

INTERNATIONAL AFFAIRS 1005.10
INTRODUCTION TO INTERNATIONAL AFFAIRS
Elliott School of International Affairs
The George Washington University

Spring 2022

Time: MW, 12:45 – 2:00pm

Room: 1957 E St. NW #113

Office Hours: W, 2:30pm – 4:30pm (or by appt.)

Professor: Alexander B. Downes

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COURSE DESCRIPTION

In our daily lives, we often take the provision of order and security for granted because these are taken care of by the modern 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 affairs (IA), however, concerns politics and relations *among* states, above which (to paraphrase Thomas Hobbes) there is no common sovereign to keep them all in awe. How does the absence of a common authority to protect states from each other—and make them keep their promises—affect relations among them? Although there is no “government above governments” to prevent wars from occurring, life in the international system is not a constant war of all against all, and states sometimes even enter into hierarchical relationships with each other. 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 among states and how do states surmount them? Are there international institutions that are analogous to domestic institutions? What other kinds of inter-governmental or non-state actors exist and what role do they play? What are the pillars of the international economy and how do they work? What explains the flow of goods and money around the world? What are the most pressing questions facing the global community today?

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. Why does the world “look” the way it does in political terms? Who are the main actors? What do they want? What forces motivate their behavior? We examine several such forces—including power, institutions (domestic and international), interdependence, norms and ideas, and leaders—that correspond to major theoretical perspectives in IA. Second, we turn to perhaps the most fundamental question in the field: the causes of war and the conditions of peace. We will use the bargaining and levels of analysis approaches to war to understand the conditions under which wars occur and apply these approaches to some of the big historical cases, including the two World Wars, but also more recent conflicts, such as the 2003 Iraq War. Third, we explore the international economy, investigating international trade, finance, monetary relations, and development before considering globalization, its upsides and downsides, and the recent populist backlash against it. Finally, we survey an array of challenges currently facing the international system, including climate change, pandemic diseases, civil wars, terrorism, humanitarian intervention, gender and security, nuclear proliferation, cyber security, and the implications of the rise of China.

WHAT WILL YOU LEARN?

The principal *substantive* objective of this course is to expand your knowledge and understanding of international affairs, 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 might be different from life inside a state
- Describe some of the main forces that shape the behavior of states and leaders
- Analyze questions in international affairs from multiple theoretical perspectives
- 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 around the world as well as the challenges and problems this can create

- Identify and explain the significance of some of the major issues currently confronting the international community
- 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. These assignments—along with detailed instructions for completing them—will be posted on Blackboard one week before they are due. See the section on “Evaluation Procedures” at the end of the syllabus for more information on grading.

- **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, think about the discussion questions in the syllabus, complete any preparatory work assigned before class, and come ready to share your views. Speaking in front of a large group of your peers (and me or your TA) is nerve-wracking, but I encourage you to take a risk, go out on a limb, and raise your voice. 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.
- **In-Class Questions:** 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. You must also stay tuned in during class. To facilitate learning and engagement and help you identify the key points and arguments from books, articles, and lectures, each class session will have multiple choice or true/false questions built in that students will respond to using their electronic devices. For further details on this aspect of the course, see the section on Top Hat below.
- **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 draw an arrow diagram of the argument.
- **Take-Home Midterm Exam:** At the conclusion of Part II of the course, I will distribute 2 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 5 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 to 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:** To reduce stress and provide flexibility, there will be two versions of the final exam: (1) An in-class exam, technically cumulative but emphasizing the second half of the course, consisting of 25 multiple choice questions administered via Blackboard on the date and time established by the Registrar; or (2) a take-home essay exam of 5 double-spaced pages: students will answer 1 of 2-3 questions drawing on material from the second half of the course. Students will have one week to complete this version of the exam.

WHAT WE'LL BE READING

1. Required Books

We will read large parts of the following books, which are available for purchase (or rental) through the George Washington University Bookstore; they may also be purchased from many online outlets.

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

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

2. Recommended Books

The following book is recommended as a companion to the class but is not required.

Richard Haass, *The World: A Brief Introduction* (New York: Penguin Press, 2020).

3. Articles and Book Chapters

All of the journal articles and book chapters listed below in the required and recommended reading that are not in the Frieden, Lake, and Schultz or Rodrik books are available online through Blackboard. To access them, click on "Blackboard" from the "My GW" page (<https://my.gwu.edu>), log in, and navigate to the page for this class. On the left-hand side, there are menu items for each part of the course. Click on the desired link and you will find folders for each class session. Inside the folders are all readings that are not in the assigned books. I will also post videos here as well as the slides and recordings for each class session.

HOW WILL CLASS BE CONDUCTED?

The class will be conducted in three parts:

- **Two in person sessions** at the posted class time, MW, 12:45-2:00pm. These sessions will be recorded via Zoom and will be available for viewing in Blackboard.
- **In person discussion sections** on Fridays (various times) for 50 minutes with a Teaching Assistant. Please see below for a list of TAs, section times, and locations.
- **Pre-recorded/asynchronous material**, consisting of short lectures by Prof. Downes, roughly 10-25 minutes in length, posted in the relevant class folders on Blackboard. There are three types of videos: required, recommended, and optional. *Required videos* are part of the regular class material and should be viewed before class if possible. *Recommended videos* provide background on various subjects that may be useful for students who are unfamiliar with particular topics. *Optional videos* are interesting but whether you watch them is totally up to you. Other short videos on relevant topics may also be posted from time to time.

Please note that the university administration has decided that owing to the current spike in COVID-19 cases driven by the Omicron variant, the first week of classes will be conducted virtually. I will use Zoom to conduct these sessions. To join, click on "Zoom Meeting" from the main menu in Blackboard and then click on the link for the appropriate class session.

