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# SS307

## Introduction to International Relations

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### Overview

The driving questions of the course are “Why do states do what they do?” and “What causes conflict and cooperation in the international system?” This course also addresses some of the following questions as it introduces cadets to the study of international relations. Does human nature lead us to conflict, or does a state’s regime-type (e.g., democracy) make it more prone to cooperation? Does conflict inevitably arise because of international anarchy and the absence of a world government? Or, can states cooperate to solve global problems, such as nuclear proliferation, poverty, or climate change? Finally, do ethical considerations impact international relations and foreign policy? If so, under what conditions and in what manner? This course surveys the main fields of international relations, while introducing related theories and concepts from the discipline of comparative politics.

The course contains four main blocks of instruction. During the first block, cadets learn about critical analysis using social science methods, familiarizing themselves with the major traditions of international relations. The remaining blocks focus on the application of theories derived from the traditions to different challenges in international relations. In the second block, cadets learn about and evaluate theories of war and peace. The third block exposes cadets to issues within international political economy. Finally, cadets will focus on emerging issues in international relations, including inequality, state failure, state-building, and climate change. Cadets will evaluate all of the theories through logical analysis. Throughout the course, cadets will consider the ethical implications of the explanations of conflict and cooperation (i.e., war and peace, protectionism and free trade, state failure and development assistance, etc.) surveyed in this course.

The course’s introduction of international relations contributes to the educational goals of USMA and the Army. **The overarching intellectual domain goal here at the Academy is for “graduates to anticipate and respond effectively to the uncertainties of a changing technological, social, political, and economic world.”** This course will help prepare you to do this as future Army officers by providing you with some of the intellectual and analytical tools that can help you understand various challenges in the contemporary and future operating environments. As is evident in his remarks, **this educational goal also responds to** the priorities of the Chairman of the Joint Chiefs of Staff General Dempsey. As General Dempsey stated at his Army Chief of Staff assumption of responsibility ceremony, “We will win in an increasingly competitive learning environment. That’s the domain in which we must prevail...We will master our fundamentals and develop deep global expertise.” This course is part of the foundation for that future victory.

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Autumn 2013 (AY14-1)

Day 1: A or B Hour or Day 2: G or H Hour

Labs: R (G), S (A), T (H), or U (B).

Course Director: MAJ Mike Rosol

Instructors: MAJ Jordan Becker; MAJ Raven Bukowski; Mr. Edward Canuell; MAJ Megan Cumpston; LTC Charles Faint; Lt Col John Hagen; MAJ Seth Johnston; MAJ Bonnie Kovatch; MAJ Aaron Miller; MAJ Abby Mower; Dr. Rob Person (Asst. Course Director); MAJ Renee Ramsey

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### Materials

- *International Politics: Classic and Contemporary Readings* (CCR), ed. Scott P. Handler (Washington, D.C.: CQ Press): 2013.
- John Lewis Gaddis, *We Now Know: Rethinking Cold War History* (New York: Oxford University Press): 1998 [1997].
- *The Little, Brown Handbook* (LBH)
- Dean’s *Documentation of Academic Work* (June 2011) (DAW)
- SS 307 Share Point readings available at: <http://usma-portal/collab/SOC/IR/SS307/default.aspx>

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### Milestones

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**Monday, 19 August or Tuesday, 20 August**

First Day of Class

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**Monday, 18 September – NLT 1600**

Response Paper Due

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**Wednesday, 6 November – NLT 1600**

Research and Analysis Paper (“Sosh Paper”) Due

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**Monday, 3 December – NLT 1600**

Policy Paper Due

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**Week of 15-21 December**

Term End Exam

## Course Objectives

As a result of SS307, each cadet will:

- Improve his/her ability to think critically about international affairs, appreciating the value of “intellectual pluralism”—questioning assumptions, evaluating competing theories, and assessing evidence to develop a deeper understanding of puzzles in international relations.
- Learn to distinguish different theoretical arguments, primarily from the field of international relations and secondarily from the comparative politics literature, scrutinize the internal logic of these arguments, and assess the validity of empirical evidence presented to support various theories.
- Describe, explain, and anticipate international behavior through the synthesis of theoretical arguments and evidence.
- Develop creative, reasoned, and ethical policy recommendations—grounded in critical thought and empirical analysis—to address the dynamic and complex challenges of technological, social, political, and/or economic change in the contemporary world.
- Communicate verbally and in writing his/her analysis and arguments about complex international and global issues clearly and effectively.
- Critically evaluate the implications of international relations theories and foreign policy in terms of normative ethical theories.

