
POL 358: International Security in a Changing World

Preliminary Battle Plan, rev. 2025-08-29; Total Pages: ~1058

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Class

TuTh 13:40-15:00 in Library 389

<https://moodle.reed.edu/course/view.php?id=6250>

Office

Tu 15:00-17:00 or by appointment in ETC 203

alexmontgomery.com/officehours

Description and Goals

This course introduces international security, the study of how states and non-state actors employ the threat and use of force to achieve their political and economic objectives. In this course, we examine questions such as: What are the origins of conflict? What strategies do actors in the international system use to employ force, and how have they changed in the nuclear age? What are the current problems facing decision makers today? The course begins with an overview of theories of the causes of war. It continues by examining the effects on strategies and conflict of recent technological revolutions. We conclude with the major contemporary threats to national and international security. Prerequisite: POL 240 or consent of the instructor. Conference.

Learning Outcomes and Distribution Requirements

After successfully completing this class, a student will be able to:

- articulate and discuss the theoretical underpinnings of the study of international security;
- evaluate the basic assumptions, strengths, and weaknesses of IS theories;
- apply these theories to historical and contemporary events.

POL 358 fulfills the Group II distribution learning outcomes. When combined with any introductory POL course, it fulfills the History and Social Sciences divisional requirement for non-Political Science HSS students. For Political Science students, it counts as one of the four “additional” courses required. It counts towards the [International Affairs](#) and [Public Policy](#) majors.

Assessment

You are expected to do all readings and attend all classes. Performance in this course will be evaluated based on participation and memos, the midterm paper, the simulation memo, and the scenario planning project.

Participation and Memos

- I encourage active and thoughtful participation that demonstrates an understanding of the assigned readings and familiarity with class topics both during and outside of class hours. Participating can include reading carefully, taking notes and asking questions during lecture, writing thoughtful memos, engaging in discussions during section, and continuing conversations after class. If you typically don't say much in class, posing thoughts or responding to others' contributions on moodle is a good way to demonstrate engagement. Good discussions include listening carefully to others, responding to their comments, and asking questions in addition to or instead of making statements. What matters is not the number of questions or comments but the *quality* of your contributions: interrupting others and dominating conversations are not high-quality interactions. Everyone must be respectful in their engagement with their peers and the instructors. We are fortunate that we come to this material from different backgrounds; let us benefit from the different insights we all bring to the conversation. Sometimes I will call on you to contribute to the discussion. If speaking in class is challenging for you, please let me know and we can work to address it. Conflicts do arise in the classroom, and I expect you to engage with and resolve them as a learning opportunity in or after class; I am a resource for this.
 - You will write a total of 4 reading response memos (~250–500 words each) during the semester, starting the 3rd week. Each memo will cover most of the readings for a given week. We will do signups for days during the second week. Memos must be posted to Moodle no later than 8pm the day before conference.
1. Memos should not summarize. They are, instead, an opportunity to focus on an aspect of the reading you found particularly interesting, puzzling, or frustrating. Rather than summarizing the readings, a) note an argument that piqued your interest or an idea you found particularly compelling, b) identify ideas or concepts you found difficult to grasp/unconvincing, and c) draw linkages between the readings and previous class discussions. Finally, you must compose at least one question you'd like to discuss. Memos will serve as a guide in conference.

2. You are all responsible for reading your colleagues' responses carefully in preparation for class. If you are someone who finds it challenging to speak in class, responding to your colleagues' posts is a great way to show participation. Don't hesitate to post further responses or questions on Moodle.

Midterm Paper

- The first assignment, due **Sunday, October 5**, is a short (1500-2000 word, 6–8 pages) essay analyzing the causes of war. You will either a) pick two or more theories that we have studied and compare how well they explained the origins of one war or b) pick two wars and compare the relative role of one theory in two wars. In addition to the Russo-Ukrainian war, I will provide sources for World War I and the Iraq War, or you may pick a different war (or wars).

Simulation Paper

- On **November 4 and 6**, we will conduct an in-class simulation. On the first day, the class will break down into small groups to generate policy options for our specific scenario. On the second day, the groups will brief their recommendations to the President. Students will also write a short (1250–1500 word, 5–6 page) paper that analyzes their group's decision, which are due **Sunday, November 9**.

Scenario Planning Project

- You will be assigned to a group and asked to engage in a scenario planning exercises involving a pressing issue related to international security. You will be responsible for choosing a topic, researching the topic, and producing a recorded presentation (either video or audio), due on **Monday, December 15**. The goal of this presentation is to introduce your topic to an expert audience and to suggest some concrete policy solutions.

Feedback

- My comments at 4th and 8th week will be limited to missing days, memos, and assignments.
- I will annotate your memos, generally in three ways: "Please ask" means that you have asked (sometimes implicitly or inadvertently) a clarification question; ask these prior to discussion. "Please raise" means that you have raised a point or asked a discussion question; raise these during discussion. I may also have some general comments or feedback as well.
- I will annotate your midterm paper as well as offer general feedback, including suggestions for how to improve your writing. If you would like feedback on your simulation memo, include a short paragraph at the beginning of that memo describing how you implemented my earlier suggestions.
- If you would like feedback on your final project, just send me an email prior to finals week and I'll be happy to do so.