TOP HAT

If you have not already done so, you should register for the **Top Hat** platform (<https://tophat.com/>) for a fee of \$30 for the semester (this fee covers all of your courses that use Top Hat). *Please use the @gwu.edu version of your email address when you register.* Invitations were sent to all students registered as of January 7. The join code for

the class is **056800**. I will use Top Hat to take attendance, deliver lectures/slides, ask questions, and conduct polls and surveys.

TECHNOLOGY

This course requires the use of a laptop, tablet/iPad, or cell phone to answer questions in Top Hat. It is necessary to possess baseline technology skills in order to participate fully in the course. Please consult the [GW Online website](#) for further information about recommended configurations and support. If you have questions or problems with technology for this course, please consult the Technology Help link in the left navigation menu in our course in Blackboard.

You should be able to:

- Use a personal computer and its peripherals.
- Use word processing and other productivity software.
- Seek technology help by contacting [GW Information Technology](#) (202-994-4948).

If you have any problems with the software in this course, please reference the Technology Help link in the left navigation menu in our course on Blackboard. To obtain technical assistance with Top Hat, go to <https://tophat.com/support/>.

OFFICE HOURS

I will hold weekly office hours on Wednesdays from 2:30 to 4:30pm in my office (605B in the Elliott School; take the elevator to the 6th floor and look for the glass doors for the Institute for Security and Conflict Studies. My office is on the right immediately inside the doors.). *During the first week of class (or as long as instruction remains virtual), office hours will be held in my personal Zoom room: <https://gwu-edu.zoom.us/j/5342488720>.*

TEACHING STAFF

Discussion sections will be led by the following M.A. and Ph.D. students in the Department of Political Science:

- Gabriel Gorre <ggorre@gwmail.gwu.edu>
- Amoz Hor <amozhor@gwmail.gwu.edu>
- Nick Luettker <luettke@gwmail.gwu.edu>
- Caleb Schmotter <calebs@gwmail.gwu.edu>

DISCUSSION SECTIONS

All discussion sections meet on Fridays. See below for a list of each section including the section number, instructor, time, and location.

Section Number	Instructor	Meeting Time	Room
35	Amoz Hor	9:35-10:25am	1957 E St. NW, B16
36	Amoz Hor	2:30-3:20pm	1957 E St. NW, 316
37	Caleb Schmotter	2:30-3:20pm	1957 E St. NW, 111
38	Nick Luettker	11:10am-12:00pm	1957 E St. NW, 316
39	Caleb Schmotter	11:10am-12:00pm	1957 E St. NW, 111
40	Gabriel Gorre	11:10am-12:00pm	1957 E St. NW, 211
41	Nick Luettker	12:45-1:35pm	1957 E St. NW, 316
42	Gabriel Gorre	12:45-1:35pm	1957 E St. NW, 211

COURSE CALENDAR**Part I. Our World and the Forces that Shape It**

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|-------------------|---|
| 1. January 10 (M) | Course Introduction |
| 2. January 12 (W) | Our World Today and How We Got Here |
| 3. January 17 (M) | <i>No Class: Martin Luther King Day</i> |
| 4. January 19 (W) | Actors and Concepts |
| 5. January 24 (M) | Anarchy and Power |
| 6. January 26 (W) | Institutions and Interdependence |
| 7. January 31 (M) | Ideas and Norms |
| 8. February 2 (W) | Leaders |

Part II. The Problem of War

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|---------------------|--|
| 9. February 7 (M) | War in History |
| 10. February 9 (W) | War as a Bargaining Problem |
| 11. February 14 (M) | The Levels of Analysis Approach to War |
| 12. February 16 (W) | Causes of World War I |
| 13. February 21 (M) | <i>No Class: President's Day</i> |
| 14. February 23 (W) | Causes of World War II in the Pacific |
| 15. February 28 (M) | Causes of the Six-Day and Iraq Wars |

Part III. The International Economy

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|------------------|--|
| 16. March 2 (W) | International Trade |
| 17. March 7 (M) | International Development |
| 18. March 9 (W) | International Finance and Monetary Relations |
| 19. March 14 (M) | <i>No Class: Spring Break</i> |
| 20. March 16 (W) | <i>No Class: Spring Break</i> |
| 21. March 21 (M) | Globalization |
| 22. March 23 (W) | Globalization Backlash |

Part IV. Challenges Facing Our World

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|------------------|--|
| 23. March 28 (M) | The Environment and Climate Change |
| 24. March 30 (W) | Pandemic Disease |
| 25. April 4 (M) | Civil War |
| 26. April 6 (W) | Terrorism |
| 27. April 11 (M) | R2P, Humanitarian Intervention, and UN Peacekeeping (Guest Lecture) |
| 28. April 13 (W) | Gender and Security (Guest Lecture) |
| 29. April 18 (M) | Nuclear Proliferation: Causes and Consequences |
| 30. April 20 (W) | Cyber Security |
| 31. April 25 (M) | Regional Manifestations of Challenges: Focus on South Asia (Guest Lecture) |
| 32. April 27 (W) | Designated Monday: The Rise of China |

SCHEDULE OF ASSIGNMENTS

Assignment	Date Distributed	Date Due
Argument Map	January 26	February 2
Midterm Exam	February 28	March 7
Policy Memo	April 4	April 11
Final Exam (both versions)	TBD	TBD

DETAILED COURSE SCHEDULE**Part I. Introduction****1. Course Introduction** **January 10**

- Read the course syllabus; no other readings assigned.
- Watch Downes video on reading and note-taking

2. Our World Today—and How We Got Here **January 12**Guiding Questions

- What does our world “look like” today—in terms of its political boundaries, distribution of power, and institutions? How did it get that way?
- What are some of the major historical forces or events that have shaped the way the world is now?

Required Reading

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

Recommended Reading

- Haas, *The World*, 1-57.

3. Martin Luther King, Jr., Day: No Class **January 17**

- Get a head start on Wednesday’s reading!