## Learning Philosophy

SS307 takes the approach that *cadets are ultimately responsible for their own learning*. Instructors set the conditions for active learning by maintaining a lively and interactive classroom. Instructors conduct classes in a seminar format. Teaching is not about lecturing to students; it is about presenting theories, concepts, and empirical material to students in a way that cadets can integrate into their own experiences and understanding of the world. To do this, we challenge students to think critically about the materials presented in SS307 and in current events, to grapple with difficult questions, and to confront conventional wisdom. This course will help you seek out the “why” answers to questions, moving beyond opinion and punditry towards developed ideas and knowledge based on logical thought and evidence. Working through this process together, you can expect your SS307 instructor to guide you and be a subject matter expert. Merely memorizing key words or phrases and then forgetting them (surface learning) is not part of a successful learning model. Again, you are ultimately responsible for your own learning.

A seminar is the interaction and sharing of ideas by all participants; participation does not mean dominating the discussion. The seminar atmosphere should allow all students to express their ideas even when there is a difference of opinion. Lively class discussions provide students with the greatest learning opportunity, which requires that you do the readings in advance so that you can use the literature to support your arguments about specific subjects. Through discussion, each class meeting will evaluate the different arguments presented in the material, as well as distinguish among them in order to understand key theories, definitions, and arguments. As you will see in the readings, respected scholars may have different views about the same topic, sometimes supported by the use of different evidence. We should strive to examine these differences in logic and evidence in our discussions. Additionally, the class will take part in various group exercises throughout the semester. These exercises will include class debates, small group responses, and simulations. All students are expected to contribute to the work of the group.

## Requirements

The graded requirements, worth a total possible 2,000 points, are:

1. Writs (10%)

Students will take three writs (quizzes), equally weighted, during the course. The writs will test the cadets’ critical reading skills. Writs will cover key concepts and ideas from the course materials. The format may include multiple choice, true/false, fill-in-the-blank, and short answer questions. The writs may also push cadets to apply concepts and theories to explain current events.

## 2. Response Paper (10%)

The response paper is an essay that will evaluate each cadet's comprehension of key concepts in international relations from Block I in the course. The essay prompt will ask you about a current international relations event, assessing your ability to provide an argument rooted in IR traditions and based on a critical analysis of the question and a critical reading of the course materials. The paper must cite relevant course readings and be no longer than five pages.

## 3. Theoretical Analysis Paper (Sosh Paper) (25%)

The "Sosh Paper" will develop your critical reading, conceptual thinking, critical analysis, and analytical writing skills. You will address major issues in global politics by applying theories of the course to an important puzzle of international relations. Given a "data set" in the form of John Lewis Gaddis's *We Know Now: Rethinking Cold War History*, you will answer a question provided by your instructor and in the process apply two theories of international relations. You will provide a theoretically- and evidentiary-supported answer to the question by applying two major theories of the course to the case. This paper focuses on explanation rather than on description or prescription. The page limit for the paper is 15 pages. The paper should do the following: (1) clearly explain your given research question and its significance; (2) identify and describe two specific theories (not theoretical traditions) you are applying to the question, to include: explaining specific assumptions, defining key concepts; defining independent and dependent variables; determining how to measure variables; explaining the causal logic that connects the variables; and explaining likely observable implications of your theory (these concepts should come from the course); (3) develop a specific hypothesis from each theory and detailing the observable implications of the hypothesis if the theory is accurate; (4) use the data from the case to test each theory and hypothesis, to include testing both correlation between variables and causal logic of the two theories; (5) provide a critique of your results, evaluating whether each theory is confirmed or disconfirmed by the case. Your primary source for data for this case will be *We Know Now*. You must also use, at a minimum, the following sources:

- At least one theoretical source from the course readings for each theory, for a total of two sources from the readings. As the course reader and share point only provide excerpts of the readings, you are *highly* encouraged to go to the *original and complete source*.
- At least two outside scholarly theoretical sources for each theory, for a total of four outside scholarly theoretical sources.

These are the minimum number of sources you must use; you will need more than this to write a paper that demonstrates an acceptable understanding of the concepts. Failure of the Research and Analysis paper, regardless of a cadet's final grade in the course, is grounds for course failure. The Head, Department of Social Sciences, will determine course passage or failure for cadets who fail the Research and Analysis paper on a case-by-case basis with input from the course director.

## 4. Policy Paper (10%)

Cadets will write a policy memorandum for a head of state. Your memo will advise the leader on a major problem he/she faces in the area of an assigned global challenge. Your instructor will assign each cadet to a specific country with a specific, functional role as a representative of his or her state. You should draw from both your own in-depth research into the facts of the assigned policy issue and from the theories of the course to offer an empirically grounded but theoretically sophisticated policy recommendation to your assigned leader. The memo should not exceed four pages.