Engagement

Acquiring the readings

- Readings for the course are all E-Readings, which can be downloaded directly from the links on Moodle. These are best used in conjunction with [Zotero](#), which is supported by the library. Please see the [Zotero Import Instructions](#) in the shared [Syllabus folder](#) on how to download all of the readings at once and import them into Zotero (an archive with the E-Readings as PDFs sorted by week instead is also in the folder). Readings marked "Further" on the syllabus are other relevant articles or books; they are not required for class. Students who have a particular interest in the topics in question are encouraged to read these pieces and to incorporate them into their assignments. Readings marked "Review" are from POL 240; you should look over the lecture slides and/or your notes to remind yourself of these theoretical foundations.
- Students are expected to have a copy of the readings accessible for class every day for reference. **However, you should only have your laptop open if you are actively referencing a text for discussion unless otherwise permitted.** [Students who use laptops and tablets for notetaking learn less and do less well on assessments](#), and [the mere presence of your smartphone reduces your available cognitive capacity](#); consequently, phones are to be off and in your bag, and you should take notes by hand in class (a tablet with a stylus is permitted) unless you are specifically permitted to use a keyboard.

Doing the readings

- Skim the piece before reading it – title, abstract, introduction, and conclusion. Try to get the basic argument. It is much better to get the basic argument of every piece than it is to read every word of one or two pieces. When you read a text, you should annotate it. Highlight or circle signposts and key words/phrases, including causal questions, summaries, conclusions, assumptions, counterarguments, lists, and emphasis (See [Amelia Hoover Green's article "How to Read Political Science"](#)). Write down your own questions, agreements, and arguments with the text. When you are done, write up a short outline/summary of the piece for your own reference (See my handout on ["How to write summaries after taking notes"](#)). What question does a reading ask? What is the answer? Is the argument convincing? If not, why not? What would make it more so?

Taking notes during lecture

- Lectures will give background information on and integrate across readings and topics. I encourage you to ask questions both during and after each lecture. Slides will be provided at the beginning of each lecture so that you do not have to take notes on the basic structure of each lecture; however, you will need to take notes to digest and remember the content. As a rule in lecture, if I am talking, you should be taking notes. See Academic Support Services' ["Note Taking Workshop."](#)

Engaging in section

- Section will typically start as an opportunity to ask general questions regarding the lecture, the readings, and the relationships between them. After establishing a common understanding of the articles, we will typically move into small groups, pairing up between those who have written memos and those who have not, before returning to report back and have a more general discussion. Also see Academic Support Services' handouts on ["Making the Most of Conference"](#) and ["Tips for Class Discussion."](#)

Keeping up with current events

- I will devote our class time to discussing and debating scholarly texts. However, it is also crucial that we are thinking about and drawing on what is happening outside the ivory tower! Think about how contemporary events relate to the themes addressed in the class. If you do not already do so, get in the habit of checking out at least one major national/international paper every day. The New York Times (NYT), Wall Street Journal (WSJ), Los Angeles Times, the Washington Post, and Financial Times all still have good international coverage (sometimes despite their editorials); Reed has institutional subscriptions you can take advantage of for the [NYT](#) and [WSJ](#). Explore other sources of international news and analysis such as The New York Review of Books, The Economist, The New Republic, The Atlantic, or The New Yorker.

Coming to office hours

- I am here to help if you have any questions, doubts, or concerns about the class material. I am also happy to discuss paper ideas. If you cannot make it to office hours, email me and we can make an appointment.

Visiting the course moodle

- Frequent reading of the course website will be helpful for success in the class. Discussion and collaboration with your peers is available to you through the website as well as in class; supplemental and core readings will be made available there; and assignments will be turned in electronically using the site.

Policies

In class

- Before class begins, please mute your cell phones, tablets, laptops, etc. Paper copies of the slides will be available to you to encourage you to turn off your devices to focus.
- Additionally, please refrain from: frequently arriving late for class; talking, sleeping, or studying other materials in class; and leaving class early. In general, please be polite and respectful.

Recording devices

- The use of recording devices – whether audio or video – is explicitly prohibited, except when the use of specific modes has been approved as an accommodation through Disability and Accessibility Resources. In such cases the student must notify and meet an instructor to discuss how to best provide the approved accommodation.

Attendance

- When your health allows, you are expected to be present and engaged in class. At the same time, each community member has an individual responsibility to help prevent the spread of illness. Following public health guidance is part of living in an honorable community. If you need to miss a class, or series of classes, due to illness, self-isolation, and/or quarantine, you are responsible for emailing me to let us know as soon as possible. You are also responsible for coordinating with me to complete work that you might miss due to absences.
- If you miss a day of section for any reason whatsoever, you may make it up by posting a summary of each of the readings for that day to the Section Makeup forum on Moodle. You should be writing short summaries in any case! In order to make up missed days from the first half of the semester, these must be posted before the first lecture after the midterm; from the second half, by the end of reading period. If you are having trouble attending class, please see me in office hours as soon as possible.