4. Actors and Concepts **January 19**Guiding Questions

- Who/what are the main actors in world politics?
- 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?

Required Reading

- FLS, *World Politics*, xxvi-xxxvi and Chapter 2.
- Jack Snyder, “One World, Rival Theories,” *Foreign Policy*, no. 145 (November/December 2004): 52-62.
- Jack S. Levy and William R. Thompson, *Causes of War* (Malden, Mass.: Wiley-Blackwell, 2010), 14-18.

Recommended Reading

- On hypotheses, laws, and theories: Kenneth N. Waltz, *Theory of International Politics* (New York: McGraw-Hill, 1979), 1-13.
- On the levels of analysis: Kenneth N. Waltz, *Man, the State, and War: A Theoretical Analysis* (New York: Columbia University Press, 1954), 1-15.

5. Forces that Shape Our World: Anarchy and Power**January 24**Guiding Questions

- What happens if you call “911” in the international system? Who answers?
- Does it pay to be as powerful as possible 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?

Required Reading

- Charles L. Glaser, “Realism,” in Alan Collins, ed., *Contemporary Security Studies*, 4th ed. (Oxford: Oxford University Press, 2016), 13-29.
- Watch: John J. Mearsheimer, “Structural Realism,” <https://www.youtube.com/watch?v=RXIIdh6rD18>.

Recommended Reading

- Kenneth N. Waltz, *Theory of International Politics* (New York: McGraw-Hill, 1979).
- John J. Mearsheimer, *The Tragedy of Great Power Politics* (New York: Norton, 2001), esp. 29-54.
- Charles L. Glaser, *Rational Theory of International Politics* (Princeton, N.J.: Princeton University Press, 2011).

6. Forces that Shape Our World: Institutions and Interdependence**January 26***Argument Map Assignment Distributed*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?
- Are democracies different than other kinds of states? 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?

Required Reading

- Review FLS, *World Politics*, 68-78; read 168-83.
- Levy and Thompson, *Causes of War*, 70-77.

Recommended Reading

- On international institutions: Robert O. Keohane, *After Hegemony: Cooperation and Discord in the World Political Economy* (Princeton, N.J.: Princeton University Press, 1984), 85-97, 107-09.
- On democratic peace: Bruce Russett, *Grasping the Democratic Peace: Principles for a Post-Cold War World* (Princeton, N.J.: Princeton University Press, 1993), 24-25, 30-42.
- On interdependence: Dale C. Copeland, *Economic Interdependence and War* (Princeton, N.J.: Princeton University Press, 2015), 18-27.
- Rick Gladstone, “As U.N. Turns 75, the Celebration is Muted by Calamity and Conflict,” *New York Times*, September 15, 2020.
- Christopher Hemmer and Peter J. Katzenstein, “Why Is There No NATO in Asia? Collective Identity, Regionalism, and the Origins of Multilateralism,” *International Organization* 56, no. 3 (Summer 2002): 575-607.
- Henry Farrell and Abraham L. Newman, “Weaponized Interdependence: How Global Economic Networks Shape State Coercion,” *International Security* 44, no. 1 (Summer 2019): 42-79.

7. Forces that Shape Our World: Ideas, Identities, and Norms**January 31**Guiding Questions

- What's a norm? What kinds of norms are there and why do people follow them?
- How do norm-based explanations differ from those that emphasize material factors, like interests or costs?
- How did the definition of who was "human" change from the nineteenth to the twentieth centuries—and how did that affect world politics?
- Why would states ever voluntarily renounce the right to use a certain type of weapon?

Required Reading

- FLS, *World Politics*, 475-89.
- 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).
- Martha Finnemore, "Constructing Norms of Humanitarian Intervention," in Peter J. Katzenstein, ed., *The Culture of National Security: Norms and Identity in World Politics* (New York: Columbia University Press, 1996), 153-85.

Recommended Reading

- Alexander Wendt, "Anarchy is what States Make of It: The Social Construction of Power Politics," *International Organization* 46, no. 2 (Spring 1992): 391-425.
- Alexander Wendt, "Constructing International Politics," *International Security* 20, no. 1 (Summer 1995): 71-81.
- Peter J. Katzenstein, ed., *The Culture of National Security: Norms and Identity in World Politics* (New York: Columbia University Press, 1996).
- Nina Tannenwald, "The Nuclear Taboo: The United States and the Normative Basis of Nuclear Non-Use," *International Organization* 53, no. 3 (Summer 1999): read 433-68.

8. Forces that Shape Our World: Leaders**February 2***Argument Map Assignment Due*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?
- Does it matter who wins presidential elections in the United States for how the United States conducts itself in the world? Why?

Required Reading

- Daniel L. Byman and Kenneth M. Pollack, "Beyond Great Forces: How Individuals Still Shape History," *Foreign Affairs* 98, no. 6 (November/December 2019): 148-60.
- Madison Schramm and Alexandra Stark, "Peacemakers or Iron Ladies? A Cross-National Study of Gender and International Conflict," *Security Studies* 29, no. 3 (2020): read 515-30 and 539-48 (skim the statistics if you like).
- Elizabeth N. Saunders, "Transformative Choices: Leaders and the Origins of Intervention Strategy," *International Security* 34, no. 2 (Fall 2009): read 119-22 and 129-37.

Recommended Reading

- Michael Horowitz, Cali M. Ellis, and Allan C. Stam, *Why Leaders Fight* (New York: Cambridge University Press, 2015).
- Elizabeth N. Saunders, *Leaders at War: How Presidents Shape Military Interventions* (Ithaca, N.Y.: Cornell University Press, 2011).
- Robert Jervis, *Perception and Misperception in International Politics* (Princeton, N.J.: Princeton University Press, 1976).

Part II. The Problem of War**9. War in History****February 7**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?
- What developments have shaped how war is conducted over time?
- Is war on the decline?