## 5. Term End Exam (25%)

The Term End Exam is a comprehensive closed-book test that covers material from the entire course. The exam evaluates cadet comprehension of key concepts in international relations and the ability of cadets to provide a theoretically based critical analysis of a contemporary international relations event. The exam may include multiple choice, true/false, short-answer, and essay questions. Failure of the Research and Analysis paper, regardless of a cadet's final grade in the course, is grounds for course failure.

## 6. Instructor Points (20%)

a. Participation Points (10%)

As a seminar-style class, active cadet engagement is vital to creating the proper learning environment. Instructors will award cadets participation points for actual participation, not just mere attendance. Active participation requires doing the readings before class and thinking critically about them and the topics of discussion. It can take a variety of forms, including speaking in class, asking questions, dialoging with peers, and emailing questions or thoughts about a topic or class discussion. Active participation can significantly help your grade, while non-participation can significantly lower your grade. Instructors will consider quality, not just quantity, of participation.

b. Instructor Choice (10%)

Each instructor will provide specific guidance to his/her sections about how (s)he will award these points. Instructors will evaluate cadets objectively based on an instructor assigned graded event or events that support the overall course objectives.

### Formatting Requirements

All typed graded requirements must contain a title page formatted in accordance with the Dean's *Documentation of Academic Work*. Type the essay in 12-point Times New Roman font with 1" margins all around and double-spaced lines. The top right header should include your last name and page number. All sources, collaboration, or assistance must be properly cited in the paper and on a works cited or notes page (see *The Little, Brown Handbook* and the Dean's *Documentation of Academic Work*). Footnotes (Chicago style) or parenthetical citation (MLA or APA) and references count separately from the page limits for the assignments described above.

### Acceptable Sources

Cite the readings from the course reader properly, according to *The Little, Brown Handbook*, as book sections in an edited volume.

The following are acceptable outside sources:

- Books: The most relevant books are generally scholarly books published by university presses, or books in which the author provides citations for his/her evidence. Avoid polemics published by the popular press. Additionally, Google Books or other such online book catalogs are *not* acceptable sources since they do not provide access to the complete resource and you may only gain partial context of the author's argument, logic, or evidence. You should use the library to access the actual book.
- Academic journal articles: These articles should primarily come from political science, public policy, or other academic discipline journals related to the Research and Analysis and Policy Papers' theme to be most relevant. Do not just select the first article with the name of your theory or topic that comes up in a Google, Google Scholar, or JSTOR search; some articles are more relevant and/or authoritative than others. Good places to start your search for resources (books, journal articles, primary sources, and news or magazine articles) are the citations in readings from the course.
- Think tank papers: Major think tanks, such as the Council on Foreign Relations (CFR), Brookings Institution, the Center for Strategic and International Studies (CSIS), The RAND Corporation, the Congressional Research Service (CRS), etc. publish scholarly, topical articles or reports on contemporary international relations challenges. You should be aware of potential political biases or agendas that may color the perspective of some think tanks.
- Primary sources: Some examples are government documents, memoirs, interviews, etc.
- News or magazine articles: You should use major national papers, such as the *New York Times*, *Washington Post*, and *Wall Street Journal*, and major magazines, such as *The Economist*, *Foreign Affairs*, and *Foreign Policy*.

Unacceptable sources for written work in this course include the following:

- Wikipedia or any similar source.
- Blogs.
- Textbooks or lecture notes from non-USMA courses.
- Encyclopedias.

- Web content not from any of the acceptable sources described above.

### Research Resources

The librarians at the USMA library are an available resource to help you find sources for your research. You should see them as early as possible so they can help you gather materials. If you wait until the last minute, you will probably not get the resources that you need for your assignments. You can request books that are not in USMA's collection through the InterLibrary Loan (ILIAD) system and NY Connect. The Reserve Room will have some materials on international relations theories and on the theme for the Research and Analysis and Policy Papers on hold. Do not horde or hide materials from the library or Reserve Room. Your peers also need access to the library's resources.

### Evaluation

We evaluate student performance through the course requirements described in this document. Each graded event measures your ability to meet a combination of the course, block, and lesson objectives. Below are the evaluation standards for the graded requirements. Instructors in this course grade cadets individually according to the established standards of performance and assign grades accordingly. We do not apply a course curve. Cadets achieve the grades they earn based upon their individual academic performance.