Academic Integrity

- As a student at Reed, you have agreed to uphold the Honor Principle. When you submit an assignment with your name on it, you are signifying that all the work contained therein is yours, unless otherwise cited or referenced. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged.
- Do not use AI services such as ChatGPT, Copilot, Gemini, xAI, etc. in any context including inside Google Docs or Microsoft Word, or “learning support” platforms (e.g., Chegg, CourseHero). Grammar and spell checking are fine. All stages of the learning process (reading, writing, editing, studying, discussing, etc.) involve *thinking through practicing*. Our overarching goal here at Reed is developing your ability to [think better](#). When you rely on sources other than other humans, it is like watching exercise videos instead of exercising: you aren’t going to get any stronger.
- None of this precludes discussing your work with other students, tutors, or professors, swapping outlines and paper drafts for editing, and so forth. *I specifically encourage you to have someone – anyone – read a draft of your paper prior to turning it in.* Academic work rests on an exchange of ideas that requires acknowledgment of other scholars’ intellectual work. When in doubt, always cite—if you do not, you are plagiarizing. If it is unclear what that means, [see examples](#) as well as [Reed’s policies](#). If you have questions about citation, please visit the Reed Library [citation guide](#).

Extensions

- Plagiarism often comes as the result of a student being up against a deadline without being able to meet it. If you are having trouble meeting a deadline for whatever reason, please contact me. Because the final assignment is a paper that will be handed out well in advance, I have no problem giving extensions. It is always better to ask for more time than to plagiarize. When you ask for an extension, you should a) explain what events are causing you to miss the deadline (if academic, you don’t need to tell me if personal) and b) request an amount of time proportional to the interfering events. You may ask for an extension up to, but not exceeding, the amount of time remaining for the assignment, except for cases of emergencies or unanticipatable circumstances.

Support and Accommodations

- As always, [academic support workshops](#) are available throughout the semester; [writing drop-in](#) is available 7-10 PM Su–Th, and [individual tutors](#) can help with specific courses.
- If you require special arrangements for test taking or other class activities due to physical impairment, a learning disability, or other special circumstances, please contact Disability and Accessibility Resources. You can reach Disability and Accessibility Resources at (503) 517-7921 or dar@reed.edu. As soon as you receive the Accommodation Notification Letter, schedule an appointment with me and we can discuss how best to accommodate you.
- Life is full of surprises. If an extraordinary event occurs that impairs your ability to submit an assignment or keep up with the readings, please let me know. I can make alternative arrangements.

Part I: The Causes of War

02-Sep: 01.1.Introduction

04-Sep: 01.2.Historical (69)

- Sun Tzu, *Sun Tzu on the Art of War: The Oldest Military Treatise in the World* (Luzac & Company, 1910), <https://www.aliceandbooks.com/book/the-art-of-war/sun-tzu/142>
- B. H. Liddell Hart, "Foreword," in Samuel B. Griffith, ed., *The Art of War* (Oxford University Press, 1971)
- Carl von Clausewitz, "What Is War; Purpose and Means in War," in Michael Eliot Howard and Peter Paret, ed., *On War* (Princeton, NJ: Princeton University Press, 1976), pp. 75–99

Further

- Peter Paret, "Clausewitz," in Peter Paret, Gordon Alexander Craig, and Felix Gilbert, ed., *Makers of Modern Strategy: From Machiavelli to the Nuclear Age* (Princeton, NJ: Princeton University Press, 1986), pp. 186–216
- Michael I. Handel, "Sun Tzu and Clausewitz: The Art of War and on War Compared," *Professional Readings in Military Strategy* 1991, <https://apps.dtic.mil/sti/citations/ADA239084>
- Michael I. Handel, "Who Is Afraid of Carl von Clausewitz? A Guide to the Perplexed" Summer 1999, <https://www.clausewitz.com/readings/Handel/Handlart.htm>
- Michael I. Handel, "Sun Tzu and the Art of War" July 2000

09-Sep: 02.1.Systemic (54)

- Kenneth N. Waltz, "The Origins of War in Neorealist Theory," *Journal of Interdisciplinary History*, Vol. 18, No. 4 (Spring 1988), pp. 615–628, <https://doi-org.reed.idm.oclc.org/10.2307/204817>
- Janice Gross Stein, "How Not to Think like a Hegemon," *International Affairs*, Vol. 98, No. 5 (September 2022), pp. 1615–1633, <https://doi-org.reed.idm.oclc.org/10.1093/ia/iia054>
- Harald Edinger, "Offensive Ideas: Structural Realism, Classical Realism and Putin's War on Ukraine," *International Affairs*, Vol. 98, No. 6 (November 2022), pp. 1873–1893, <https://doi-org.reed.idm.oclc.org/10.1093/ia/iia0217>

