensive, 1914 and 1984," *International Security* 9, no. 1 (Summer 1984): 108-137.
- Scott D. Sagan, "1914 Revisited: Allies, Offense, and Instability," *International Security* 11, no. 2 (Fall 1986): 151-175.
- Dale C. Copeland, *The Origins of Major War* (Ithaca, N.Y.: Cornell University Press, 2000), 56-78.

## **15. The Six-Day War and the Iraq War (2003)**

**October 15**

### Guiding Questions

- What was the role of information problems in causing the Six-Day War? What was the source of the information problems on the Egyptian side?
- How did the causes of the Iraq War deviate from the bargaining model?

### Readings

- Risa A. Brooks, *Shaping Strategy: The Civil-Military Politics of Strategic Assessment* (Princeton, N.J.: Princeton University Press, 2008), 63-101.
- David A. Lake, "Two Cheers for Bargaining Theory: Assessing Rationalist Explanations of the Iraq War," *International Security* 35, no. 3 (Winter 2010/11): 7-52.

### Part III. The International Economy

#### 16. The Rise of Free Trade

October 17

*Midterm Due*

##### Guiding Questions

- What is comparative advantage and how does it explain why states trade?
- Why did Great Britain turn to free trade in the mid-nineteenth century?
- How do international institutions facilitate free trade?

##### Readings

- FLS, *World Politics*, 294-330.
- Rodrik, *Globalization Paradox*, 3-46.

#### 17. Fall Break: No Class

October 22

#### 18. Explaining Free Trade

October 24

##### Guiding Questions

- What explains variation in openness to trade across countries and over time within countries?
- What sort of international system most encourages trade? Is a hegemon required?
- What is the role of domestic politics in explaining openness to trade?

##### Readings

- Stephen D. Krasner, "State Power and the Structure of International Trade," *World Politics* 28, no. 3 (April 1976): 317-47.
- Arthur Stein, "The Hegemon's Dilemma: Great Britain, the United States, and the International Economic Order," *International Organization* 38, no. 2 (1984): 355-86.
- Robert O. Keohane, *After Hegemony: Cooperation and Discord in the World Political Economy* (Princeton, N.J.: Princeton University Press, 1984), 85-97, 107-109.
- Michael J. Hiscox, "The Domestic Sources of Foreign Economic Policy," in *Global Political Economy*, 3<sup>rd</sup> ed., ed. John Ravenhill (Oxford: Oxford University Press, 2010), 50-55, 65-72.

#### 19. International Finance

October 29

##### Guiding Questions

- Is the unfettered movement of money around the globe necessarily a good thing?
- Does being a creditor in the international system give lenders leverage over borrowers?

##### Readings

- FLS, *World Politics*, Chapter 8.
- Daniel W. Drezner, "Bad Debts: Assessing China's Financial Influence in Great Power Politics," *International Security* 34, no. 2 (Fall 2009): 7-45.

#### 20. International Monetary Relations

October 31

##### Guiding Questions

- Is China a "currency manipulator," as President Trump claims?
- Is the euro a good thing? Will it survive as a currency?
- Why is it possible to only have two of the following three things simultaneously: free movement of capital, fixed exchange rates, and independent monetary policies?



### Readings

- FLS, *World Politics*, Chapter 9.
- Ana Swenson, “The U.S. Labeled China a Currency Manipulator. Here’s What It Means,” *New York Times*, August 6, 2019.

## **21. The Globalization Debate**

**November 5**

### Guiding Questions

- What is globalization? Which factors were the most important in the rise of globalization and free trade in the nineteenth century?
- What do advocates of free trade tend to neglect in making the case that trade improves general welfare?
- Is the current system of international trade, finance, and money ideal for managing the downsides of globalization?
- What if people were allowed to move as freely across national borders as goods and money do? What would happen? Why is migration so severely restricted?

