

## POL 240: Introduction to International Relations

Syllabus updated 2022-01-19; Total Pages: 1512

Prof. Alex Montgomery

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Class	Office
Tu 1:40–3:00 (Lecture) Th 1:40–3:00 (S01) 3:15–4:35 (S02) Online, see Moodle for Zoom URL <a href="https://moodle.reed.edu/course/view.php?id=4118">https://moodle.reed.edu/course/view.php?id=4118</a>	TuW 3:00-4:00 or by appointment Online, make appointment for Zoom URL <a href="http://alexmontgomery.com/officehours">http://alexmontgomery.com/officehours</a>

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### Course Description

Full course for one semester. This course introduces the theoretical study of international relations, with a focus on structures, systems, and strategies. Students will learn to perform basic research and analysis through writing and thinking about events in world politics from different perspectives, including realism, liberalism, and feminism. Readings are drawn from historic and contemporary scholars of international relations, cover a wide variety of issues, and are grouped together in conflicting pairs where possible. Assignments are a mixture of analysis, research, and experiential learning. Lecture-conference.

### Learning Outcomes

After successfully completing this class, a student will:

- learn the theoretical underpinnings of the study of international relations
- understand how different IR theories relate to each other and to the world
- know how to apply IR theories to historical and contemporary events

### Distribution Requirements

This course can be used towards your Group II, “History and Social Sciences,” requirement. It accomplishes the following learning goals for the group:

- Evaluate data and/or sources
- Analyze institutions, formations, languages, structures, or processes, whether social, political, religious, economic, cultural, intellectual or other.
- Think in sophisticated ways about causation, social and/or historical change, human cognition, or the relationship between individuals and society, or engage with social, political, religious or economic theory in other areas.

Along with any other POL course, POL 240 also fulfills half of the History and Social Sciences divisional requirement for non-Political Science HSS students. For Political Science students, it counts as one of the two empirical introductory courses required and towards subfield depth in International Relations. It is also an ICPS course.

### Requirements

#### *Class Participation*

Students are required to actively participate in the class; they will have the opportunity to do so both during and outside of class hours. Good participation involves—among other things—listening carefully to others, referring or responding to the previous speaker’s comments while citing them by name, and asking questions in addition to or instead of making statements. There *is* such a thing as bad participation. This includes—but is not limited to—overriding others, dominating conversations, and conducting ad hominem attacks. 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. Participating includes reading carefully, taking notes and asking questions during the lecture, posting questions before section, engaging in discussions during section, and continuing conversations after class.

*Reading:* 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, including causal questions, summaries, conclusions, assumptions, counterarguments, lists, and emphasis (See [Amelia Hoover Green’s article “How to Read Political Science”](#)). 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](#)”).

*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. Please use the chat function for this purpose: it is easier to notice, less disruptive, and the TA or one of the other students may be able to answer your question. Slides will be provided in PDF format 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 in order to digest and remember the content. As a general rule in lecture, if I am talking, you should be taking notes. See Academic Support Services’ “[Note Taking Workshop](#).”

*Before Section Questions:* Starting the first week, every student should have one or two discussion or clarification questions about at least one or more of the authors assigned for a given day. One is sufficient! Two is great. Five on different subjects is probably too many. Do not upload your reading notes or answers to discussion/reading questions. Students are required to turn in their questions (and any accompanying observations) to Moodle by 8 AM Thursday morning before their sections; this is a very good way of demonstrating participation in the event that you tend to listen more than speak in class. You are encouraged to read, and respond to, others who have already posted their questions. I may call on you at any time during section to start a conversation using your contribution. You may want to print it out or write it down if you frequently can't remember the brilliant observation you had. These questions also help me get a sense of where you are stuck or what you are interested in so that I can incorporate that into the first part of section.

