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## [POL 240: Introduction to International Relations](#)

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Syllabus updated 2025-01-25. Total pages 1462

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### **Class**

### **Office**

Tu 10:30–11:50 Psych 105

We 9:30-11:30 or by appointment

Th 10:30–11:50/12:00–1:20 Vollum 126

ETC 203

<https://moodle.reed.edu/course/view.php?id=5998>

[alexmontgomery.com/officehours](http://alexmontgomery.com/officehours)

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### **Description and Goals**

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 Objectives**

By the end of this course students should be able to:

1. Articulate and discuss the theoretical underpinnings of the study of International Relations;
2. Evaluate the basic assumptions, strengths, and weaknesses of IR theories;
3. Apply IR theories to historical and contemporary events.

### **Distribution Requirements**

POL 240 fulfills the [Group II distribution learning outcomes](#). When combined with any other 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 two required empirical introductory courses](#) and towards [subfield depth in International Relations](#). It is also an [ICPS course](#).

### **Assessment**

You are expected to do all readings and attend all classes. Performance in this course will be evaluated based on class engagement (participation and memos), the midterm, and the final paper.

#### *Participation*

- 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 the 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.

#### *Memos*

- You will write a total of 3 reading response memos (~250–500 words each) during the semester. Each memo will cover most of the readings for a given week. We will do signups for days during the first week. Memos must be posted to Moodle no later than 8pm on Wednesday, 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*

- The first major assignment is an online, open-book, open-note, and open-moodle but time-limited and closed-internet 50-minute exam (which you will have 90 minutes to do) that will be available after the Ask Me Anything lecture on Tuesday, March 11 and must be completed by Sunday, March 16 at 11:55 PM. It consists of a set (around 13, about 1 question per unit) of about half matching/ordering and half short-answer questions. It will cover weeks 1–6 of the course. I recommend that you download the readings and lecture slides in advance so you can search them. The best way to study is to review the notes you have taken on the readings and the lectures.

### *Final Paper*

- The second major assignment is a medium-length (2000–2500 word, about 8–10 pages) essay. The due date is Sunday, April 20 by 11:55 PM. Please turn it in by uploading a copy to Moodle. Late, short, or long essays will be marked down. Essays will be assessed using four criteria: 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.

## **Engagement**

### *Acquiring the readings*

- Readings for the course are drawn from two books 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. 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). The two books are:
  1. Robert J. Art and Robert Jervis, eds., *International Politics: Enduring Concepts and Contemporary Issues* (Boston: Longman, 2011).
  2. Daniel W Drezner, *Theories of International Politics and Zombies* (Princeton, NJ: Princeton University Press, 2015) <https://doi-org.reed.idm.oclc.org/10.2307/j.ctv244sssd> (FREE PDFs, 2022 edition)
    - Art and Jervis is required for the course, while Drezner is optional but highly recommended; they are [for sale at the bookstore](#), and the Drezner book is on reserve at the library as well. The Drezner book is the closest thing we have to a textbook; I strongly recommend that you read the first part of each chapter, but you are welcome to skip the applications to zombies.
- Students are expected to have a copy of the readings immediately accessible for class every day for reference. However, you should only have your laptop open if you are actively referencing a text 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, you are strongly encouraged to store your phone during class and to take notes by hand.

### *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."](#)

### *Continuing conversations after class*

- I have two teaching assistants (TAs) for the course. This is, in part, to introduce other voices and opinions about international relations other than our own. Their contact information will be posted on the Moodle.

### *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. Nevertheless, you may use laptops and tablets to take notes during lecture only *with airplane mode enabled* but not to text, email, go online, etc. Misusing these technologies can turn them into a distraction for you and, more importantly, for other students, so please avoid the temptation.
- 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 of 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, etc. in any context including inside Google Docs or Microsoft Word, or “learning support” platforms (e.g., Chegg, CourseHero) unless I authorize a specific use. *None of this precludes discussing your work with other students, tutors, or professors, swapping outlines and paper drafts for editing, and so forth.* 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, including for Zotero; [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](mailto: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.