	Grade Earned	Points Earned	Percentage Earned	Quality Points	Subjective Interpretation
Mastery	A+	1940-2000	97.0-100.0	4.33	<i>Above standards of writing.</i>
	A	1860-1939	93.0-96.9	4.00	<i>Mastery of concepts.</i>
	A-	1800-1859	90.0-92.9	3.67	<i>Can apply concepts to new situations.</i>
Proficiency	B+	1740-1799	87.0-89.9	3.33	<i>Meets standards of writing.</i>
	B	1660-1739	83.0-86.9	3.00	<i>Solid understanding of concepts.</i>
	B-	1600-1659	80.0-82.9	2.67	<i>Strong foundation for future work.</i>
Passing	C+	1540-1599	77.0-79.9	2.33	<i>Approaching standards of writing.</i>
	C	1460-1539	73.0-76.9	2.00	<i>Acceptable understanding of concepts.</i> <i>Questionable foundation for future work.</i>
Below Standard	C-	1400-1459	70.0-72.9	1.67	<i>Below standards of writing.</i>
	D	1340-1399	67.0-69.9	1.00	<i>Doubtful understanding of concepts.</i> <i>Weak foundation for future work.</i>
Failing	F	0-1339	< 67.0	0.00	<i>Unacceptable standards of writing.</i> <i>Definitely failed to demonstrate understanding of concepts.</i>

### Grade Contestation

If you feel strongly that an assigned grade does not reflect the quality of your work, you may appeal through the following procedures. First, discuss your concerns with your instructor. Second, if you still feel that you deserve a different grade, *after talking to your instructor*, submit a formal re-grade request. This request consists of a memorandum to the course director, through your instructor, formally requesting a re-grade. This memorandum should explain, in a concise manner, why you think you should have received a different grade. Give the memorandum, along with your graded assignment, to your instructor. The course director will have two other instructors reevaluate the paper, averaging their assigned grades. This grade may be higher, lower, or identical to the one originally received. The new grade will be final. (Note: Failures on graded assignments worth 25% or more of the total grade will automatically receive a re-grade. Because of this automatic re-grade, the cadet will receive the average of the original grade and the two new evaluations, or the original grade, whichever is higher. Failures due to lateness will not receive an automatic re-grade.)

### Late Submissions

The penalty for late submissions is one letter grade (10% of the assignments total possible points) for every portion of a 24-hour period that the paper is late. You must complete all graded assignments, late or not, to complete this course successfully. Instructors will submit a Cadet Observation Report (COR) as “failure to perform a duty” for all late submissions.

### Absences

You must notify your instructor of any planned absence at least 48 hours in advance. All graded assignments are due at their specified time; guard duty, trip sections, etc., do not preclude you from turning in graded assignments on time.

### Honor Code

We encourage student collaboration in this course. Part of our personal and professional development comes from our work with our peers. Keep in mind, however, that “cooperate and graduate” should not imply taking short cuts and using others’ work, but rather should entail peer learning and support. As leaders of character, we are expected to maintain academic integrity, which is one component of our personal and professional integrity. You must document all direct quotes as quotations. All ideas of any kind (*not* just direct quotes) taken from other works or people -- whether from published sources, other cadets, or any other outside source -- must be thoroughly documented with *both* in text documentation (footnotes / parenthetical documentation) and a works cited page. Ensure that you document all written work in accordance with the Dean’s *Documentation of Academic Work* (June 2010).

In this course, we will use Safe Assign, a Blackboard add on verification program. To be clear, in using this software, we are not questioning any individual cadet’s honor or the Honor Code as a whole. Instead, Safe Assign facilitates transparency. Transparency and accountability are a fundamental part of military service and inspections are a normal part of military life. Of course, no computer program, however, substitutes for instructor judgment.

### Labs

SS307 is a 3.5 credit hour course with eight lab periods. The purpose of the labs is to help prepare cadets for the course research project (see separate “SS307 Course Research Project” handout for more specific written details). Each instructor will provide specific guidance for how he or she will conduct labs with their sections. Every section will meet for the Lab 1 session (see the course schedule for specific dates), and instructors will provide an overview of the course project during this period.

Labs 5 and 7 will consist of paper peer reviews. The purpose of these labs is to provide cadets with the opportunity to receive feedback from their peers about their “Sosh” paper (Lab 5) and policy paper (Lab 7) before the papers are due, giving cadets the opportunity to make adjustments before turning their papers in for grade. During the peer review labs in this course, cadets should provide constructive criticism to their partners about the presentation of the IR theories used, logic of argument, the use of evidence to test the theories, the overall structure of the paper, grammatical correctness, and style. Peer evaluators should focus not just on proofreading, but also on the theoretical components of the paper and on the empirical support for the theories used. Peer review is an important process in academia and in the Army. Peer review is the opportunity to provide and receive constructive criticism to improve the quality of one’s work. It is often difficult to find the flaws in one’s own work, but analyzing another’s work helps one learn how to evaluate one’s own work. Peer review also helps one learn to receive constructive criticism from others without taking offense. Army officers must be able to give and receive criticism in a constructive manner in order to ensure mission success and to maintain unit effectiveness and cohesion. Follow your own instructor’s specific directions about how (s)he will conduct these lab periods.