*During Section Discussion:* Section will typically start as an opportunity to ask general questions regarding the lecture, the readings, and the relationships between them. This is a good time to ask one of your questions! Sometimes this will take up almost the entire class period. After establishing a common understanding of the articles, we will move to more general discussion, typically breaking into small groups. so that you can have a chance to discuss the texts and ask questions/make observations. I will have 2–4 specific discussion questions for each week among the reading/discussion questions. In small-group discussion, please make sure that every person has written down or otherwise understood the answers to the questions posed, as I may call randomly on anyone afterwards. Also see Academic Support Services' handouts on "[Making the Most of Conference](#)" and "[Tips for Class Discussion](#)." As the course progresses and as we move from theory to practice, we will dedicate more time to the discussion portion of class. Sometimes we will not get to all of the readings or very far in the discussion. This is deliberate; you will still benefit from the context provided by those pieces even if we don't discuss them. If we miss something in class, you are most welcome to post (or re-post) your question online after the class. If you typically don't say much in class, posing thoughts or responding to others' contributions is a good way to demonstrate engagement.

*After Class Conversations:* There used to be a post-class Moodle general forum for the entire semester, but no one used it, so I've moved it to Slack instead. Please post any remaining questions and observations there for the class to answer/discuss. I will also participate. I also invite you to go there and continue the conversation that we started in class—or even to start a conversation there before class.

*Makeups:* 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.

### *Readings*

Readings for the course are drawn from two books (a collection of condensed articles and a textbook) and 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. Students are expected to have a copy of the readings immediately accessible for class every day for reference. [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, you are strongly encouraged to store your phone as far away from you as you can bear during class and to take notes by hand. 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. Both books are required for the course; they are for sale at the bookstore, and the Drezner book is on reserve at the library as well. The Drezner book is available to be checked out as an [ebook](#).

We are also reading two chapters from [Kim Clausing](#)'s recent book *Open: The Progressive Case for Free Trade, Immigration, and Global Capital*. Purchasing the book is optional rather than required, since it is also available to be checked out as an [ebook](#).

### *Required Books*

- Robert J Art and Robert Jervis (2011) *International Politics: Enduring Concepts and Contemporary Issues*. Boston: Longman <<http://www.worldcat.org/oclc/464594618>>, ISBN 0205778763 [[Bookstore](#)] [[Amazon](#)]
- Daniel W Drezner (2015) *Theories of International Politics and Zombies*. Princeton, NJ: Princeton University Press <<http://www.worldcat.org/oclc/875884346>>, 145, ISBN 9780691163703 [[Bookstore](#)] [[Amazon](#)]

### *Optional Books*

- Kimberly A. Clausing (2019) *Open: The Progressive Case for Free Trade, Immigration, and Global Capital*. Harvard <<http://www.worldcat.org/oclc/1083120667>>, ISBN 0674919335 [[Bookstore](#)] [[Amazon](#)]

While this is not a course on current topics in international politics (any one of which could provide material for an entire course) or [how to be a politician](#), students are also expected to keep up with world events through daily reading of international news. Recommended news sites will be posted on the course web site. You are encouraged to bring up world events in section and online.

### *Course Website*

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

### Assignments

There are two formal pieces of work for this course: a midterm and a final paper. A document explaining the final paper will be passed out in class. In general, I look for four things: A clear argument in the introductory paragraph, an explanation of the theories that you will be using, an illustration of your argument with direct examples, and a conclusion that discusses the implications of your findings. Please note that bibliographies are required and do count towards the word count.

- The first assignment is an online, open-book but time-limited 50-minute exam (which you will have 80 minutes to do) that will be available after the Ask Me Anything lecture on Tuesday, March 9 and must be completed by Sunday, March 14 at 11:55 PM.
- The second assignment is a 750-1250 word essay analyzing a current international event. It is due Sunday, May 2 at 11:55 PM.