### Readings

- Jeffrey A. Frankel, “Globalization of the Economy,” NBER Working Paper No. 7858 (August 2000).
- David Dollar and Art Kraay, “Spreading the Wealth,” *Foreign Affairs* 81, no. 1 (January/February 2002): 120-133.
- Dani Rodrik, *The Globalization Paradox: Democracy and the Future of the World Economy* (New York: Norton, 2011), 47-111.
- Jagdish Bhagwati, “The Capital Myth: The Difference between Trade in Widgets and Dollars,” *Foreign Affairs* 77, no. 3 (May-June 1998): 7-12.
- Peter S. Goodman, “More Wealth, More Jobs, but Not for Everyone: What Fuels the Backlash on Trade,” *New York Times*, September 28, 2016.
- Binyamin Appelbaum, “Harry Kane, Globalization and the Push to Limit Foreign Players in the Premier League,” *New York Times*, April 6, 2015.

## **22. Globalization Backlash**

**November 7**

### Guiding Questions

- Did the consequences of globalization contribute to Brexit?
- Did the consequences of globalization help get Trump elected?
- Why is President Trump waging a trade war on China?

### Readings

- FLS, *World Politics*, 619-33.
- Rodrik, *Globalization Paradox*, 184-206.
- Harold D. Clarke, Matthew Goodwin, and Paul Whiteley, *Brexit: Why Britain Voted to Leave the European Union* (Cambridge: Cambridge University Press, 2017), 146-74.
- John Sides, Michael Tesler, and Lynn Vavreck, *Identity Crisis: The 2016 Presidential Campaign and the Battle for the Meaning of America* (Princeton, N.J.: Princeton University Press, 2018), 154-79.

## Part IV. Challenges Facing Our World

### 23. Nuclear Proliferation: Causes

November 12

#### Guiding Questions

- What is a nuclear weapon? How do you make one and how does it work?
- Why do states build nuclear weapons? Which of Sagan's three models do you find most persuasive?
- If nuclear weapons ensure a state's security, why have so few states built them?
- Is Iran likely to build the bomb? Can the international community do anything to stop it?

#### Readings

- FLS, *World Politics*, 593-606.
- Hans M. Kristensen and Matt Korda, "Status of World Nuclear Forces," Federation of American Scientists, <https://fas.org/issues/nuclear-weapons/status-world-nuclear-forces/>.
- Scott D. Sagan, "Why Do States Build Nuclear Weapons? Three Models in Search of a Bomb," *International Security* 21, no. 3 (Winter 1996/97): 54-87.
- Wendy R. Sherman, "How We Got the Iran Deal: And Why We'll Miss It," *Foreign Affairs* 97, no. 5 (September/October 2018): 186-197.

### 24. Nuclear Proliferation: Consequences

November 14

#### Guiding Questions

- Is the spread of nuclear weapons dangerous? Does it increase or decrease the likelihood of war?
- Is South Asia more or less secure now that India and Pakistan are overt nuclear powers?
- Can the United States deter North Korea? Would it actually be better if North Korea had *more* nuclear weapons?
- What would be the consequences of an Iranian bomb?

#### Readings

- Scott D. Sagan, "More Will Be Worse," in Scott D. Sagan and Kenneth N. Waltz, *The Spread of Nuclear Weapons: A Debate Renewed* (New York: Norton, 2003), 46-87.
- Todd S. Sechser and Matthew Fuhrmann, "Crisis Bargaining and Nuclear Blackmail," *International Organization* 67, no. 1 (Winter 2013): 173-95.
- Mark Bowden, "How to Deal with a Nuclear North Korea," *The Atlantic*, July/August 2017.

### 25. Terrorism

November 19

#### Guiding Questions

- What is terrorism?
- According to Pape, which kind of states are the most frequent targets of suicide attacks? Why?
- Does terrorism work?