The course schedule lists Labs 3, 4, 6, and 8 as instructor discretion. Content of these labs is at the discretion of each individual instructor. Some instructors may use labs to reinforce concepts or methods from the course. Instructors may also give some of these labs as research drops. When given, the purpose of a research drop is to provide cadets with compensatory time for completing the different components of the course research project. It is not possible to complete the research project requirements solely during this time, but this will help cadets who use this time effectively. Additionally, instructors will be available during these lab drops for additional instruction and questions that cadets have about their course projects.



The following are the lab hours and their corresponding class hour:

- R Hour Lab (G Hour)
- S Hour Lab (A Hour)
- T Hour Lab (H Hour)
- U Hour Lab (B Hour)

## Readings

The majority of the readings for this course will come from *International Politics: Classic and Contemporary Readings (CCR)* edited by Scott P. Handler. Cadets must purchase the current version of *CCR*, which includes changes from the previous edition. Some assigned readings are not available in *CCR* and may be downloaded from the SS 307 share point site at: <http://usma-portal/collab/SOC/IR/SS307/default.aspx>. You should bring all readings to class with you.

Readings labeled “Assigned Readings” are required readings for every lesson. All are available either in *CCR* or on the course share point site. Though instructors may not cover every reading in every class, all assigned readings are testable.

Readings labeled “Supplemental Readings” are not required and are not testable, but provide a resource for Cadets seeking more information or desiring to explore a topic in more depth. These readings often provide a good starting point for theories used in the Research and Analysis paper. Many of these readings are also available on the share point site. Supplemental readings that are not available on share point are accessible at the USMA library or through the library’s databases.

## Guest Speakers

Every semester, SS 307 strives to expose cadets to elite international relations scholars and foreign policy makers from outside of West Point. Recent past scholars have included key authors from the course syllabus including Stephen Krasner, John J. Mearsheimer, Robert Pape, and Robert Keohane. Policy makers have included former Secretaries of State Henry Kissinger and Madeleine Albright.

The course will include two guest lectures. The first will be by Professor Michael Doyle, who will discuss preventive war on the evening of 12 November 2012. **(Second speaker: possibly John Lewis Gaddis or Andrew Morvacisk, who have both indicated they would be interested in speaking – still working on a possible policy maker – possibly UN Undersecretary.)**

These lectures are mandatory events. Cadets with academic conflicts should notify their instructors as soon as possible. These are also excellent opportunities to question some of the most important thinkers in the world, and cadets should attend with prepared notes and questions.

## Course Schedule

	Date	Lesson (Topic)
Block I: Theoretical Traditions in International Relations	Mon, 19 Aug and Tue, 20 Aug	1 (Course Introduction)
	Wed, 21 Aug and Thu, 22 Aug	2 (Critical Analysis)
	Fri, 23 Aug and Mon, 26 Aug <i>Ring Weekend (Sat, 24 Aug)</i>	3 (Realism I: Classical Realism)
	Tue, 27 Aug and Wed, 28 Aug Lab 1: Course Project Overview and Social Science Methodology (R-28 Aug; S-6 Sep; T-10 Sep; U-12 Sep)	4 (Realism II: Neo-Realism)
	Thu, 29 Aug and Fri, 30 Aug <i>Modified Class Schedule (Fri, 30 Aug)</i> <i>Labor Day – No Classes (Mon, 2 Sep)</i>	5 (Liberalism I: Classical Liberalism) <b>APSA</b>
	Tue, 3 Sep and Wed, 4 Sep	6 (Liberalism II: Economic Liberalism)
	Thu, 5 Sep and Fri, 6 Sep	7 (Liberalism III: Liberal Institutionalism)
	Mon, 9 Sep and Tue, 10 Sep	8 (Constructivism)
	Wed, 11 Sep and Thu, 12 Sep	9 (Decision-Making Models)
	Fri, 13 Sep and Mon, 16 Sep <i>Modified Class Schedule (Fri, 13 Sep)</i> Lab 2: Instructor Discretion (R-16 Sep; S-18 Sep; T-20 Sep; U-24 Sep)	10 (Ethical Traditions in International Relations)
	Tue, 17 Sep and Wed, 18 Sep	<b>Response Paper Due 1600 – Wed, 18 Sep</b> 11 (Research Drop) – <i>9 days to grade</i>
	Thu, 19 Sep and Fri, 20 Sep	12 (Block I Review and <b>WRIT I</b> )
Block II: War and Peace	Mon, 23 Sep and Tue, 24 Sep	13 (The Security Dilemma)
	Wed, 25 Sep and Thu, 26 Sep Lab 3: Instructor Discretion (R-26 Sep; S-30 Sep; T-2 Oct; U-3 Sep)	14 (Balancing Theories)
	Fri, 27 Sep and Mon, 30 Sep	15 (Coercion: Compellence and Deterrence) <b>Response Papers Graded (1200, 27 SEP)</b> <b>Response Paper Regrade Complete (1200, 30 SEP)</b>
	Tue, 1 Oct and Wed, 2 Oct	16 (Bargaining and War) <b>Hand Back Response Papers</b>
	Thu, 3 Oct and Fri, 4 Oct	17 (Theories of Democracy and War)
	Mon, 7 Oct and Tues, 8 Oct Lab 4: Instructor Discretion (R-8 Oct; S-10 Oct; T-16 Oct; U-21 Oct)	18 (Civil Conflict)
	Wed, 9 Oct and Thu, 10 Oct	19 (Leaders, Perception, and War)
	Fri, 11 Oct and Mon, 14 Oct <i>Columbus Day – No Change to Class Schedule (Mon, 14 Oct)</i>	20 (Terrorism and Counterterrorism) – Taught by the Combating Terrorism Center (CTC)
	Tue, 15 Oct and Wed, 16 Oct	21 (The Ethics of War)