Required Reading

- Carl von Clausewitz, *On War*, ed. Michael Howard and Peter Paret (Princeton, N.J.: Princeton University Press, 1976), Book 1, Chapter 1 (75-89, especially parts 1-11 and 20-28); and Book 8, Chapters 2-3 and 6 (579-94, 603-10).
- Levy and Thompson, *Causes of War*, 1-14.
- “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)

Recommended Reading

- Michael Howard, *War in European History* (Oxford: Oxford University Press, 1976), Chaps. 5-6.
- Margaret MacMillan, *War: How Conflict Shaped Us* (New York: Random House, 2020).

10. Causes of War: The Bargaining Approach**February 9**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?
- How do the ways that wars start affect how they will be fought or how long they will last?

Required Reading

- Dan Reiter, “Exploring the Bargaining Model of War,” *Perspectives on Politics* 1, no. 1 (March 2003): 27-30 *only*.
- FLS, *World Politics*, Chapter 3.

Recommended Material

- James D. Fearon, “Rationalist Explanations for War,” *International Organization* 49, no. 3 (Summer 1995): 379-414.
 - Don’t worry about the appendix or mathematical notation! Do try to understand the “divide the dollar” game and the three “rationalist” explanations Fearon lays out.
- YouTube Video: William Spaniel, International Relations 101 (#18): “War’s Bargaining Range.”
- Alex Weisiger, *Logics of War: Explanations for Limited and Unlimited Conflicts* (Ithaca, N.Y.: Cornell University Press, 2013), Chapter 1, especially 13-19 and 33-36.

11. Causes of War: The Levels of Analysis Approach**February 14**Guiding Questions

- Is it more dangerous to have a balance of power or an imbalance of power among states?
- Are power transitions among leading states dangerous? Why?
- Can leaders use war to boost their domestic political fortunes?
- Are human beings rational processors of information or plagued by biases in how we interpret information and assess risk?
- If Al Gore had been elected President in 2000, would the U.S. have invaded Afghanistan? Iraq?

Required Reading

- FLS, *World Politics*, Chapter 4.
- Levy and Thompson, *Causes of War*, 38-48, 93-96, 133-54.

Recommended Reading

- Kenneth N. Waltz, *Man, the State, and War: A Theoretical Analysis* (New York: Columbia University Press, 1954).

12. Causes of World War I**February 16**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 role did changes in relative power among the European great powers play in setting the conditions for a major war?
- What alternatives did Germany have in 1914 to the strategy it chose? Were any of them better? Why didn't German leaders choose them?

Required Reading

- Jack Snyder, "Civil-Military Relations and the Cult of the Offensive, 1914 and 1984," *International Security* 9, no. 1 (Summer 1984): 108-37 only.
- Scott D. Sagan, "1914 Revisited: Allies, Offense, and Instability," *International Security* 11, no. 2 (Fall 1986): 151-75.
- Dale C. Copeland, *The Origins of Major War* (Ithaca, N.Y.: Cornell University Press, 2000), 56-78.

Recommended Materials

- Video clip from "Black Adder"
- Videos: "World War I Oversimplified" (2 parts)
- Downes videos on theories of the causes of World War I

13. No Class: President's Day**February 21**

14. Causes of World War II in the Pacific**February 23**Guiding Questions

- Why did Japan pick a fight with the United States in 1941 despite having an economy one-tenth its size?
- Can Japan's attack on the United States be considered a preventive war when Japan was so much weaker than its target?
- What was the role of race or racism in contributing to the onset of war from 1939 to 1941?

Required Reading

- Scott D. Sagan, "The Origins of the Pacific War," *Journal of Interdisciplinary History* 18, no. 4 (Spring 1988): 893-922.
- Steven Ward, "Race, Status, and Japanese Revisionism in the Early 1930s," *Security Studies* 22, no. 4 (2013): 607-39.

Recommended on World War II in Europe

- Downes videos on the interwar period, the road to/outbreak of World War II in Europe, and theories of the causes of World War II in Europe.
- Videos: "World War II Oversimplified" (2 Parts)

15. Causes of the Six-Day and Iraq Wars**February 28***Midterm Exam Distributed*Guiding Questions

- What was the role of information problems and incentives to misrepresent 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?

Required Reading

- 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): read 7-10, 14-42 *only*; skim the rest.

Recommended Reading

- Michael J. Mazarr, *Leap of Faith: Hubris, Negligence, and America's Greatest Foreign Policy Tragedy* (New York: PublicAffairs, 2019).
- Michael MacDonald, *Overreach: Delusions of Regime Change in Iraq* (Cambridge, Mass.: Cambridge University Press, 2014).

Part III. The International Economy**16. International Trade****March 2**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?
- 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?

Required Reading

- FLS, *World Politics*, Chapter 7.
- Rodrik, *Globalization Paradox*, 3-46, 67-88.

Recommended Reading

- 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, 107-09.
- Michael J. Hiscox, “The Domestic Sources of Foreign Economic Policy,” in *Global Political Economy*, 3rd ed., ed. John Ravenhill (Oxford: Oxford University Press, 2010), 50-55, 65-72.
- Haas, *The World*, 215-29.

17. International Development**March 7***Midterm Exam Due*Guiding Questions

- Why are some countries rich while others are poor?
- Does imperialism help explain the wealth or poverty of nations?
- What are some of the ways that less-developed countries have sought to develop their economies?
- What is the “Washington Consensus”? Has it had a positive, negative, or mixed role in international development?

Required Reading

- FLS, *World Politics*, Chapter 10
- Rodrik, *Globalization Paradox*, 135-58.