#### Readings

- FLS, *World Politics*, 268-291.
- National Consortium for the Study of Terrorism and Responses to Terrorism, "Annex of Statistical Information," *Country Reports on Terrorism 2017* (Washington, D.C.: U.S. Department of State, September 2018).
- Robert A. Pape, "The Strategic Logic of Suicide Terrorism," *American Political Science Review* 97, no. 3 (August 2003): 343-361.
- Assaf Moghadam, "Motives for Martyrdom: Al-Qaida, Salafi Jihad, and the Spread of Suicide Attacks," *International Security* 33, no. 3 (Winter 2009): 46-78.

## 26. Civil War and Intervention

November 21

*Policy Memo Due*

### Guiding Questions

- Does the bargaining model help explain the onset of civil wars? How?
- Can the UN help end civil wars and keep them ended?
- How can intervention make civil wars worse?
- Can intervention actually *cause* new civil wars to break out? How?

### Readings

- FLS, *World Politics*, 236-268, 214-233.
- Kenneth M. Pollack and Barbara F. Walter, "Escaping the Civil War Trap in the Middle East," *Washington Quarterly* 38, no. 2 (Summer 2015): 29-46.
- Max Fisher, "Syria's Paradox: Why the War Only Ever Seems to Get Worse," *New York Times*, August 26, 2016.

## 27. The Environment and Climate Change

November 26

### Guiding Questions

- What is the tragedy of the commons, and how can it be overcome?
- Why were the nations of the world able to forge an agreement in Paris in 2015, when progress on curbing greenhouse gases and climate change had for so long eluded them?
- Is the Paris agreement likely to survive the Trump administration?

### Readings

- FLS, *World Politics*, Chapter 13.
- Garrett Hardin, "The Tragedy of the Commons," *Science* 162, no. 3859 (December 13, 1968), 1243-1248.
- David Victor, "Why Paris Worked: A Different Approach to Climate Diplomacy," *Yale Environment* 360, December 15, 2015.
- Brian Deese, "Paris Isn't Burning: Why the Climate Change Agreement Will Survive Trump," *Foreign Affairs* 96, no. 4 (July/August 2017): 83-92.

## 28. No Class: Thanksgiving

November 28

## 29. The Rise of China

December 3

### Guiding Questions

- Is the United States in decline relative to China? In what sense? Is that decline dangerous, in that it could lead to war?
- Does the rise of China necessarily threaten the United States? Are there factors that could reduce the likelihood of conflict between the two countries?

### Reading

- Review Gilpin, "Theory of Hegemonic War" (Lecture 3).
- FLS, *World Politics*, 606-18.
- John J. Mearsheimer, "The Gathering Storm: China's Challenge to U.S. Power in Asia," *The Chinese Journal of International Politics* 3, no. 4 (Winter 2010): 381-396.
- Michael Beckley, "China's Century? Why America's Edge Will Endure," *International Security* 36, no. 3 (Winter 2011/12): 41-78.

### 30. Cyber Security

December 5

#### Guiding Questions

- What is the difference between “cyber exploitation” and “cyber attack?”
- What is the “attribution problem” in the context of cyber security? How serious is it, and how much of an obstacle does it present to the possibility of cyber deterrence?
- What are the advantages and disadvantages of responding to cyber attacks with kinetic vs. cyber retaliation?
- What are the four means of mitigating cyberthreats? What are the strengths and weaknesses of each?

#### Reading

- Herbert Lin, “A Virtual Necessity: Some Modest Steps Toward Greater Cybersecurity,” *Bulletin of the Atomic Scientists* 68, no. 5 (2012): 75-87.
- Charles L. Glaser, “Deterrence of Cyber Attacks and U.S. National Security,” CSPRI Report (June 2011).
- Jon R. Lindsay, “Stuxnet and the Limits of Cyber Warfare,” *Security Studies* 22, no. 3 (2013): 365-404.

### 31. Course Wrap-up and Review

December 10

\* \* \* \* \*

## EVALUATION PROCEDURES

It is unfortunate but true that I must assign a single letter grade that captures your entire performance in this class. My goal is to be as transparent as possible in explaining how I evaluate your performance on the different course assessments. Rubrics with details on the evaluation of each assignment will be posted along with the assignment on Blackboard. Below I summarize how I weight the different assessments.