### Citation and Plagiarism

A major goal of this course is to encourage good reading, research, and citation habits. Good research requires good documentation of sources and the ability to put one's own analysis and thoughts into a paper rather than relying on others. When in doubt as to whether you should cite something, always do it. Citations are required for ideas as well as facts, and are imperative even if you are not directly quoting authors. Make sure that you provide as specific a citation as possible; if an author discusses an idea in one section or one page, cite the specific section or page instead of the full article or book. I usually recommend that students use in-text author-date citation with Chicago Manual of Style citations; see their Citation Quick Guide: <[http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)>.

However, style is less important than the cites being present. If you use an idea or a fact without attribution, you are plagiarizing someone else's work. Plagiarism and cheating are violations of academic integrity and thus violations of Reed's Honor Principle. As specified by Reed's academic conduct policy, such violations will result in disciplinary actions, including suspension or permanent dismissal from the College. Plagiarism is submitting a piece of work which in part or in whole is not entirely the student's own work without attributing those same portions to their correct source. For examples of plagiarism and how to avoid it, see <<http://tinyurl.com/jdlrbd3>>. If nothing else, you should avoid "sinister buttocks" syndrome. For more information on Reed's policies see: <[http://www.reed.edu/academic/gbook/comm\\_pol/acad\\_conduct.html](http://www.reed.edu/academic/gbook/comm_pol/acad_conduct.html)>.

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 every 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.

### Accommodations

If you'd like to request academic accommodations due to a disability, please contact Disability and Accessibility Resources. As soon as they have sent out the Accommodation Notification Letter, schedule an appointment with me to discuss how those accommodations could apply to this course.

## Pedagogy

### 1/25/22: 00.1. How to Student (12 Pages)

- Academic Support Services (2013) *Note Taking Workshop Handout*. <[https://www.reed.edu/academic\\_support/pdfs/handouts/Note%20Taking%20Workshop%20handout.pdf](https://www.reed.edu/academic_support/pdfs/handouts/Note%20Taking%20Workshop%20handout.pdf)>
- Academic Support Services (2013) *Tips for Class Discussion*. <[https://www.reed.edu/academic\\_support/pdfs/handouts/Tips%20for%20Class%20Discussion.pdf](https://www.reed.edu/academic_support/pdfs/handouts/Tips%20for%20Class%20Discussion.pdf)>
- Amelia Hoover Green (2013) *How to Read Political Science: A Guide in Four Steps*. <<https://www.ameliahoovergreen.com/uploads/9/3/0/9/93091546/howtoread.pdf>>
- Academic Support Services (2014) *Making the Most of Conference*. <[https://www.reed.edu/academic\\_support/pdfs/handouts/Making%20the%20Most%20of%20Conference.pdf](https://www.reed.edu/academic_support/pdfs/handouts/Making%20the%20Most%20of%20Conference.pdf)>
- Alexander H. Montgomery (2017) *How to Write Summaries after Taking Notes*. September 25 POL 240 <<https://people.reed.edu/~ahm/Courses/POL240/Montgomery2017How-to-Write.pdf>>

### Further

- Daniel W Drezner (2015) Introduction... to the Undead. In Drezner *TIPZ*, 1–10
- Daniel W Drezner (2015) The Zombie Literature. In Drezner *TIPZ*, 11–21
- Daniel W Drezner (2015) Defining a Zombie. In Drezner *TIPZ*, 23–24
- Daniel W Drezner (2015) Distracting Debates about Flesh-Eating Ghouls. In Drezner *TIPZ*, 25–35

## Power, Morality, and Anarchy

### 1/25/22: 01.1. Power and Morality (45 Pages)

- Thucydides (-400) The Melian Dialogue. In Art and Jervis *IP*, 9–15
- Robert J. Art and Robert Jervis (2011) Anarchy and Its Consequences. In Art and Jervis *IP*, 1–8
- Hans J. Morgenthau (1948) Six Principles of Political Realism. In Art and Jervis *IP*, 16–23
- J. David Singer (1960) International Conflict: Three Levels of Analysis. *World Politics*. 12(3)April, 453–461 <<http://dx.doi.org/10.2307/2009401>>, ISSN 00438871
- J. Ann Tickner (1991) A Critique of Morgenthau's Principles of Political Realism. In Art and Jervis *IP*, 24–36