Further

- Jack S. Levy, "Declining Power and the Preventive Motivation for War," *World Politics*, Vol. 40, No. 1 (October 1987), pp. 82–107, <https://doi-org.reed.idm.oclc.org/10.2307/2010195>
- Robert Gilpin, "The Theory of Hegemonic War," *Journal of Interdisciplinary History*, Vol. 18, No. 4, The Origin and Prevention of Major Wars (Spring 1988), pp. 591–613, <https://doi-org.reed.idm.oclc.org/10.2307/204816>
- Joseph S. Nye, Jr., "Balance of Power and World War I," *Understanding International Conflicts: An Introduction to Theory and History* (New York, NY: Longman, 2000), pp. 54–80
- John J. Mearsheimer, "The Causes of Great Power War," *The Tragedy of Great Power Politics* (New York, NY: Norton, 2001), pp. 334–359
- Robert Jervis, "The Compulsive Empire," *Foreign Policy*, No. 137 (August 2003), pp. 82–87, <https://doi-org.reed.idm.oclc.org/10.2307/3183700>
- Stacie E. Goddard, "The Rise and Fall of Great-Power Competition: Trump's New Spheres of Influence," *Foreign Affairs*, Vol. 104, No. 3 (2025), pp. 8–23, <https://reed.idm.oclc.org/login?url=https://heinonline.org/HOL/P?h=hein.journals/fora104&i=434>

Review

- Kenneth N. Waltz, "The Anarchic Structure of World Politics," in Robert J. Art and Robert Jervis, ed., *International Politics: Enduring Concepts and Contemporary Issues* (Boston: Longman, 1979), pp. 37–58
- John J. Mearsheimer, "Anarchy and the Struggle for Power," in Robert J. Art and Robert Jervis, ed., *International Politics: Enduring Concepts and Contemporary Issues* (Boston: Longman, 2001), pp. 59–69

11-Sep: 02.2.No Class (APSA)

16-Sep: 03.1.Relational (74)

- Geoffrey Blainey, "The Abacus of Power" (New York, NY: Free Press, 1973), pp. 108–124
- Monica Duffy Toft, "Issue Indivisibility and Time Horizons as Rationalist Explanations for War," *Security Studies*, Vol. 15, No. 1 (April 2006), pp. 34–69, <https://doi-org.reed.idm.oclc.org/10.1080/09636410600666246>

- John J. Mearsheimer, "The Causes and Consequences of the Ukraine War," *Horizons: Journal of International Relations and Sustainable Development*, No. 21 (2022), pp. 12–27, <https://reed.idm.oclc.org/login?url=https://www.jstor.org/stable/48686693>
- Seva Gunitsky, "The Two Mearsheimers," Substack newsletter, *Hegemon* (blog) August 25, 2025, <https://hegemon.substack.com/p/the-two-mearsheimers>

Further

- Scott D. Sagan, "1914 Revisited: Allies, Offense, and Instability," *International Security*, Vol. 11, No. 2 (Autumn 1986), pp. 151–175, <https://doi-org.reed.idm.oclc.org/10.2307/2538961>
- James D. Fearon, "Rationalist Explanations for War," *International Organization*, Vol. 49, No. 3 (Summer 1995), pp. 379–414, <https://doi-org.reed.idm.oclc.org/10.1017/S0020818300033324>
- Jonathan Kirshner, "Rationalist Explanations for War?," *Security Studies*, Vol. 10, No. 1 (September 2000), pp. 143–150, <https://doi-org.reed.idm.oclc.org/10.1080/09636410008429423>

Review

- Stephen M. Walt, "Alliances: Balancing and Bandwagoning," in Robert J. Art and Robert Jervis, ed., *International Politics: Enduring Concepts and Contemporary Issues* (Boston: Longman, 1987), pp. 127–134
- Randall L. Schweller, "Bandwagoning for Profit: Bringing the Revisionist State Back In," *International Security*, Vol. 19, No. 1 (Summer 1994), pp. 72–107, <https://doi-org.reed.idm.oclc.org/10.2307/2539149>

18-Sep: 03.2.Technological (48)

- Marina Favaro and Heather Williams, "False Sense of Supremacy: Emerging Technologies, the War in Ukraine, and the Risk of Nuclear Escalation," *Journal for Peace and Nuclear Disarmament*, Vol. 6, No. 1 (January 2023), pp. 28–46, <https://doi-org.reed.idm.oclc.org/10.1080/25751654.2023.2219437>
- Alexander H. Montgomery and Amy J. Nelson, "Ceci n'est Pas Une Nuke? The Impact of Emerging Militarised Technologies on Strategic Stability," *Journal of Strategic Studies*, Vol. 48, No. 3 (2025), pp. 658–686, <https://doi-org.reed.idm.oclc.org/10.1080/01402390.2024.2440799>