### **Week 0: Pedagogy (14 pages)**

#### **How to Student (14 pages)**

- Amelia Hoover Green, “How to Read Political Science: A Guide in Four Steps” 2013, <https://www.ameliahoovergreen.com/uploads/9/3/0/9/93091546/howtoread.pdf>
- Academic Support Services, “Note Taking Workshop Handout” October 2013, [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, “Tips for Class Discussion” October 2013, [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)
- Academic Support Services, “Making the Most of Conference” February 2014, [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, “How to Write Summaries after Taking Notes” September 25, 2017, <https://people.reed.edu/~ahm/Courses/POL240/Montgomery2017How-to-Write.pdf>

### **01-28/01-30 Week 1: Power, Morality, and Anarchy (100 pages)**

#### **Power and Morality (45 pages)**

- Robert J. Art and Robert Jervis, “Anarchy and Its Consequences,” in Art and Jervis *IP* (2011), pp. 1–8.
- Thucydides, “The Melian Dialogue,” in Art and Jervis *IP* (400AD), pp. 9–15.
- Hans J. Morgenthau, “Six Principles of Political Realism,” in Art and Jervis *IP* (1948), pp. 16–23.
- J. Ann Tickner, “A Critique of Morgenthau’s Principles of Political Realism,” in Art and Jervis *IP* (1991), pp. 24–36.

- J. David Singer, "International Conflict: Three Levels of Analysis," *World Politics*, Vol. 12, No. 3 (April 1960), pp. 453–461, <https://reed.idm.oclc.org/login?url=https://www.jstor.org/stable/2009401>

### **Anarchy (55 pages)**

- Thomas Hobbes, "Leviathan" (1651; repr., Oxford: Clarendon Press, 1909), pp. 94–98.
- John Locke, "Two Treatises of Government," vol. 4, *The Works of John Locke in Nine Volumes* (1689; repr., London, UK: Rivington, 1824), pp. 338–350.
- Immanuel Kant, "Perpetual Peace: A Philosophical Essay," in M. Campbell Smith, ed. (1795; repr., London, UK: G. Allen and Unwin, 1917), pp. 106–142.

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## **02-04/02-06 Week 2: Realism and the Use of Force (155 pages)**

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### **Realism (47 pages)**

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

### **Bandwagoning and Balancing (44 pages)**

- Stephen M. Walt, "Alliances: Balancing and Bandwagoning," in Art and Jervis *IP* (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>

### **The Political Use of Force (64 pages)**

- Robert Jervis, "Offense, Defense, and the Security Dilemma," in Art and Jervis *IP* (1978), pp. 93–113.
- Robert J. Art and Robert Jervis, "The Uses of Force," in Art and Jervis *IP* (2011), pp. 159–162.
- Robert J. Art, "The Four Functions of Force," in Art and Jervis *IP* (1980), pp. 163–170.
- Thomas C. Schelling, "The Diplomacy of Violence," in Art and Jervis *IP* (1966), pp. 171–184.
- Robert J. Art, "The Fungibility of Force," in Art and Jervis *IP* (1996), pp. 196–212.

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## **02-11/02-13 Week 3: Liberalism and Institutions (118 pages)**

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### **Liberalism and Cooperation (51 pages)**

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

### **Institutions (67 pages)**

- John J. Mearsheimer, "The False Promise of International Institutions," *International Security*, Vol. 19, No. 3 (Winter 1994), pp. 5–49, <https://doi-org.reed.idm.oclc.org/10.2307/2539078>
- Robert O. Keohane and Lisa L. Martin, "The Promise of Institutional Theory," *International Security*, Vol. 20, No. 1 (Summer 1995), pp. 39–51, <https://doi-org.reed.idm.oclc.org/10.2307/2539214>
- Robert O. Keohane, "International Institutions: Can Interdependence Work?," in Art and Jervis *IP* (1998), pp. 150–158.

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## **02-18/02-20 Week 4: Constructivism and Feminism (118 pages)**

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### **Constructivism (30 pages)**

- Daniel W Drezner, "The Social Construction of Zombies," *TIPZ*, pp. 65–74.
- Alexander Wendt, "Anarchy Is What States Make of It," in Art and Jervis *IP* (1992), pp. 70–78.
- Alexander Wendt, "Constructing International Politics," *International Security*, Vol. 20, No. 1 (Summer 1995), pp. 71–81, <https://doi-org.reed.idm.oclc.org/10.2307/2539217>

### **Feminism (88 pages)**

- Daniel W Drezner, "The Supergendered Politics of the Posthuman World," *Theories of International Politics and Zombies* (Princeton, NJ: Princeton University Press, 2015), pp. 75–86.
- Carol Cohn, "Sex and Death in the Rational World of Defense Intellectuals," *Signs*, Vol. 12, No. 4 (Summer 1987), pp. 687–718, <https://doi-org.reed.idm.oclc.org/10.1086/494362>
- R. Charli Carpenter, "Gender Theory in World Politics: Contributions of a Nonfeminist Standpoint?," *International Studies Review*, Vol. 4, No. 3 (Autumn 2002), pp. 153–165, <https://doi-org.reed.idm.oclc.org/10.1111/1521-9488.00269>