### 1/25/22: 01.2. Anarchy (55 Pages)

- Thomas Hobbes (1651 [1909]) *Leviathan*. Oxford: Clarendon Press, 94–98
- John Locke (1689 [1824]) *Two Treatises of Government*. London, UK: Rivington, 338–350
- Immanuel Kant; M. Campbell Smith, editor (1795 [1917]) *Perpetual peace: a philosophical essay*. London, UK: G. Allen and Unwin, 106–142

#### Further

- Jean-Jacques Rousseau; G. D. H. Cole, editor (1755 [1913]) *A Discourse on the Origin of Inequality*. London, UK: J.M. Dent and Sons, 174–246

## Realism and the Use of Force

### 2/1/22: 02.1. Realism (47 Pages)

- Daniel W Drezner (2015) The Realpolitik of the Living Dead. In Drezner *TIPZ*, 37–50
- Kenneth N. Waltz (1979) The Anarchic Structure of World Politics. In Art and Jervis *IP*, 37–58
- John J. Mearsheimer (2001) Anarchy and the Struggle for Power. In Art and Jervis *IP*, 59–69

### 2/1/22: 02.2. Bandwagoning and Balancing (44 Pages)

- Stephen M. Walt (1987) Alliances: Balancing and Bandwagoning. In Art and Jervis *IP*, 127–134
- Randall L. Schweller (1994) Bandwagoning for Profit: Bringing the Revisionist State Back In. *International Security*. 19(1)Summer, 72–107 <<http://dx.doi.org/10.2307/2539149>>, ISSN 01622889

### 2/1/22: 02.3. The Political Use of Force (61 Pages)

- Robert J. Art and Robert Jervis (2011) The Uses of Force. In Art and Jervis *IP*, 159–162
- Thomas C. Schelling (1966) The Diplomacy of Violence. In Art and Jervis *IP*, 171–184
- Robert Jervis (1978) Offense, Defense, and the Security Dilemma. In Art and Jervis *IP*, 93–113
- Robert J. Art (1980) The Four Functions of Force. In Art and Jervis *IP*, 163–170
- Robert J. Art (2003) Coercive Diplomacy. In Robert J. Art and Robert Jervis, editors *International Politics: Enduring Concepts and Contemporary Issues*. 8th edition. New York, NY: Pearson/Longman, ISBN 0321436032, 163–176

#### Further

- Robert J. Art (1996) The Fungibility of Force. In Art and Jervis *IP*, 196–212

## Liberalism and Institutions

### 2/8/22: 03.1. Liberalism and Cooperation (51 Pages)

- Daniel W Drezner (2015) Regulating the Undead in a Liberal World Order. In Drezner *TIPZ*, 51–64
- Kenneth A. Oye (1985) The Conditions for Cooperation in World Politics. In Art and Jervis *IP*, 79–92
- David A. Baldwin (1993) Neoliberalism, Neorealism, and World Politics. In David A. Baldwin, editor *Neorealism and Neoliberalism: The Contemporary Debate*. New York, NY: Columbia University Press, ISBN 0231084404, 3–25

### 2/8/22: 03.2. Institutions (67 Pages)

- John J. Mearsheimer (1994) The False Promise of International Institutions. *International Security*. 19(3)Winter, 5–49 <<http://dx.doi.org/10.2307/2539078>>
- Robert O. Keohane and Lisa L. Martin (1995) The Promise of Institutional Theory. *International Security*. 20(1)Summer, 39–51 <<http://dx.doi.org/10.2307/2539214>>, ISSN 01622889
- Robert O. Keohane (1998) International Institutions: Can Interdependence Work? In Art and Jervis *IP*, 150–158