Further

- Robert Jervis, "Cooperation under the Security Dilemma," *World Politics*, Vol. 30, No. 2 (January 1978), pp. 167–214, <https://doi-org.reed.idm.oclc.org/10.2307/2009958>
- Jack S. Levy, "The Offensive/Defensive Balance of Military Technology: A Theoretical and Historical Analysis," *International Studies Quarterly*, Vol. 28, No. 2 (1984), pp. 219–238, <https://doi-org.reed.idm.oclc.org/10.2307/2600696>
- Stephen van Evera, "Offense, Defense, and the Causes of War," *International Security*, Vol. 22, No. 4 (Spring 1998), pp. 5–43, <https://doi-org.reed.idm.oclc.org/10.2307/2539239>
- Keir A. Lieber, "Grasping the Technological Peace: The Offense-Defense Balance and International Security," *International Security*, Vol. 25, No. 1 (Summer 2000), pp. 71–104, <https://doi-org.reed.idm.oclc.org/10.1162/016228800560390>

Review

- Robert Jervis, "Offense, Defense, and the Security Dilemma," in Robert J. Art and Robert Jervis, ed., *International Politics: Enduring Concepts and Contemporary Issues* (Boston: Longman, 1978), pp. 93–113

23-Sep: 04.1.Domestic (51)

- Jack S. Levy, "Domestic Politics and War," *Journal of Interdisciplinary History*, Vol. 18, No. 4 (Spring 1988), pp. 653–673, <https://doi-org.reed.idm.oclc.org/10.2307/204819>
- Jessica L. Weeks, "Strongmen and Straw Men: Authoritarian Regimes and the Initiation of International Conflict," *American Political Science Review*, Vol. 106, No. 2 (May 2012), pp. 326–347, <https://doi-org.reed.idm.oclc.org/10.1017/S0003055412000111>
- Ivan Gomza, "The War in Ukraine: Putin's Inevitable Invasion," *Journal of Democracy*, Vol. 33, No. 3 (2022), pp. 23–30, <https://reed.idm.oclc.org/login?url=https://muse.jhu.edu/pub/1/article/860241>

Further

- Jack Snyder, "Civil-Military Relations and the Cult of the Offensive, 1914 and 1984," *International Security*, Vol. 9, No. 1 (Summer 1984), pp. 108–146, <https://doi-org.reed.idm.oclc.org/10.2307/2538637>
- Edward D. Mansfield and Jack Snyder, "Incomplete Democratization and the Outbreak of Military Disputes," *International Studies Quarterly*, Vol. 46, No. 4 (2002), pp. 529–549, <https://doi-org.reed.idm.oclc.org/10.1111/1468-2478.00244>

- Michael McFaul and Robert Person, "What Putin Fears Most," *Horizons: Journal of International Relations and Sustainable Development*, No. 21 (2022), pp. 28–39, <https://reed.idm.oclc.org/login?url=https://www.jstor.org/stable/48686694>

Review

- Michael W. Doyle, "Kant, Liberal Legacies, and Foreign Affairs," in Robert J. Art and Robert Jervis, ed., *International Politics: Enduring Concepts and Contemporary Issues* (Boston: Longman, 1983), pp. 114–126
- Sebastian Rosato, "The Flawed Logic of Democratic Peace Theory," *American Political Science Review*, Vol. 97, No. 4 (November 2003), pp. 585–602, <https://doi-org.reed.idm.oclc.org/10.1017/S0003055403000893>

25-Sep: 04.2.Organizational (65)

- Jack S. Levy, "Organizational Routines and the Causes of War," *International Studies Quarterly*, Vol. 30, No. 2 (June 1986), pp. 193–222, <https://doi-org.reed.idm.oclc.org/10.2307/2600676>
- Erica D. Loneragan, "Emerging Technology and the Cult of the Offensive," *Contemporary Security Policy*, Vol. 45, No. 3 (July 2024), pp. 459–493, <https://doi-org.reed.idm.oclc.org/10.1080/13523260.2024.2367350>

Further

- Barry Posen, "The Sources of Military Doctrine: France, Britain, and Germany between the World Wars," Cornell Studies in Security Affairs (Ithaca, NY: Cornell University Press, 1984), pp. 13–80
- Jeffrey W. Legro, "Culture and Preferences in the International Cooperation Two-Step," *The American Political Science Review*, Vol. 90, No. 1 (1996), pp. 118–137, <https://doi-org.reed.idm.oclc.org/10.2307/2082802>
- Jacquelyn Schneider, "The Digital Cult of the Offensive and the US Military," *Journal of Strategic Studies*, Vol. 48, No. 1 (January 2025), pp. 36–59, <https://doi-org.reed.idm.oclc.org/10.1080/01402390.2024.2376542>

Review

- Graham T. Allison, "Conceptual Models and the Cuban Missile Crisis," *American Political Science Review*, Vol. 63, No. 3 (September 1969), pp. 689–718, <https://doi-org.reed.idm.oclc.org/10.2307/1954423>

30-Sep: 05.1.Cultural (40)