	Thu, 17 Oct and Mon, 21 Oct <i>No Class (Fri, 18 Oct)</i>	22 (Block Review and <b>WRIT II</b> )
Block III: International Political Economy	Tue, 22 Oct and Wed, 23 Oct Lab 5: Sosh Paper Peer Review (R-23 Oct; S-25 Oct; T-29 Oct; U-31 Oct)	23 (Introduction to International Political Economy)
	Thu, 24 Oct and Fri, 25 Oct	24 (Free Trade and International Trade Regimes)
	Mon, 28 Oct and Tue, 29 Oct	25 (Hegemony and Trade)
	Wed, 30 Oct and Thu 31 Oct	26 (Domestic Politics and Trade)
	Fri, 1 Nov and Mon, 4 Nov Lab 6: Instructor Discretion (R-4 Nov; S-6 Nov; T-8 Nov; U-13 Nov)	27 (Research Drop)
	Tue, 5 Nov and Wed, 6 Nov	<b>Sosh Paper Due 1600 - Wed, 6 Nov</b> 28 (Research Drop) - 16 Days to Grade Sosh Papers
	Thu, 7 Nov and Fri, 8 Nov	29 (International Monetary Affairs)
	Tue, 12 Nov and Wed, 13 Nov Mandatory Lecture: Michael Doyle, Preventive War (12 Nov, <b>Time/Location TBD</b> ) <i>Veteran's Day - No Class (Mon, 11 Nov)</i>	30 (Ethics and IPE)
	Thu, 14 Nov and Fri, 15 Nov Lab 7: Policy Paper Overview and Peer Review (R-15 Nov; S-19 Nov; T-21 Nov; U-25 Nov)	31 (Block III Review and <b>WRIT III</b> )
	Mon, 18 Nov and Tue, 19 Nov	32 (Poverty and Inequality)
Block IV: Emerging International Relations Topics	Wed, 20 Nov and Thu, 21 Nov	33 (State-Building)
	Fri, 22 Nov and Mon, 25 Nov	34 (Failed States) <i>SP Failures Turned-in, 0930, Fri, 22 NOV; SP Re-Graded Complete, 1200, Mon, 25 Nov</i>
	Tue, 26 Nov and Tue, 27 Nov <i>Modified Class Day (Tue, 27 Nov)</i> <i>Thanksgiving Holiday (28 Nov - 1 Dec)</i>	35 (International Law) <i>Return Sosh Papers</i>
	Mon, 2 Dec and Tue, 3 Dec Lab 8: Instructor Discretion (R-3 Dec; S-8 Dec; T-9 Dec; U-11 Dec)	36 (Research Drop) <b>Policy Paper Due 1600 - Tues, 3 Dec - 7 days to grade</b>
	Wed, 4 Dec and Thu, 5 Dec	37 (The Environment and Climate Change)
	Fri, 6 Dec and Mon, 9 Dec	38 (A New International Order?)
	Tue, 10 Dec and Wed, 11 Dec	39 (Ethics and Development Assistance) <i>Policy Paper Graded - 0935, Tues, 10 NOV; (re-grades 1200 11 Dec)</i>
	Thu, 12 Dec and Fri, 13 Dec <i>Modified Class Schedule</i>	40 TEE Review <i>Hand Back Policy Papers</i>
TEE Week (15-21 Dec)	TEE	

**Lab Key:**

- A Hour (S Lab)
- B Hour (U Lab)
- G Hour (R Lab)
- H Hour (T Lab)

# Lesson Plans

## **Block I: Theoretical Traditions in International Relations**

Block Objective: Familiarize students with the primary traditions of international relations and with the social scientific method.