<b>Assignment</b>	<b>Percentage of Course Grade</b>
Class Participation	15%
Quizzes	10%
Argument Mapping Exercise	5%
Midterm Exam	25%
Policy Memo	15%
Final Exam	30%

## TEACHING ASSISTANTS

- Samer Anabtawi <anabtawi@gwu.edu>
- Shahryar Pasandideh Gholamali <pasandideh@gwmail.gwu.edu>
- Stas Gorelik <stasgorelik@gwu.edu>
- Amoz Hor <amozhor@gwmail.gwu.edu>
- Emily Schraudenbach <eschraud@gwmail.gwu.edu>

## DISCUSSION SECTIONS

Instructor	Section No.	Day	Time	Location
Stas Gorelik	30	M	8:00-8:50am	Tompkins 204
Stas Gorelik	31	M	9:35-10:25am	1957 E 316
Samer Anabtawi	32	T	8:00-8:50am	Tompkins 204
Samer Anabtawi	33	T	9:35-10:25am	SEH 7040
Emily Schraudenbach	34	W	8:00-8:50am	Tompkins 204
Emily Schraudenbach	35	W	9:35-10:25am	Tompkins 205
Shahryar Pasandideh Gholamali	36	R	8:00-8:50am	Tompkins 204
Shahryar Pasandideh Gholamali	37	R	9:35-10:25am	Duques 250
Amoz Hor	38	F	8:00-8:50am	Bell 105
Amoz Hor	39	F	9:35-10:25am	Bell 106

## TIPS ON HOW TO SUCCEED IN PSC 1003

This is a challenging course, with an above-average workload. Students should expect to spend *at least* twice as much time outside the classroom (and probably more) completing class assignments (e.g., readings, the take-home midterm) as they spend inside the classroom. Do not make the mistake of equating “introduction” with “easy.”

- **Attend Lecture.** Lectures are designed to complement the readings, not regurgitate them. Sometimes there won't even be a lecture during lecture. Instead, we will engage in some small group discussion or activity, such as a case study.
- **Attend (and Participate in) Discussion Section.** All students must attend and actively participate in their discussion section each week. Sections are not another lecture period; they are intended as a time for students to engage with the readings and the ideas contained therein. This is impossible if you have not read the material. Use the questions provided for each lecture as a guide to possible topics for discussion. Your TA may also provide additional questions or ask students to come up with some to guide discussion. A list of the times and locations of all discussion sections is provided below.
- **Complete the Readings.** Put simply, *you must be willing to read to succeed in this course*. Common myths about the reading include: (1) it is possible to catch up on the readings by cramming prior to an exam; (2) you should focus on trivial details rather than the big ideas of each reading; and (3) it is not worth reading *any* of the assignments if you cannot read *all* of them. Be careful not to succumb to these myths. Commit yourself to keep up with the readings; take careful notes; and distill the key arguments made by the authors. Questions to keep in mind while doing the readings are provided in the syllabus for each lecture.

## CLASS POLICIES

- **Attendance and Reading:** Students are expected to attend every class session, do all of the assigned reading before class, and come prepared to discuss it. Exceptions will of course be made for religious holidays (see “religious observances” below).
- **Papers:** All papers for this course are expected to be double-spaced, written in 12-point font, have margins of at least 1 inch on all sides, and be stapled. Double-sided printing is encouraged.
- **Late Papers:** Late papers will be accepted up to 24 hours after the deadline, but one letter grade will be deducted. Papers that are more than 24 hours late will not be accepted and will be assigned a grade of zero. Exceptions will be made only in cases of incapacitating illness or extraordinary personal or family emergency; if you find yourself in such a situation, consult the instructor as soon as possible to discuss an extension. You may also wish to consult GW's Counseling and Psychological Services (see below under “Mental Health”) or the CARE Network (<https://students.gwu.edu/care>).