- Laura Sjoberg, "Theories of War," in Fionnuala Ní Aoláin et al., ed., *The Oxford Handbook of Gender and Conflict* (Oxford University Press, 2018), pp. 1–16, <https://doi-org.reed.idm.oclc.org/10.1093/oxfordhb/9780199300983.013.2>
- Kseniya Oksamytna, "Imperialism, Supremacy, and the Russian Invasion of Ukraine," *Contemporary Security Policy*, Vol. 44, No. 4 (October 2023), pp. 497–512, <https://doi-org.reed.idm.oclc.org/10.1080/13523260.2023.2259661>
- Alexander D. Barder, "Global War and the Racial Imaginary," *International Politics*, Vol. 61, No. 2 (April 2024), pp. 465–472, <https://doi-org.reed.idm.oclc.org/10.1057/s41311-023-00534-9>

Further

- Stephen Van Evera, "The Cult of the Offensive and the Origins of the First World War," *International Security*, Vol. 9, No. 1 (Summer 1984), pp. 58–107, <https://doi-org.reed.idm.oclc.org/10.2307/2538636>
- Alexander Wendt, "Anarchy Is What States Make of It: The Social Construction of Power Politics," *International Organization*, Vol. 46, No. 2 (Spring 1992), pp. 391–425, <https://doi-org.reed.idm.oclc.org/10.1017/S0020818300027764>
- Stephen van Evera, "Hypotheses on Nationalism and War," *International Security*, Vol. 18, No. 4 (Spring 1994), pp. 5–39, <https://doi-org.reed.idm.oclc.org/10.2307/2539176>
- Michael E. Brown, "Causes and Implications of Ethnic Conflict," in Montserrat Guibernau and John Rex, ed., *The Ethnicity Reader: Nationalism, Multiculturalism and Migration* (Wiley, 1997), pp. 80–100
- Chris Hedges, "War Is a Force That Gives Us Meaning" 2002, https://www.thirdworldtraveler.com/War_Peace/War_Gives_Meaning.html

Review

- W. E. B. Du Bois, "The African Roots of War," *Atlantic Monthly*, Vol. 115, No. 5 (May 1915), pp. 707–714
- Merze Tate, "The War Aims of World War I and World War II and Their Relation to the Darker Peoples of the World," *The Journal of Negro Education*, Vol. 12, No. 3 (Summer 1943), pp. 521–532, <https://doi-org.reed.idm.oclc.org/10.2307/2293070>
- Jutta Weldes, "The Cultural Production of Crises: U.S. Identity and Missiles in Cuba," in Jutta Weldes, ed., *Cultures of Insecurity: States, Communities, and the Production of Danger* (Minneapolis, MN: University of Minnesota Press, 1999), pp. 35–62

- Lauren Wilcox, "Gendering the Cult of the Offensive," *Security Studies*, Vol. 18, No. 2 (2009), pp. 214–240, <https://doi-org.reed.idm.oclc.org/10.1080/09636410902900152>
- Errol A Henderson, "Hidden in Plain Sight: Racism in International Relations Theory," *Cambridge Review of International Affairs*, Vol. 26, No. 1 (March 2013), pp. 71–92, <https://doi-org.reed.idm.oclc.org/10.1080/09557571.2012.710585>

02-Oct: 05.2.Psychological (56)

- Robert Jervis, "War and Misperception," *Journal of Interdisciplinary History*, Vol. 18, No. 4 (Spring 1988), pp. 675–700, <https://doi-org.reed.idm.oclc.org/10.2307/204820>
- Rose McDermott, "The Biological Bases for Aggressiveness and Nonaggressiveness in Presidents," *Foreign Policy Analysis*, Vol. 10, No. 4 (October 2014), pp. 313–327, <https://doi-org.reed.idm.oclc.org/10.1111/fpa.12009>
- Lawrence Freedman, "Absolute Ends with Limited Means: Putin's Self-Deception," Substack newsletter, *Comment Is Freed* (blog) April 20, 2022, <https://samf.substack.com/p/absolute-ends-with-limited-means>

Further

- Taras Kuzio, "Why Russia Invaded Ukraine," *Horizons: Journal of International Relations and Sustainable Development*, No. 21 (2022), pp. 40–51, <https://reed.idm.oclc.org/login?url=https://www.jstor.org/stable/48686695>
- Ryuta Ito, "Hubris Balancing: Classical Realism, Self-Deception and Putin's War against Ukraine," *International Affairs*, Vol. 99, No. 5 (September 2023), pp. 2037–2055, <https://doi-org.reed.idm.oclc.org/10.1093/ia/iad180>

Review

- Richard Ned Lebow, "Between Peace and War: The Nature of International Crisis" (Baltimore, MD: Johns Hopkins University Press, 1981), pp. 101–147

05-Oct: Midterm Paper Due

Part II: Strategy

07-Oct: 06.1.Grand strategy (64)