DRAFT - 5 JUL 13

## Lesson 1: Course Introduction

### Lesson Objective (L.O.):

Understand what international relations (IR) is as an academic discipline and why it is an important subject for all future Army officers.

### Reading/Discussion Guide:

1. What is international relations (IR) and why do we care about it?
2. What is this course all about, how is it structured, and what is expected of me?
3. Why is IR a core course at USMA?
4. What is anarchy?
5. What are the theoretical traditions or “competing paradigms” that dominate the contemporary study of international relations?

## Lesson 2: Critical Analysis

### Lesson Objective (L.O.):

Explain the social scientific method, and build a foundation for understanding, critically analyzing, and synthesizing arguments and theories throughout the course.

### Reading/Discussion Guide:

1. How are theories developed and tested in IR?
2. What are the roles of theory?
3. Define the key components of a theory (assumptions, variables, causal logic, etc.)
4. How do we understand and analyze arguments?
5. What are the levels of analysis in IR, and why do we care about them?

## Assigned Readings (22)

- SS307 Course Syllabus (Read pages 1-9, skim Lesson Plans). (7)
- Joseph S. Nye (2007), “What is International Politics?” in *CCR*, 7-11. (5)
- Steven M. Walt (1998), “International Relations: One World, Many Theories,” *Foreign Policy* 110 (Spring): 29-32, 34-46. (10) [available on sharepoint or at <http://www.jstor.org/stable/1149275> ]

## Assigned Readings (15)

- Kenneth Hoover and Todd Donovan (2011), “The Elements of Social Scientific Thinking,” in *CCR*, 18-28. (11)
- Kenneth N. Waltz (1959 [2001]), “Man, the State, and War,” in *CCR*, 29-32. (4)

### Supplemental Reading

- Bernstein et al. (2000), “God Gave Physics the Easy Problems: Adapting Social Science to an Unpredictable World,” *European Journal of International Relations* 6(1): 43-76.
- Kenneth A. Shepsle and Mark S. Bonchek (2010), “Chapter 1: It isn’t Rocket Science, but...” in *Analyzing Politics, Rationality, Behavior, and Institutions* (New York: Norton), 3-13.
- J. David Singer (1961), “The Level-of-Analysis Problem in International Relations,” *World Politics* 14(1): 77-80.

## Lesson 3: Realism I - Classical Realism (Human Nature Realism)

### Lesson Objective (L.O.):

Explain the general tenets (worldview) of realism in international relations.

### Reading/Discussion Guide:

1. Explain the realist view of the nature of man.
2. Describe the key tenets of realism.
3. What is power?
4. What do we learn about realism from the history of the Peloponnesian War?

## Lesson 4: Realism II – Neo-Realism (Structural Realism)

### Lesson Objective (L.O.):

Explain the general tenets (worldview) of realism in international relations.

### Reading/Discussion Guide:

1. What do neo-realists (also called “structural realists”) mean by the “structure” of the international system?
2. What is the realist explanation for international conflict?
3. What is the realist explanation for international cooperation?
4. Explain hegemony.
5. Explain the differences between classical realism (human nature realism) and neo-realism (structural realism) in light of Waltz’s levels of analysis.

## Assigned Readings (14)

- Thomas Hobbes (1651), “On the Nature and Condition of Man,” in *CCR*, 33-35. (3)
- Nicollo Machiavelli (1532), “*The Prince*: Chapters XVII, XVIII, and XXI,” in *CCR*, 36-39. (4)
- Hans Morgenthau (1948 [2006], “A Realist Theory of International Politics,” in *CCR*, 40-44. (5)
- Joseph S. Nye (2007), “The Peloponnesian War,” in *CCR*, 45-46. (2)

## Assigned Readings (20)

- Kenneth Waltz (1979), “Political Structure,” in *Theory of International Politics* (Reading, Mass.: Addison-Wesley), selections from 88-89; 91-100. (approx. 6) [available on sharepoint]
- Kenneth N. Waltz (1988), “The Origins of War in Neorealist Theory,” in *CCR*, 47-50. (4)
- John Mearsheimer (2001), “Anarchy and the Struggle for Power” in *CCR*, 51-61. (10)

### Supplemental Reading

- John Mearsheimer (2001), “Anarchy and the Struggle for Power” in *The Tragedy of Great Power Politics* (New York: Norton), 29-54.
- George F. Kennan (“X”) (1947), “The Sources of Soviet Conduct,” *Foreign Affairs* 25(4): 566-582.

## Lesson 5: Liberalism I - Classical Liberalism

### Lesson Objective (L.O.):

Explain the general tenets (worldview) of liberalism in international relations.

### Reading/Discussion Guide:

1. Explain the liberal view of the nature of man.
2. Describe the key tenets of liberalism.
3. Discuss Kant's "Three Definitive Articles" and explain how each element can contribute to the possibility of perpetual peace among states.