Recommended Reading

- Jared Diamond, *Guns, Germs, and Steel: The Fates of Human Societies* (New York: Norton, 1999).
- Daron Acemoglu, Simon Johnson, and James A. Robinson, “The Colonial Origins of Comparative Development: An Empirical Investigation,” *American Economic Review* 91, no. 5 (December 2001): 1369-1401.
- Kenneth L. Sokoloff and Stanley L. Engerman, “History Lessons: Institutions, Factor Endowments, and Paths of Development in the New World,” *Journal of Economic Perspectives* 14, no. 3 (Summer 2000): 217-32.
- W.W. Rostow, “The Stages of Economic Growth,” *The Economic History Review* 12, no. 1 (1959): 1-16.
- Haas, *The World*, 240-50.

18. International Finance and Monetary Relations**March 9**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?
- 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?

Required Reading

- FLS, *World Politics*, Chapters 8-9.

Recommended Reading

- Daniel W. Drezner, “Bad Debts: Assessing China’s Financial Influence in Great Power Politics,” *International Security* 34, no. 2 (Fall 2009): 7-45.
- Ana Swenson, “The U.S. Labeled China a Currency Manipulator. Here’s What It Means,” *New York Times*, August 6, 2019.
- Haas, *The World*, 230-39.

19. No Class: Spring Break**March 14****20. No Class: Spring Break****March 16****21. Globalization****March 21**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?
- What is the effect of globalization on inequality—both within and between states?
- 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?

Required Reading

- David Dollar and Art Kraay, “Spreading the Wealth,” *Foreign Affairs* 81, no. 1 (January/February 2002): 120-33.
- Rodrik, *Globalization Paradox*, 47-67, 89-111.

Recommended Reading

- Jeffrey A. Frankel, “Globalization of the Economy,” NBER Working Paper No. 7858 (August 2000).
- 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.
- Haas, *The World*, 159-65.

22. Globalization Backlash**March 23**Guiding Questions

- Did the consequences of globalization contribute to Brexit?
- Did the consequences of globalization help get Donald Trump elected?
- Why did President Trump initiate a trade war against China?

Required Reading

- FLS, *World Politics*, 619-33.
- Rodrik, *Globalization Paradox*, 184-206.
- Read one of the following:
 - 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. The Environment and Climate Change****March 28**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 stop or reverse climate change?

Required Reading

- FLS, *World Politics*, Chapter 13.
- 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.
- William Nordhaus, “The Climate Club: How to Fix a Failing Global Climate Effort,” *Foreign Affairs* 99, no. 3 (May/June 2020): 10-17.

Recommended Reading

- Garrett Hardin, “The Tragedy of the Commons,” *Science* 162, no. 3859 (December 13, 1968): 1243-1248.
- Brad Plumer and Nadja Popovich, “The U.S. Has a New Climate Goal. How Does It Stack Up Globally?” *New York Times*, April 22, 2021.
- Somini Sengupta, “Climate Promises Made in Glasgow Now Rest with a Handful of Powerful Leaders,” *New York Times*, November 14, 2021.
- International Energy Agency, “Global Energy Review: CO2 Emissions in 2020,” March 2, 2021.
- Global Carbon Project, “Coronavirus Causes ‘Record Fall’ in Fossil Fuel Emissions in 2020,” December 11, 2020.
- Haas, *The World*, 183-92.

24. Global Responses to Pandemic Disease**March 30**Guiding Questions

- In what ways is the world *more* vulnerable to a pandemic now than it was 100 years ago?
- How does globalization facilitate the spread of diseases?
- Why can't countries "go it alone" when it comes to fighting pandemics?

Required Reading

- Michael T. Osterholm and Mark Olshaker, *Deadliest Enemy: Our War against Killer Germs* (New York: Little, Brown Spark, 2017), 64-71.
- Michael T. Osterholm and Mark Olshaker, "Chronicle of a Pandemic Foretold: Learning from the COVID-19 Failure—Before the Next Outbreak Arrives," *Foreign Affairs* 99, no. 4 (July/August 2020): 10-24.
- Thomas J. Bollyky and Chad P. Bown, "The Tragedy of Vaccine Nationalism," *Foreign Affairs* 99, no. 5 (September/October 2020): 96-108.
- Larry Brilliant et al., "The Forever Virus: A Strategy for the Long Fight against COVID-19," *Foreign Affairs* 100, no. 4 (July/August 2021): 76-91.

Recommended Reading

- Michael Lewis, *The Premonition: A Pandemic Story* (New York: Norton, 2021).
- David Quammen, *Spillover: Animal Infections and the Next Human Pandemic* (New York: Norton, 2012).

25. Civil Wars**April 4***Policy Memo Assignment Distributed*Guiding Questions

- What are civil wars? Can the causes of civil wars be explained with frameworks and theories developed to explain interstate wars?
- What are some of the effects of civil wars on civilians?
- Under what conditions is external intervention most effective at helping rebels or states win civil wars? How can intervention make civil wars worse? Can intervention actually *cause* new civil wars to break out? How?

Required Reading

- FLS, *World Politics*, 236-68.
- Patricia L. Sullivan and Johannes Karreth, "The Conditional Effect of Military Intervention on Internal Armed Conflict Outcomes," *Conflict Management and Peace Science* 32, no. 3 (2015): 269-74 *only*.
- Max Fisher, "Syria's Paradox: Why the War Only Ever Seems to Get Worse," *New York Times*, August 26, 2016.

Recommended Material

- Video of Downes, "Catastrophic Success" lecture to incoming students, August 2020.
- Downes syllabus for IAFF 2190/PSC 2994, "Civil Wars," available at <https://alexanderdownes.weebly.com/teaching.html>.
- Alexander B. Downes, *Catastrophic Success: Why Foreign-Imposed Regime Change Goes Wrong* (Ithaca, N.Y.: Cornell University Press, 2021), Chapter 3.
- Therese Pettersson et al., "Organized Violence, 1989-2020, with a Special Emphasis on Syria," *Journal of Peace Research* 58, no. 4 (July 2021): 809-25.
- Lars-Erik Cederman, Kristian Skrede Gleditsch, and Halvard Buhaug, *Inequality, Grievances, and Civil War* (Cambridge: Cambridge University Press, 2013).
- James D. Fearon and David D. Laitin, "Ethnicity, Insurgency, and Civil War," *American Political Science Review* 97, no. 1 (February 2003): 75-90.