- Richard K. Betts, "Is Strategy an Illusion?," *International Security*, Vol. 25, No. 2 (Autumn 2000), pp. 5–50, <https://doi-org.reed.idm.oclc.org/10.1162/016228800560444>
- Nina Silove, "Beyond the Buzzword: The Three Meanings of 'Grand Strategy,'" *Security Studies*, Vol. 27, No. 1 (January 2018), pp. 27–57, <https://doi-org.reed.idm.oclc.org/10.1080/09636412.2017.1360073> [only pp. 27-30, 34-45, 56-57]

09-Oct: 06.2.Coercive diplomacy (62)

- Thomas C. Schelling, "The Art of Commitment," *Arms and Influence* (New Haven, CT: Yale University Press, 1966), pp. 35–78
- Ketian Zhang, "Cautious Bully: Reputation, Resolve, and Beijing's Use of Coercion in the South China Sea," *International Security*, Vol. 44, No. 1 (2019), pp. 117–159, <https://reed.idm.oclc.org/login?url=https://www.jstor.org/stable/26777884> [only 117-128, 132-145, 153-159]

14-Oct: 07.1.Intelligence (51)

- Amy B. Zegart, "September 11 and the Adaptation Failure of U.S. Intelligence Agencies," *International Security*, Vol. 29, No. 4 (2005), pp. 78–111, <https://reed.idm.oclc.org/login?url=https://www.jstor.org/stable/4137498>
- Målfred Braut-Hegghammer, "Cheater's Dilemma: Iraq, Weapons of Mass Destruction, and the Path to War," *International Security*, Vol. 45, No. 1 (2020), pp. 51–89, <https://reed.idm.oclc.org/login?url=http://muse.jhu.edu/article/761082> [only 51-61, 84-89]

16-Oct: 07.2.No Class (IS-ISSS)

21-Oct: 08.1.No Class (Fall Break)

23-Oct: 08.2.No Class (Fall Break)

28-Oct: 09.1.Civil-military relations (66)

- Risa Brooks, "Paradoxes of Professionalism: Rethinking Civil-Military Relations in the United States," *International Security*, Vol. 44, No. 4 (April 2020), pp. 7–44, https://doi-org.reed.idm.oclc.org/10.1162/isec_a_00374

- Renanah Miles Joyce, "Soldiers' Dilemma: Foreign Military Training and Liberal Norm Conflict," *International Security*, Vol. 46, No. 4 (April 2022), pp. 48–90, https://doi-org.reed.idm.oclc.org/10.1162/isec_a_00432 [only 48-71, 87-90]

30-Oct: 09.2.Assessing grand strategy (~25)

One of the following:

- Céline Marangé, "Russia," in Thierry Balzacq, Peter Dombrowski, and Simon Reich, ed., *Comparative Grand Strategy: A Framework and Cases* (Oxford University Press, 2019), pp. 50–72, <https://doi-org.reed.idm.oclc.org/10.1093/oso/9780198840848.003.0003>
- Andrew S. Erickson, "China," in Thierry Balzacq, Peter Dombrowski, and Simon Reich, ed., *Comparative Grand Strategy: A Framework and Cases* (Oxford University Press, 2019), pp. 73–98, <https://doi-org.reed.idm.oclc.org/10.1093/oso/9780198840848.003.0004>
- C. Christine Fair, "India," in Thierry Balzacq, Peter Dombrowski, and Simon Reich, ed., *Comparative Grand Strategy: A Framework and Cases* (Oxford University Press, 2019), pp. 171–191, <https://doi-org.reed.idm.oclc.org/10.1093/oso/9780198840848.003.0008>
- Thierry Balzacq and Wendy Ramadan-Alban, "Iran," in Thierry Balzacq, Peter Dombrowski, and Simon Reich, ed., *Comparative Grand Strategy: A Framework and Cases* (Oxford University Press, 2019), pp. 192–216, <https://doi-org.reed.idm.oclc.org/10.1093/oso/9780198840848.003.0009>
- Ghaidaa Hetou, "Saudi Arabia," in Thierry Balzacq, Peter Dombrowski, and Simon Reich, ed., *Comparative Grand Strategy: A Framework and Cases* (Oxford University Press, 2019), pp. 239–261, <https://doi-org.reed.idm.oclc.org/10.1093/oso/9780198840848.003.0011>

04-Nov: 10.1.Simulation: TBD

06-Nov: 10.2.Simulation: TBD

09-Nov: Simulation Memo due

Part III: Contemporary Issues

11-Nov: 11.1.Terrorism (50)