### 2/8/22: 03.3. Anarchy in Practice (12 Pages)

- *Rules of 9 Wicket Croquet*. United States Croquet Association <<http://www.croquetamerica.com/croquet/rules/backyard/>>

## Constructivism and Feminism

### 2/15/22: 04.1. Constructivism (60 Pages)

- Daniel W Drezner (2015) The Social Construction of Zombies. In Drezner *TIPZ*, 65–74
- Alexander Wendt (1992) Anarchy is What States Make of it. In Art and Jervis *IP*, 70–78
- Alexander Wendt (1995) Constructing International Politics. *International Security*. 20(1)Summer, 71–81 <<http://dx.doi.org/10.2307/2539217>>
- Ted Hopf (1998) The Promise of Constructivism in International Relations Theory. *International Security*. 23(1)Summer, 171–200 <<http://dx.doi.org/10.2307/2539267>>

### 2/15/22: 04.2. Feminism (88 Pages)

- Daniel W Drezner (2015) The Supergendered Politics of the Posthuman World. In Drezner *TIPZ*, 75–86
- Carol Cohn (1987) Sex and Death in the Rational World of Defense Intellectuals. *Signs*. 12(4)Summer, 687–718 <<http://dx.doi.org/10.1086/494362>>
- R. Charli Carpenter (2002) Gender Theory in World Politics: Contributions of a Nonfeminist Standpoint? *International Studies Review*. 4(3)Autumn, 153–165 <<http://dx.doi.org/10.1111/1521-9488.00269>>
- Laura Sjoberg (2009) Introduction to Security Studies: Feminist Contributions. *Security Studies*. 18(2), 183–213 <<http://dx.doi.org/10.1080/09636410902900129>>, ISSN 09636412

#### Further

- Robert O. Keohane (1989) International relations theory: contributions of a feminist standpoint. *Millennium - Journal of International Studies*. 18(2)Summer, 245–253 <<http://dx.doi.org/10.1177/03058298890180021001>>
- Cynthia Weber (1994) Good girls, little girls and bad girls: male paranoia in Robert Keohane's critique of feminist international relations. *Millennium - Journal of International Studies*. 23(2)Summer, 337–349 <<http://dx.doi.org/10.1177/03058298940230021401>>
- Francis Fukuyama (1998) Women and the Evolution of World Politics. *Foreign Affairs*. 77(5)September-October, 24–40 <<http://dx.doi.org/10.2307/20049048>>, ISSN 00157120
- J. Ann Tickner (1999) Why Women Can't Run the World: International Politics according to Francis Fukuyama. *International Studies Review*. 1(3)Autumn, 3–11 <<http://dx.doi.org/10.1111/1521-9488.00162>>
- J Ann Tickner (2001) *Gendering World Politics: Issues and Approaches in the Post-Cold War Era*. New York, NY: Columbia University Press <<http://www.worldcat.org/oclc/45137492>>, ISBN 0231113676
- Eric M. Blanchard (2003) Gender, International Relations, and the Development of Feminist Security Theory. *Signs: Journal of Women in Culture and Society*. 28(4)Summer, 1289–1312 <<http://dx.doi.org/10.1086/368328>>
- Terrell Carver et al. (2003) Gender and International Relations. *International Studies Review*. 5(2)Summer, 287–302 <<http://dx.doi.org/10.1111/1521-9488.5020221>>

## Domestic Politics

### 2/22/21: 05.1. Democratic Peace (45 Pages)

- Daniel W Drezner (2015) Domestic Politics: Are All Zombie Politics Local? In Drezner *TIPZ*, 95–108
- Michael W. Doyle (1983) Kant, Liberal Legacies, and Foreign Affairs. In Art and Jervis *IP*, 114–126
- Sebastian Rosato (2003) The Flawed Logic of Democratic Peace Theory. *American Political Science Review*. 97(4)November, 585–602 <<http://dx.doi.org/10.1017/S0003055403000893>>