- Laura Sjöberg, "Introduction to Security Studies: Feminist Contributions," *Security Studies*, Vol. 18, No. 2 (2009), pp. 183–213, <https://doi-org.reed.idm.oclc.org/10.1080/09636410902900129>

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### 02-25/02-27 Week 5: Domestic Politics (114 pages)

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#### Democratic Peace (45 pages)

- Daniel W Drezner, "Domestic Politics: Are All Zombie Politics Local?," *TIPZ*, pp. 95–108.
- Michael W. Doyle, "Kant, Liberal Legacies, and Foreign Affairs," in Art and Jervis *IP* (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>

#### Organizations (69 pages)

- Daniel W Drezner, "Bureaucratic Politics: The 'Pulling and Hauling' of Zombies," *TIPZ*, pp. 109–119.
- 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>
- 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

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### Prerecorded Lecture ~~03-04~~03-06 Week 6: Racial and Psychological Critiques (130 pages)

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#### Racial Critiques (48 pages)

- Daniel W. Drezner, "Subalternity and the Living Dead: Postcolonial Approaches to a Posthuman World," *Theories of International Politics and Zombies: Apocalypse Edition* (Princeton University Press, 2022), pp. 73–78.
- W. E. B. Du Bois, "The African Roots of War," *Atlantic Monthly*, Vol. 115, No. 5 (May 1915), pp. 707–714.
- Errol A. Henderson, "Hidden in Plain Sight: Racism in International Relations Theory," in Alexander Anievas, Nivi Manchanda, and Robbie Shilliam, ed., *Race and Racism in International Relations: Confronting the Global Colour Line*, 1 edition (London ; New York: Routledge, 2014), pp. 19–43.
- Robert Vitalis, "White World Order, Black Power Politics: A Symposium," *The Disorder of Things* (blog) June 6, 2016, <https://thedisorderofthings.com/2016/06/06/white-world-order-black-power-politics-a-symposium/>.

#### Psychological Critiques (84 pages)

- Daniel W Drezner, "We're Only Human: Psychological Responses to the Undead," *TIPZ*, pp. 121–130
- Richard Ned Lebow, "Between Peace and War: The Nature of International Crisis" (Baltimore, MD: Johns Hopkins University Press, 1981), pp. 101–147
- 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>

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### 03-11 Week 7: Midterm; Lecture is Ask Me Anything (About IR), Sections do not meet.

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### 03-18/03-20 Week 8: Transnational Networks (137 pages)

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#### Human Rights (71 pages)

- Daniel W Drezner, "A Very Important Note about Zombie Networks," *Theories of International Politics and Zombies* (Princeton, NJ: Princeton University Press, 2015), pp. 87–88
- Rhoda E. Howard and Jack Donnelly, "Human Rights in World Politics," in Art and Jervis *IP* (1987), pp. 450–462
- Farida Shaheed, "Controlled or Autonomous: Identity and the Experience of the Network, Women Living under Muslim Laws," *Signs*, Vol. 19, No. 4 (Summer 1994), pp. 997–1019, <https://doi-org.reed.idm.oclc.org/10.1086/494948>
- Margaret E. Keck and Kathryn Sikkink, "Transnational Activist Networks," in Art and Jervis *IP* (1998), pp. 475–481
- Jennifer Lobasz, "Beyond Border Security: Feminist Approaches to Human Trafficking," *Security Studies*, Vol. 18, No. 2 (2009), pp. 319–344, <https://doi-org.reed.idm.oclc.org/10.1080/09636410902900020>

#### Crime and Terrorism (66 pages)

- Phil Williams, "Transnational Organized Crime and the State," in Art and Jervis *IP* (2002), pp. 489–501
- Bruce Hoffman, "What Is Terrorism?," in Art and Jervis *IP* (1998), pp. 185–195.
- Valdis E. Krebs, "Mapping Networks of Terrorist Cells," *Connections*, Vol. 24, No. 3 (March 2002), pp. 43–52, <http://www.orgnet.com/MappingTerroristNetworks.pdf>
- Robert A. Pape, "The Strategic Logic of Suicide Terrorism," in Art and Jervis *IP* (2003), pp. 213–230.
- Audrey Kurth Cronin, "Ending Terrorism," in Art and Jervis *IP* (2009), pp. 398–411.