- Martha Crenshaw, "The Logic of Terrorism: Terrorist Behavior as a Product of Strategic Choice," in Walter Reich, ed., *Origins of Terrorism: Psychologies, Ideologies, Theologies, States of Mind* (Woodrow Wilson Center Press, 1998), pp. 7–24
- Jenna Jordan, "When Heads Roll: Assessing the Effectiveness of Leadership Decapitation," *Security Studies*, Vol. 18, No. 4 (December 2009), pp. 719–755, <https://doi-org.reed.idm.oclc.org/10.1080/09636410903369068> [only 721-728, 753-755]
- Sarah G. Phillips and Nadwa al-Dawsari, "Trivializing Terrorists: How Counterterrorism Knowledge Undermines Local Resistance to Terrorism," *Security Studies*, Vol. 33, No. 1 (January 2024), pp. 30–54, <https://doi-org.reed.idm.oclc.org/10.1080/09636412.2023.2250253> [only 30-36, 38-49, 52-53]

13-Nov: 11.2.Civil wars (43)

- Barbara F. Walter, "The Critical Barrier to Civil War Settlement," *International Organization*, Vol. 51, No. 3 (1997), pp. 335–364, <https://reed.idm.oclc.org/login?url=https://www.jstor.org/stable/2703607> [only 335-343, 360-363]
- Anke Hoeffler, "'Greed' versus 'Grievance': A Useful Conceptual Distinction in the Study of Civil War?," *Studies in Ethnicity and Nationalism*, Vol. 11, No. 2 (2011), pp. 274–284, <https://doi-org.reed.idm.oclc.org/10.1111/j.1399-6576.2011.01111.x>
- Meredith Loken, "Noncombat Participation in Rebellion: A Gendered Typology," *International Security*, Vol. 47, No. 1 (July 2022), pp. 139–170, <https://reed.idm.oclc.org/login?url=https://muse.jhu.edu/article/862262> [only 139-158, 169-170]

18-Nov: 12.1.Migration and humanitarian intervention (61)

- Fiona B. Adamson, "Crossing Borders: International Migration and National Security," *International Security*, Vol. 31, No. 1 (July 2006), pp. 165–199, <https://doi-org.reed.idm.oclc.org/10.1162/isec.2006.31.1.165>
- Martha Finnemore, "Paradoxes in Humanitarian Intervention," in Richard M. Price, ed., *Moral Limit and Possibility in World Politics*, Cambridge Studies in International Relations (Cambridge: Cambridge University Press, 2008), pp. 197–224, <https://doi-org.reed.idm.oclc.org/10.1017/CBO9780511755897.008>

20-Nov: 12.2.Climate change (47)

- Emily Meierding, "Climate Change and Conflict: Avoiding Small Talk about the Weather," *International Studies Review*, Vol. 15, No. 2 (June 2013), pp. 185–203, <https://doi-org.reed.idm.oclc.org/10.1111/misr.12030>
- Matt McDonald, "Climate Change and Security: Towards Ecological Security?," *International Theory*, Vol. 10, No. 2 (July 2018), pp. 153–180, <https://doi-org.reed.idm.oclc.org/10.1017/S1752971918000039>

25-Nov: 13.1.No Class (Thanksgiving)

27-Nov: 13.2.No Class (Thanksgiving)

02-Dec: 14.1.Pandemic and Cyber security (42)

- Michael R. Kenwick and Beth A. Simmons, "Pandemic Response as Border Politics," *International Organization*, Vol. 74, No. S1 (December 2020), pp. 36–58, <https://doi-org.reed.idm.oclc.org/10.1017/S0020818320000363>
- Jacquelyn Schneider, Benjamin Schechter, and Rachael Shaffer, "A Lot of Cyber Fizzle But Not A Lot of Bang: Evidence about the Use of Cyber Operations from Wargames," *Journal of Global Security Studies*, Vol. 7, No. 2 (June 2022), pp. 1–19, <https://doi-org.reed.idm.oclc.org/10.1093/jogss/ogac005>

04-Dec: 14.2.Nuclear weapons (52)

- Nina Tannenwald, "How Strong Is the Nuclear Taboo Today?," *The Washington Quarterly*, Vol. 41, No. 3 (July 2018), pp. 89–109, <https://doi-org.reed.idm.oclc.org/10.1080/0163660X.2018.1520553>
- Janina Dill, Scott D. Sagan, and Benjamin A. Valentino, "Kettles of Hawks: Public Opinion on the Nuclear Taboo and Noncombatant Immunity in the United States, United Kingdom, France, and Israel," *Security Studies*, Vol. 31, No. 1 (January 2022), pp. 1–31, <https://doi-org.reed.idm.oclc.org/10.1080/09636412.2022.2038663>

09-Dec: 15.1.Non-violent resistance and the future of political violence (38)

- Maria J. Stephan and Erica Chenoweth, "Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict," *International Security*, Vol. 33, No. 1 (2008), pp. 7–44, <https://reed.idm.oclc.org/login?url=https://muse.jhu.edu/article/241060> [only 7-24, 42-44]
- Tanisha M. Fazal, "Dead Wrong?: Battle Deaths, Military Medicine, and Exaggerated Reports of War's Demise," *International Security*, Vol. 39, No. 1 (July 2014), pp. 95–125, https://doi-org.reed.idm.oclc.org/10.1162/ISEC_a_00166 [only 95-113, 122-125]

15-Dec: Group Scenario Planning Project Due