#### Further

- Christopher Layne (1994) Kant or Cant: The Myth of the Democratic Peace. *International Security*. 19(2)Autumn, 5–49 <<http://dx.doi.org/10.2307/2539195>>, ISSN 01622889

### 2/22/21: 05.2. Organizations (76 Pages)

- Daniel W Drezner (2015) Bureaucratic Politics: The “Pulling and Hauling” of Zombies. In Drezner *TIPZ*, 109–119
- Graham T. Allison (1969) Conceptual Models and the Cuban Missile Crisis. *American Political Science Review*. 63(3)September, 689–718 <<http://dx.doi.org/10.2307/1954423>>
- Jutta Weldes (1999) The Cultural Production of Crises: U.S. Identity and Missiles in Cuba. In Jutta Weldes, editor *Cultures of Insecurity: States, Communities, and the Production of Danger*. Minneapolis, MN: University of Minnesota Press, ISBN 081663307X, 35–62
- Sebastian Mallaby (2004) NGOs: Fighting Poverty, Hurting the Poor. In Art and Jervis *IP*, 482–488

#### Further

- Jonathan Bendor and Thomas H. Hammond (1992) Rethinking Allison's Models. *American Political Science Review*. 86(2)June, 301–322 <<http://dx.doi.org/10.2307/1964222>>
- Damien McElroy (2013) Al-Qaeda's Scathing Letter to Troublesome Employee Mokhtar Belmokhtar Reveals Inner Workings of Terrorist Group. *Telegraph.co.uk*. May 29 <<http://www.telegraph.co.uk/news/worldnews/al-qaeda/10085716/Al-Qaedas-scathing-letter-to-troublesome-employee-Mokhtar-Belmokhtar-reveals-inner-workings-of-terrorist-group.html>> – visited on 2013-07-06

## Racial and Psychological Critiques

### 3/1/22: 06.1. Racial (47 Pages)

- W. E. B. Du Bois (1915) The African Roots of War. *Atlantic Monthly*. 115(5)May, 707–714
  - Brandon Valeriano (2008) The Lack of Diverse Perspectives in the International Relations Field: The Politics of Being Alone. *International Studies Perspectives*. 9(4)November, 450–454 <<http://dx.doi.org/10.1111/j.1528-3585.2008.00349.x>>, ISSN 1528–3585
  - Vikash Yadav (2011) *Apocalyptic Thinking in IR*. February 19 Duck of Minerva <<http://duckofminerva.com/2011/02/apocalyptic-thinking-in-ir.html>> – visited on 2016-08-02
  - Errol A. Henderson (2014) Hidden in Plain Sight: Racism in International Relations Theory. In Alexander Anievas, Nivi Manchanda and Robbie Shilliam, editors *Race and Racism in International Relations: Confronting the Global Colour Line*. 1st edition. London ; New York: Routledge, ISBN 978–0–415–72435–7. chapter 2, 19–43
  - Robert Vitalis (2016) *White World Order, Black Power Politics: A Symposium*. June The Disorder of Things <<https://thedisorderofthings.com/2016/06/06/white-world-order-black-power-politics-a-symposium/>> – visited on 2016-08-26
- Further
- R. Vitalis (2000) The Graceful and Generous Liberal Gesture: Making Racism Invisible in American International Relations. *Millennium - Journal of International Studies*. 29(2)June, 331–356 <<http://dx.doi.org/10.1177/03058298000290020701>>, ISSN 0305–8298
  - Robert Vitalis (2015) *White World Order, Black Power Politics: The Birth of American International Relations*. 1st edition. Ithaca: Cornell University Press, ISBN 978–0–8014–5397–7
  - Timothy Nunan (2016) *De-Segregating International Relations: A Conversation with Robert Vitalis on “White World Order, Black Power Politics”*. May 30 Toynbee Prize Foundation <<http://toynbeeprize.org/global-history-forum/de-segregating-international-relations-a-conversation-with-robert-vitalis-on-white-world-order-black-power-politics/>> – visited on 2016-08-02