26. Terrorism**April 6**Guiding Questions

- What is terrorism?
- Is terrorism rational? If so, from whose perspective?
- What are the strategies of terrorism?
- Are democracies uniquely vulnerable to terrorism? Why?
- Does terrorism work? Work for what?

Required Reading

- FLS, *World Politics*, 268-291.
- J.M. Berger, "The Difference Between a Killer and a Terrorist," *The Atlantic*, April 26, 2018.
- Max Abrahms, "Why Terrorism Does Not Work," *International Security* 31, no. 2 (Fall 2006): 42-78.

Recommended Reading

- National Consortium for the Study of Terrorism and Responses to Terrorism, "Global Terrorism Overview: Terrorism in 2019," START Background Report, University of Maryland, July 2020.
- Virginia Page Fortna, "Do Terrorists Win? Rebels' Use of Terrorism and Civil War Outcomes," *International Organization* 69, no. 3 (Summer 2015): 519-56.
- Bruce Hoffman, *Inside Terrorism* (New York: Columbia University Press, 2006).
- Robert A. Pape, "The Strategic Logic of Suicide Terrorism," *American Political Science Review* 97, no. 3 (August 2003): 343-61.
- Haas, *The World*, 166-72.

27. Humanitarian Intervention, R2P, and Peacekeeping**April 11**

Guest Lecture: Prof. Paul Williams, GWU
Policy Memo Due

Guiding Questions

- Can the UN help end civil wars and keep them ended?
- How has UN peacekeeping changed over time?
- When should outside actors step in to end atrocities in civil wars?
- What is the balance between state sovereignty and human rights?

Required Reading

- FLS, *World Politics*, 214-230.
- Barbara F. Walter, Lise Morje Howard, and V. Page Fortna, "The Extraordinary Relationship between Peacekeeping and Peace," *British Journal of Political Science* 51, no. 4 (October 2021): 1705-22.
- Alex J. Bellamy, "The Responsibility to Protect Turns Ten," *Ethics and International Affairs* 29, no. 2 (Summer 2015): 161-85.
- Mateja Peter, "Between Doctrine and Practice: The UN Peacekeeping Dilemma," *Global Governance* 21 (2015): 351-70.

Recommended Reading

- Gareth Evans and Mahmoud Sahnoun, "The Responsibility to Protect," *Foreign Affairs* 81, no. 6 (November/December 2002), 99-110.
- Jon Western and Joshua S. Goldstein, "Humanitarian Intervention Comes of Age," *Foreign Affairs* 90, no. 6 (November/December 2011): 48-59.
- Jennifer M. Welsh, "The Responsibility to Protect after Libya and Syria," *Daedalus* 145, no. 4 (Fall 2016): 75-87.
- Paul D. Williams, "The Security Council's Peacekeeping Trilemma," *International Affairs* 96, no. 2 (March 2020): 479-99.

28. Gender and Security**April 13***Guest Lecture: Prof. Shirley Graham, GWU*Guiding Questions

- Are women more “peaceful” than men? Are women leaders less prone to use force? Or are they socialized to be “tough” and thus just as prone to use force as men?
- Does gender inequality or the mistreatment of women contribute to terrorism, civil war, and interstate war? How?
- How might things like climate change, pandemic disease, and civil war disproportionately affect women?

Required Reading

- TBD.

Recommended Reading

- Chantal de Jonge Oudraat and Michael E. Brown, *The Gender and Security Agenda: Strategies for the 21st Century* (London: Routledge, 2020), especially chapters by Kuehnast and Gaudry-Haynie.
- Farnaz Fassihi and Dan Bilefsky, “For Afghan Women, Taliban Stir Fears of Return to a Repressive Past,” *New York Times*, August 18, 2021.
- Joslyn Barnhart, Robert F. Trager, Elizabeth N. Saunders, and Allen Dafoe, “The Suffragist Peace,” *International Organization* 74 (Fall 2020): 633-70.
- Valerie M. Hudson et al., *Sex and World Peace* (New York: Columbia University Press, 2012).
- Valerie M. Hudson et al., “The Heart of the Matter: The Security of Women and the Security of States,” *International Security* 33, no. 3 (Winter 2008/09): 7-45.

29. Nuclear Proliferation: Causes and Consequences**April 18**Guiding Questions

- What is a nuclear weapon? How do you make one and how does it work?
- Why do states build nuclear weapons?
- 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?
- 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?

Required Reading

- FLS, *World Politics*, 593-606.
- Hans M. Kristensen and Matt Korda, “Status of World Nuclear Forces,” Federation of American Scientists (April 2020), <https://fas.org/issues/nuclear-weapons/status-world-nuclear-forces/>.
- Alexander B. Downes, Charles L. Glaser, and Jasen J. Castillo, “Nuclear Compellence Revisited: Explaining the Success and Failure of Nuclear Compellent Threats,” unpublished ms., George Washington University.
- Mark Bowden, “How to Deal with a Nuclear North Korea,” *The Atlantic*, July/August 2017.

Recommended Reading

- Haas, *The World*, 173-82.
- 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): 186-97.

- 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, *Nuclear Weapons and Coercive Diplomacy* (Cambridge: Cambridge University Press, 2017).

30. Cyber Security

April 20

Guiding Questions

- What is the difference between “cyber exploitation” and “cyber attack?”
- How do cyber intruders gain access to targets’ computer networks?
- 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 pros and cons of responding to cyber attacks with cyber vs. “kinetic” retaliation?

