Globalization, the accelerating rate of interaction between people of different countries, creates a qualitative shift in the relationship between nation-states and national economies. Conflict and war is one form of international interaction. Movement of capital, goods, services, production, information, disease, environmental degradation, and people across national boundaries are other forms of international interactions. This course introduces major approaches, questions, and controversies in the study of international relations. We will explore seminal literature at the core of modern international relations theory. We will examine the building blocks of world politics, the sources of international conflict and cooperation, and the globalization of material and social relations.

Requirements:
- Participation: Approximately 35%
- 7 weekly papers: Approximately 25%
- 2 Comparative theoretical analysis papers: Approximately 40%
- Extra/Substitute Credit: Variable

Readings: The required texts to purchase are listed immediately below. The other required readings you can access via the course Blackboard site. Those are denoted by an *. You are responsible for the reading at the start of each section.

- Thomas Schelling, *Arms and Influence*, Yale, 1966
- Kenneth Waltz, *Man, the State, and War: A Theoretical Analysis*, Columbia University, Revised Ed. 2001

Participation: I will lead the seminar, but I expect vigorous class participation—note the portion of your grade from participation. Good discussion is not regurgitation, but using the reading as a base to raise questions, evaluate the arguments and the evidence in the reading, probe new angles, and go off on related topics.

The best learning and research is collegial and interactive. I urge you to participate in class, ask questions and engage your peers in discussion. You will likely discover that your colleagues are your best teachers. A good discussion involves give and take among the members of the seminar. As you think about the readings a good strategy is to break
a reading down into its important substantive issues, primary theoretical argument, plausible alternative theoretical explanations, and, when applicable, empirical strategies employed by the investigator. Be sure to consider ways to improve and build on the reading as we are engaged in a cumulative endeavor as social scientists.

To encourage participation, I urge you to use your laptops sparingly in class. Too often students are distracted by their laptops—email, etc. Even when laptops are just used for class related activities such as note taking, researching statements, etc., they can prove intellectually distracting as students keep their heads in their computers rather than proactively engaging the material and participating in discussion.

**Weekly papers:** I will assume that everyone will have done the reading for each class and we will not have to regurgitate the content, rather we can build on the reading in our discussions. You help set the agenda for our discussions in class. To help guide our discussions, I ask you to submit a one-page paper that addresses the reading for seven weeks of the course. This one-page should be divided into two sections:

- **First,** you should raise a question that the reading provoked and you think would be interesting for the class to discuss.
- **Second,** you should provide a criticism of some aspect of the reading and try to juxtapose the reading vis-a-vis other theoretical approaches.

Please do not regurgitate the reading. I would like to see some critical thought. The paper is due before we discuss the reading. The weeks are up to you, but do not rear load your papers as you may discover you do not have enough weeks left to fulfill this requirement. Be prepared to help guide discussion on the topics you raise in your paper.

**Comparative theoretical analysis:**

This course is designed to introduce students to a variety of theoretical approaches, which can help us understand and explain behavior in the global arena. You should look at this as a toolkit, where no single tool or theory fits every instance, and in many cases observed social behavior can be approached with a variety of theoretical tools offering competing explanations. We have not arrived at a point as a science where a single theoretical or empirical approach supplants all others. We must be willing and flexible enough to consider a variety of plausible explanations for any interesting behavior.

Consistent with this course objective, you are asked to write two seven-page, single spaced, comparative theoretical analyses of an event or process in international relations—excluding the Cuban Missile Crisis, Pearl Harbor, and World War I as these have been already done extensively. In these papers you will use the theoretical toolkit we are building over the semester, to construct two distinct, competing, theoretical explanations of the same event or process. **The first of these papers is due immediately following the Allison reading. The second of these papers is due the Monday following the end of classes.**
**Extra/Substitute Credit**

There are opportunities for you to bank extra or substitute credit. This involves attending a relevant on-campus event sponsored by IAS. The calendar on the IAS website lists upcoming talks and events. To qualify for credit you must attend the talk/event and submit a brief (500-word) reflection piece on the connections between the content of the event and international affairs. Your writing should demonstrate comprehension of the material and raise a question about the subject of the event in the context of international affairs. You can substitute two of these papers for one of the weekly papers based on the readings. Or, you can bank extra credit that can raise your grade at the end of the semester.

**Safe Educational Environment Policy**

This is a seminar involving extensive discussion and give and take. This means that all of us will be responsible for contributing to our own learning as well as the learning experiences of others. Because the contribution of ideas from each student is critical to the learning process, any behavior that makes other students feel uncomfortable in their learning environment will not be tolerated. This includes interrupting others while they are talking, carrying on conversations separate from the class discussion, or making comments that could be perceived as offensive in terms of race, gender, sexual orientation, religion, ethnicity, nationality, social-economic status, ability, etc. Please make every effort to maintain an atmosphere where everyone feels comfortable sharing and responding to ideas.

**Health and Bias Considerations**

The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb (kim_webb@wustl.edu), Director of the Office of Sexual Assault and Community Health Services. Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to a student so long as it does not impair the ability to provide such measures.

The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University's Bias Report and Support System (BRSS) team. See: brss.wustl.edu

Mental Health Services’ professional staff members work with students to resolve
personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See: shs.wustl.edu/MentalHealth

**Reading Assignments**

**Mistakes, retrospect, and context**


**Theory, Realism/neorealism (aka structural realism)**


Kenneth Waltz, *Man, the State, and War: A Theoretical Analysis*, Columbia University, Revised Ed. 2001


**Liberalism and complex interdependence**


**Levels-of-analysis critique**


**Misperception and surprise**


**Power distributions, system change, and conflict**

Importance of hegemony and leadership: Overcoming social traps


Social Traps and cooperation

Conflict, arms control, bargaining and the diplomacy of violence
Thomas Schelling, *Arms and Influence*, Yale, 1966

After Hegemony?

*A.F.K. Organski and Jacek Kugler, *The War Ledger*, Chapters 1-2*