### 3/1/22: 06.2. Psychological (84 Pages)

- Daniel W Drezner (2015) We’re only Human: Psychological Responses to the Undead. In Drezner *TIPZ*, 121–130
- Richard Ned Lebow (1981) Chap. 5 in *Between Peace and War: The Nature of International Crisis*. Baltimore, MD: Johns Hopkins University Press, 101–147, ISBN 0801823110
- Lauren Wilcox (2009) Gendering the Cult of the Offensive. *Security Studies*. 18(2), 214–240 <<http://dx.doi.org/10.1080/09636410902900152>>, ISSN 09636412

## Midterm - No Section

### 3/8/21: 07.1. Lecture is Ask Me Anything (About IR), Sections do not meet

## Transnational Networks

### 3/15/22: 08.1. Human Rights (45 Pages)

- Daniel W Drezner (2015) A Very Important Note about Zombie Networks. In Drezner *TIPZ*, 87–88
  - Rhoda E. Howard and Jack Donnelly (1987) Human Rights in World Politics. In Art and Jervis *IP*, 450–462
  - Farida Shaheed (1994) Controlled or Autonomous: Identity and the Experience of the Network, Women Living under Muslim Laws. *Signs*. 19(4)Summer, 997–1019 <<http://dx.doi.org/10.1086/494948>>
  - Margaret E. Keck and Kathryn Sikkink (1998) Transnational Activist Networks. In Art and Jervis *IP*, 475–481
- Further
- Richard Price (1998) Reversing the Gun Sights: Transnational Civil Society Targets Land Mines. *International Organization*. 52(3)Summer, 613–644 <<http://dx.doi.org/10.1162/002081898550671>>
  - Amanda M. Murdie and David R. Davis (2012) Looking in the Mirror: Comparing INGO Networks across Issue Areas. *Review of International Organizations*. 7(2)June, 177–202 <<http://dx.doi.org/10.1007/s11558-011-9134-5>>

### 3/15/22: 08.2. Crime (39 Pages)

- Phil Williams (2002) Transnational Organized Crime and the State. In Art and Jervis *IP*, 489–501
- Jennifer Lobasz (2009) Beyond Border Security: Feminist Approaches to Human Trafficking. *Security Studies*. 18(2), 319–344 <<http://dx.doi.org/10.1080/09636410902900020>>, ISSN 09636412

### 3/15/22: 08.3. Terrorism (53 Pages)

- Bruce Hoffman (1998) What is Terrorism? In Art and Jervis *IP*, 185–195
  - Valdis E. Krebs (2002) Mapping Networks of Terrorist Cells. *Connections*. 24(3)March, 43–52 <[http://www.insna.org/PDF/Connections/v24/2001\\_I-3-7.pdf](http://www.insna.org/PDF/Connections/v24/2001_I-3-7.pdf)>
  - Robert A. Pape (2003) The Strategic Logic of Suicide Terrorism. In Art and Jervis *IP*, 213–230
  - Audrey Kurth Cronin (2009) Ending Terrorism. In Art and Jervis *IP*, 398–411
- Further
- Josh Schott (2012) *The Differences between the Taliban and Al-Qaeda*. November 17 E-IR <<http://www.e-ir.info/2012/11/17/the-differences-between-the-taliban-and-al-qaeda/>> – visited on 2013-06-27

## Spring Break - No Class

### Imperialism

#### 3/29/22: 10.1. Clash of Civilizations (77 Pages)

- Robert J. Art and Robert Jervis (2011) Contemporary Issues in World Politics. In Art and Jervis *IP*, 367–372
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