- **Blackboard:** Blackboard will be used for posting course files and assignments and for communicating with the class. You are already enrolled for this course on Blackboard if you have completed registration for the course. It is your responsibility to periodically check the course site (log in at <http://blackboard.gwu.edu/> using your gwu.edu address) for updates to the syllabus/readings. The Official Blackboard Help Site, FAQs, and a variety of short video tutorials are available from Blackboard. Also, when logged in to Blackboard, check out the Student Guides section for links to helpful documentation. Additionally, students can contact the GW Division of IT at (202) 994-4948 for Blackboard assistance.
- **Electronic Devices:** Students will need an electronic device of some kind (laptop, tablet, or cell phone) to participate in certain class activities. When not needed for those activities, I encourage you to put them away. There is plenty of scientific evidence, for example, that students who take notes by hand perform better on exams than those who use computers, and also that laptops in the classroom distract *other* students and worsen *their* performance. How you choose to take notes, however, is ultimately up to you. In any event, all cell phones should be silenced before class starts. If your cell phone rings or I see you texting during class, an arbitrary and slightly embarrassing punishment will be imposed to encourage mindfulness about your device.
- **Grade Appeals:** Grades in this course are not negotiable, but if you believe an error has been made in the grading of your assignment, you may appeal. Appeals must be made to your TA *in writing* within one week of the date you receive your graded assignment and include persuasive reasons for why you should receive a better grade. “I studied hard” is not a persuasive reason. Your TA may raise your grade or leave it unchanged. If you continue to be dissatisfied, you may appeal to Prof. Downes. Appeals that reach this level may result in a higher grade, no change, or a lower grade.
- **Plagiarism, Cheating, and Academic Integrity:** According to the university’s Code of Academic Integrity, “Academic dishonesty is defined as cheating of any kind, including misrepresenting one’s own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information.” The rest of the code is available at <https://studentconduct.gwu.edu/>. In general, I expect that you will not lie, cheat, steal, or otherwise conduct yourselves dishonorably, and will do something if you observe others engaging in such conduct. All work you submit for this course must be your own. **I will not tolerate any form of academic dishonesty.** Suspected cases will be referred to the Office of Academic Integrity. If you have questions about what constitutes proper use of published or unpublished sources, please ask the instructor.
- **Ideological Perspectives:** I do not care *what* you think, I care *that* you think. My mission is to get you to think critically about important issues regarding the conduct of war, not convince you that my view is right. There is no “approved solution” or “right” or “wrong” view in this class, only better or worse arguments. Good arguments require sound logic, solid evidence, and a consideration of alternative explanations.
- **Civility:** I expect students in this class to treat each other with respect. That means, among other things, allowing others to speak no matter how much you disagree with what they are saying and refraining from interrupting.

## UNIVERSITY POLICIES, RESOURCES, AND SERVICES

- **Religious Observances:** In accordance with University policy, students should notify faculty during the first week of the semester of their intention to be absent from class on their day(s) of religious observance. For details and policy, see: [students.gwu.edu/accommodations-religious-holidays](http://students.gwu.edu/accommodations-religious-holidays).
- **Workload Expectation Statement:** In this 3 credit undergraduate course students are expected to work for 450 minutes per week (this includes 150 minutes of time spend in class per week); totaling to 112.5 hours of work over the duration of this 15-week semester.