Required Reading

- Ben Buchanan, *The Hacker and the State: Cyber Attacks and the New Normal of Geopolitics* (Cambridge, Mass.: Harvard University Press, 2020), 129-47.
- Erica Borghard and Jacquelyn Schneider, “Russia’s Hack Wasn’t Cyberwar. That Complicates U.S. Strategy,” *Wired.com*, December 17, 2020.
- Eric Rosenbach, Juliette Kayyem, and Lara Mitra, “The Limits of Cyberoffense: Why America Struggles to Fight Back,” *Foreign Affairs*, August 11, 2021.

Recommended Material

- President Joseph R. Biden, Jr., “Executive Order on Improving the Nation’s Cybersecurity,” May 12, 2021.
- Elliott Ackerman and Admiral James Stavridis, *2034: A Novel of the Next World War* (New York: Penguin Press, 2021).
- P.W. Singer and Allan Friedman, *Cybersecurity and Cyberwar: What Everyone Needs to Know* (Oxford: Oxford University Press, 2014).
- Ben Buchanan, *The Cybersecurity Dilemma: Hacking, Trust, and Fear between Nations* (Oxford: Oxford University Press, 2017).
- Jon R. Lindsay, “Stuxnet and the Limits of Cyber Warfare,” *Security Studies* 22, no. 3 (2013): 365-404.
- *Zero Days*, a documentary about Stuxnet, directed by Alex Gibney (Magnolia Pictures, 2016).
- Haas, *The World*, 201-07.

31. Regional Manifestations of Challenges: Focus on South Asia

April 25

Guest Lecturer: Dean Alyssa Ayres, *ESIA*

Required Material

- National Intelligence Council, *Global Trends 2040* (Washington, D.C.: National Intelligence Council, March 2021).
- *China’s Influence on Conflict Dynamics in South Asia: USIP Senior Study Group Final Report* (Washington, D.C.: United States Institute of Peace, December 2020).
- Governments of the United States, Australia, India, and Japan, “Joint Statement from Quad Leaders,” September 24, 2021.
- Watch: *The Island President*, documentary film directed by Jon Shenk, minutes 0:25:00-0:40:00.

Recommended Reading

- Ashley J. Tellis, “A Troubled Transition: Emerging Nuclear Forces in India and Pakistan,” Hoover Institution Fall Series Issue 919.
- Tanvi Madan, “Major Power Rivalry in South Asia,” Council on Foreign Relations, Discussion Paper Series on Managing Global Disorder No. 6.

- “Promoting Reconciliation, Accountability, and Human Rights in Sri Lanka,” Report of the UN High Commissioner for Human Rights, February 9, 2021.
- “Seven Years after Rana Plaza, Significant Challenges Remain,” Minority Staff Report, Committee on Foreign Relations, United States Senate, March 5, 2020.

32. Designated Monday: The Rise of China

April 27

Guiding Questions

- Is war still the main agent of systemic change in international relations?
- 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?

Required Reading

- 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): 381-96.
- Graham Allison, “The Thucydides Trap: Are the U.S. and China Headed for War?” *The Atlantic*, September 24, 2015.

Recommended Reading

- Evan Osnos, “The Future of America’s Contest with China,” *The New Yorker*, January 6, 2020; or his interview on NPR’s *Fresh Air*, January 9, 2020.
- Graham Allison, *Destined for War: Can America and China Escape Thucydides’s Trap?* (Boston: Houghton Mifflin Harcourt, 2017).
- Michael Beckley, “China’s Century? Why America’s Edge Will Endure,” *International Security* 36, no. 3 (Winter 2011/12): 41-78.

33. Final Exam

- Multiple Choice Version: Administered in person in ESIA Rm. 113 on Blackboard on the date established by the Registrar (TBD)
- Essay Version: Likely will be due on the date of the multiple choice exam (depends on the specific date of that exam); will be distributed one week prior to the due date.

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. Your numeric score on each assignment will be multiplied by the relevant percentage and added together to determine your score for the course. At the end of the course I round your score up to a whole number following conventional rounding rules (i.e., round up from 0.5 or above).

Assignment	Percentage of Course Grade
Attendance and Participation*	15%
In-Class Top Hat Questions	10%
Argument Mapping Exercise	5%
Midterm Exam	25%
Policy Memo	20%
Final Exam	25%

* Apportioned 10% section participation, 2.5% section attendance, and 2.5% lecture attendance.

GRADES

The grading scale below will be used to determine your letter grades on each assignment and your final letter grade in the course.

Excellent	Good	Pass	Low Pass	Fail
94-100: A	87-89: B+	77-79: C+	67-69: D+	0-59: F
90-93: A-	84-86: B	74-76: C	64-66: D	
	80-83: B-	70-73: C-	60-63: D-	

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 Class.** 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. Attendance will be taken via Top Hat and counts toward your grade.
- **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.
- **Complete the Readings.** Simply put, *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.

COURSE 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), illness, and other emergencies.
- **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.
- **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.
- **COVID-19:** In accordance with university policy and DC government rules, students must wear masks at all times in the classroom. As specified on the [Onward GW](#) website, however, instructors may remove their masks if and only if all students in the room are masked and the instructor remains six feet away from any student. I intend to follow this policy, removing my mask when I start to speak while keeping my distance from you. I will put it back on at the end of class so that I may speak to students who have questions. *If GW's mask guidance for instructors changes, however, I will follow whatever rules are specified.*
- **Electronic Devices:** In order to use Top Hat, students will need an electronic device of some kind (e.g., laptop computer, tablet or iPad, or cell phone). When you arrive in class, log into Top Hat. I will use it to take attendance electronically. When I present Power Point slides, they will appear on your screen. You will also be able to answer the questions that are embedded in the slides. If for some reason your answer does not go through (this sometimes happens because of connection issues), take a screen shot of your answer and email it to me if you are able; otherwise simply email me and briefly explain what happened. I will excuse these missed answers.