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## 03-25 Week 9: Spring Break

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### 04-01/04-03 Week 10: Weapons of Mass Destruction (136 pages)

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#### Proliferation Networks (60 pages)

- Mark C. Suchman and Dana P. Eyre, "Military Procurement as Rational Myth: Notes on the Social Construction of Weapons Proliferation," *Sociological Forum*, Vol. 7, No. 1 (1992), pp. 137–161, <https://doi-org.reed.idm.oclc.org/10.1007/BF01124759>
- Alexander H. Montgomery, "Ringing in Proliferation: How to Dismantle an Atomic Bomb Network," *International Security*, Vol. 30, No. 2 (Fall 2005), pp. 153–187, <https://doi-org.reed.idm.oclc.org/10.1162/016228805775124543>

#### Spread of WMD (56 pages)

- Bruce W. Bennett, "The Challenge of North Korean Biological Weapons," RAND Report (RAND, October 11, 2013), <http://www.rand.org/pubs/testimonies/CT401.html>.
- Robert J. Peters, "The WMD Challenges Posed by a Collapse of North Korea" April 14, 2015, <http://38north.org/2015/04/rpeters041415/>.
- Mark E. Manyin and Mary Beth D. Nikitin, "Nuclear Negotiations with North Korea," CRS Report (Congressional Research Service, December 11, 2023), <https://crsreports.congress.gov/product/pdf/R/R45033>
- Mark E. Manyin and Mary Beth D. Nikitin, "U.S.-North Korea Relations," CRS In Focus (Congressional Research Service, December 6, 2024), <https://crsreports.congress.gov/product/pdf/IF/IF10246>
- Mary Beth D. Nikitin, "North Korea's Nuclear Weapons and Missile Programs," CRS In Focus (Congressional Research Service, December 18, 2024), <https://crsreports.congress.gov/product/pdf/IF/IF10472>

#### Diplomacy and Nonproliferation (20 pages)

- Hans J. Morgenthau, "The Future of Diplomacy," in Art and Jervis *IP* (1948), pp. 135–144.
- "Treaty on the Non-Proliferation of Nuclear Weapons" July 1, 1968, <https://www.iaea.org/sites/default/files/publications/documents/infcircs/1970/infcirc140.pdf>.
- Tanya Glaser, "Getting to Yes: Negotiating Agreement Without Giving In" 1983, <http://www.colorado.edu/conflict/peace/example/fish7513.htm>.

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### 04-02 to 04-05 Arms Control Simulation

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04-02 Simulation Day 1 8:00–11:00 PM

04-04 Simulation Day 2 4:30–10:00 PM

04-05 Simulation Day 3 12:00–8:00 PM

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### 04-08/04-10 Week 11: Genocide & Intervention (108 pages)

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#### Genocide (64 pages)

- Richard K. Betts, "The Delusion of Impartial Intervention," *Foreign Affairs*, Vol. 73, No. 6 (December 1994), pp. 20–33, <https://doi-org.reed.idm.oclc.org/10.2307/20046926>
- Alan J. Kuperman, "Rwanda in Retrospect," *Foreign Affairs*, Vol. 79, No. 1 (2000), pp. 94–118, <https://doi-org.reed.idm.oclc.org/10.2307/20049616>
- Samantha Power, "Bystanders to Genocide: Why the United States Let the Rwandan Tragedy Happen," *Atlantic Monthly*, Vol. 288, No. 2 (September 2001), pp. 84–108

#### Intervention (44 pages)

- Chaim Kaufmann, "Possible and Impossible Solutions to Ethnic Civil Wars," in Art and Jervis *IP* (1996), pp. 424–444.
  - Kofi Annan, "Reflections on Intervention," in Art and Jervis *IP* (1998), pp. 463–468.
  - Alan J. Kuperman, "Humanitarian Intervention," in Art and Jervis *IP* (2004), pp. 412–423.
  - James L. Payne, "Deconstructing Nation Building," in Art and Jervis *IP* (2005), pp. 445–449.
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## Prerecorded Lecture 04-22/04-24 Week 13: International Political Economy (125 pages)

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### Introduction to International Political Economy (67 pages)

- Robert J. Art and Robert Jervis, "International Political Economy and Globalization," in Art and Jervis *IP* (2011), pp. 259–264
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- Kenneth N. Waltz, "Globalization and Governance," in Art and Jervis *IP* (1999), pp. 533–544
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- Dani Rodrik, "Trading in Illusions," in Art and Jervis *IP* (2001), pp. 339–347
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## 04-29 Week 14: International Regimes (86 pages)

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