- **Exams:** Students must take the final exam at the time and date assigned by the Academic Scheduling Office. Students who have three final exams on one day may petition for one of them to be rescheduled. See here: <https://provost.gwu.edu/administration-final-examinations-during-examination-period>.
- **Sharing of Course Content:** Unauthorized downloading, distributing, or sharing of any part of a recorded lecture or course materials, as well as using provided information for purposes other than the student's own learning may be deemed a violation of GW's Student Conduct Code.
- **Use of Student Work:** The professor will use academic work that you complete during this semester for educational purposes in this course during this semester. Your registration and continued enrollment constitute your consent.
- **Disabilities:** Any student who may need an accommodation based on the potential impact of a disability should contact the Disability Support Services office at (202) 994-8250 in Rome Hall, Suite 102, to establish eligibility and to coordinate reasonable accommodations. For additional information please refer to: <https://disabilitysupport.gwu.edu/>.
- **Mental Health:** The University's Counseling and Psychological Services (202-994-5300) offers 24/7 assistance and referral to address students' personal, social, career, and study skills problems. Services for students include: crisis and emergency mental health consultations confidential assessment, counseling services (individual and small group), and referrals. For additional information see: <https://healthcenter.gwu.edu/counseling-and-psychological-services>. If any student's ability to perform in this class becomes affected by a mental health issue, he or she is encouraged to reach out to the instructor, who can make accommodations with regard to assignments and help connect students to university resources.
- **Emergency Preparedness and Response Procedures:** The University has asked all faculty to inform students of these procedures, prepared by the GW Office of Public Safety and Emergency Management in collaboration with the Office of the Executive Vice President for Academic Affairs. To report an emergency or suspicious activity, call the University Police Department at 202-994-6111 (Foggy Bottom) or 202-242-6111 (Mount Vernon).
- **Shelter in Place, General Guidance:** Although it is unlikely that we will ever need to shelter in place, it is helpful to know what to do just in case. No matter where you are, the basic steps of shelter in place will generally remain the same.
  - If you are inside, stay where you are unless the building you are in is affected. If it is affected, you should evacuate. If you are outdoors, proceed into the closest building or follow instructions from emergency personnel on the scene.
  - Locate an interior room to shelter inside. If possible, it should be above ground level and have the fewest number of windows. If sheltering in a room with windows, move away from the windows. If there is a large group of people inside a particular building, several rooms may be necessary.
  - Shut and lock all windows (for a tighter seal) and close exterior doors.
  - Turn off air conditioners, heaters, and fans. Close vents to ventilation systems as you are able. (University staff will turn off ventilation systems as quickly as possible).
  - Make a list of the people with you and ask someone to call the list in to UPD so they know where you are sheltering and who is with you. If only students are present, one of the students should call in the list.
  - Await further instructions. If possible, visit GW Campus Advisories for incident updates (<http://CampusAdvisories.gwu.edu>) or call the GW Information Line 202-994-5050.
  - Make yourself comfortable and look after one other. You will get word as soon as it is safe to come out.

- **Evacuation:** An evacuation will be considered if the building we are in is affected or we must move to a location of greater safety. We will always evacuate if the fire alarm sounds. In the event of an evacuation, please gather your personal belongings quickly (purse, keys, GWorld card, etc.) and proceed to the nearest exit. Every classroom has a map at the door designating both the shortest egress and an alternate egress. Anyone who is physically unable to walk down the stairs should wait in the stairwell, behind the closed doors. Firemen will check the stairwells upon entering the building. Once you have evacuated the building, proceed to our primary rendezvous location: Kogan Plaza in front of Gelman Library. In the event that this location is unavailable, we will meet in University Yard adjacent to the Law School. From our rendezvous location, we will await instructions to re-enter the School.
- **Alert DC:** Alert DC provides free notification by e-mail or text message during an emergency. Visit GW Campus Advisories for a link and instructions on how to sign up for alerts pertaining to GW. If you receive an Alert DC notification during class, you are encouraged to share the information immediately.
- **GW Alert:** GW Alert provides popup notification to desktop and laptop computers during an emergency. In the event that we receive an alert to the computer in our classroom, we will follow the instructions given. You are also encouraged to download this application to your personal computer. Visit GW Campus Advisories to learn how.
- **Additional Information:** Additional information about emergency preparedness and response at GW or the University's operating status can be found on GW Campus Advisories (<http://CampusAdvisories.gwu.edu>) or by calling the GW Information Line at 202-994-5050.