I expect you to use your electronic devices responsibly. That means no checking email or Facebook, live tweeting my lectures, shopping for vacuum cleaners, etc.

- **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 in international affairs, 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.
- **Instructor Response Time:** I will endeavor to respond to email inquiries within 24 hours, except on weekends or holidays, when you can expect a response the next business day. We will do our best to return graded assignments within 1 week for short assignments and 2 weeks for longer ones.
- **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. Please note that the final exam grades are not subject to appeal given the strict time constraints for submitting course grades.

- **Netiquette:** Please observe the following rules of netiquette for communicating online:
 - Please remain professional, respectful, and courteous at all times.
 - If we use discussion boards or other forms of online communication, remember that a real human being wrote each post and will read what you write in response. It is easy to misinterpret discussion posts. Let's give the benefit of the doubt.
 - If you have a strong opinion on a topic, it is acceptable to express it as long as it is not phrased as an attack. Please be gracious with differing opinions.
 - When upset, wait a day or two prior to posting. Messages posted (or emailed) in anger are often regretted later.
 - Proofread and use the spell check tool when you type a post. It makes the post easier to read and helps your readers understand what you are saying.

I reserve the right to delete any post that is deemed inappropriate for the discussion forum, blog, or wiki without prior notification to the student. This includes any post containing language that is offensive, rude, profane, racist, or hateful. Posts that are seriously off-topic or serve no purpose other than to vent frustration will also be removed.

- **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. Late papers will be accepted up to 72 hours after the deadline, but one letter grade will be deducted per 24 hours past the deadline. Papers that are more than 72 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>).

All papers and assignments for this class will be submitted electronically on Blackboard and will be run through SafeAssign, which is a plagiarism detection software. Detailed instructions on how to submit papers will be included with each assignment.

- **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, and must be completed in accordance with the GWU Code of Academic Integrity. **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. For more information see [Academic Dishonesty Prevention](#).
- **Recording:** Following the recommendation of the university administration, I will be video recording all of our classes so that students who are feeling ill, receive a positive COVID test, must quarantine owing to close contact with someone who tested positive, or need to miss class for any other legitimate reason can use the video to review the material for sessions they miss. These videos will automatically post to Blackboard and I will place a link to them in the folder for that class. This does not mean the class will be a hybrid class. As per the Onward GW policies, our class is in person. I will also post the slides from my lectures before class on Blackboard in the folder for that class.

UNIVERSITY POLICIES, RESOURCES, AND SERVICES

- **Copyright Policy Statement:** Materials used in connection with this course may be subject to copyright protection under Title 17 of the United States Code. Under certain Fair Use circumstances specified by law, copies may be made for private study, scholarship, or research. Electronic copies should not be shared with unauthorized users. If a user fails to comply with Fair Use restrictions, he/she may be liable for copyright

infringement. For more information, including Fair Use guidelines, see [Libraries and Academic Innovations Copyright page](#).

- **Disabilities:** If you may need disability accommodations based on the potential impact of a disability, please register with Disability Support Services (DSS) at disabilitysupport.gwu.edu/registration. If you have questions about disability accommodations, contact DSS at 202-994-8250 or dss@gwu.edu or visit them in person in Rome Hall, Suite 102. For additional information see: disabilitysupport.gwu.edu
For information about how the course technology is accessible to all learners, see the following resources:
 - [Blackboard accessibility](#)
 - [Kaltura \(video platform\) accessibility](#).
- **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 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: across E St. from the Elliott School. From our rendezvous location, we will await instructions to re-enter the building.

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 or by calling the GW Information Line at 202-994-5050.

- **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>.
- **GW Acceptable Use for Computing Systems and Services:** All members of the George Washington University must read and comply with the Acceptable Use Policy when accessing and using computing systems and services, including email and Blackboard. Please read [the Acceptable Use Policy](#) to familiarize yourself with how GW information systems are to be used ethically.
- **Incomplete Grades:** At the option of the instructor, an Incomplete may be given for a course if a student, for reasons beyond the student's control, is unable to complete the work of the course, and if the instructor is informed of, and approves, such reasons before the date when grades must be reported. An Incomplete can only be granted if the student's prior performance and class attendance in the course have been satisfactory. Any failure to complete the work of a course that is not satisfactorily explained to the instructor before the date when grades must be turned in will be graded F, Failure.

If acceptable reasons are later presented to the instructor, the instructor may initiate a grade change to the symbol I, Incomplete. The work must be completed within the designated time period agreed upon by the instructor, student, and school, but no more than one calendar year from the end of the semester in which the course was taken. To record the exact expectations, conditions, and deadlines of the Incomplete please use the Elliott School's Incomplete Grade Contract:

- <http://go.gwu.edu/incompletecontractundergraduate>

The completed and signed contract is to be submitted to the Academic Affairs and Student Services Office. All students who receive an Incomplete must maintain active student status during the subsequent semester(s) in which the work of the course is being completed. If not registered in other classes during this period, the student must register for continuous enrollment status. For more information regarding Incompletes please review the relevant sections in the University Bulletin:

- <http://bulletin.gwu.edu/university-regulations/#undergraduatetext>
- **Mental Health:** The University's Mental Health Services 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 call 202-994-5300 or see: counselingcenter.gwu.edu/.
- **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: registrar.gwu.edu/university-policies#holidays.
- **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.

- **Workload Expectation Statement:** Over these 15 weeks, you will spend 2 hours per week engaged in a combination of recorded video lectures and live synchronous sessions, and 1 hour per week in participating in the weekly discussion exercises (for a total of 37.5 hours of guided instruction for the semester). Homework and other independent work (e.g. readings, weekly journal entries, course papers, etc.) is estimated at around 75 hours for the semester and includes a 3-hour final exam for which approximately 10 hours of review is assumed. In total you are expected to work for at least 112.5 hours over the semester.