## Lesson 6: Liberalism II - Economic Liberalism

### Lesson Objective (L.O.):

Explain the general tenets (worldview) of liberalism in international relations.

### Reading/Discussion Guide:

1. Identify the three strands of liberalism and the two sub-strands of political liberalism in contemporary international relations theory.
2. Explain the differences between harmony, cooperation, and discord.
3. Discuss the concept of economic interdependence and its impact on state behavior according to liberal and realist trade theory.
4. Explain the role of interdependence and future expectations of trade for conflict and cooperation.
5. Analyze the liberal legacy left by President Wilson on U.S. foreign policy.

## Assigned Readings (16)

- John Locke (1690), "Of the State of Nature, Of the State of War, and Of the Ends of Political Society and Government," in *CCR*, 65-70. (5)
- Immanuel Kant (1798), "Perpetual Peace: A Philosophical Sketch," in *CCR*, 71-74. (4)
- Michael W. Doyle (1983), in "Kant, Liberal Legacies, and Foreign Policy," *CCR*, 75-81. (7)

### Supplemental Reading

- Scott Silverstone, "The Liberal Tradition and International Relations," in *Understanding International Relations: The Value of Alternative Lenses*, 5<sup>th</sup> ed., Daniel J. Kaufman, Jay M. Parker, Patrick V. Howell, and Grant R. Doty, eds. (Boston: McGraw Hill), 159-163.

## Assigned Readings (19)

- Joseph S. Nye (2007), "Liberalism Revived," in *CCR*, 82-84. (3)
- Richard Rosencrance (1986), "The Worlds of International Relations: the Military-Political World, the Trading World," in *CCR*, 85-87. (3)
- Dale C. Copeland (1996), "Economic Interdependence and War," in *CCR*, 88-91. (4)
- Robert O. Keohane (1984), "Harmony, Cooperation, and Discord," in *CCR*, 92-99. (7)
- Woodrow Wilson (1918), "The Fourteen Points," in *CCR*, 100-101. (2)

## Lesson 7: Liberalism III- Neo-Liberal Institutionalism

### Lesson Objective (L.O.):

Explain the general tenets (worldview) of liberalism in international relations.

### Reading/Discussion Guide:

1. Explain the role that liberal institutions can create in fostering conflict or cooperation. Under what conditions do institutions promote cooperation? Explain the causal logic in how institutions do so.
2. Evaluate and assess the conflicting claims of neo-realism and neo-liberal institutionalism. Explain which you find most convincing, under what conditions, and why.

### Assigned Readings (24)

- *Review* Joseph S. Nye (2007), "Liberalism Revived," in *CCR*, especially p. 83.
- Douglas C. North (1990), "An Introduction to Institutions and Institutional Change," in *Institutions, Institutional Change, and Economic Performance*, 3-6. (3) [available on sharepoint]
- John J. Mearsheimer (1994/1995), "The False Promise of International Institutions," *International Security*, 19(3): 5-9, 15-22. (13) [available on sharepoint or <http://www.jstor.org/stable/2539078> ]
- Robert O. Keohane and Lisa L. Martin (1995), "The Promise of Institutional Theory," *International Security*, 20(1): 39-46. (8) [available on sharepoint or <http://www.jstor.org/stable/2539214> ]

### Supplemental Reading

- G. John Ikenberry (2001), *After Victory: Institutions, Strategic Restraint, and Rebuilding After Major Wars* (Princeton: Princeton University Press), Chapters 2 and 3.
- Oran R. Young (1986), "International Regimes: Towards a New Theory of Institutions," *World Politics*, 29(1): 104-122.



## Lesson 8: Constructivism

### Lesson Objective (L.O.):

Explain the general tenets (worldview) of constructivism in international relations.

### Reading/Discussion Guide:

1. What explains actor behavior according to constructivism? Who are the actors of concern to constructivists?
2. What impact can competing norms and identities have on international relations?
3. Discuss what an understanding of norms and cultures can do to help understand state behavior that an evaluation of material power and material interests cannot provide.
4. How do norms change? Explain the “life cycle” of norm evolution, and the accompanying behavioral logics during each stage of evolution.

## Assigned Readings (31)

- Ian Hurd (2008), “Constructivism,” in *The Oxford Handbook of International Relations*, eds. Christian Reus-Smit and Duncan Snidal (Oxford: Oxford University Press), 298-305. (8) [available on sharepoint]
- Nina Tannenwald (1999), “The Nuclear Taboo: The United States and the Normative Basis of Nuclear Non-Use,” *International Organizations*, 53(3), 433-442; 458-465. (17) [available on sharepoint or <http://www.jstor.org/stable/2601286.pdf> ]
- Martha Finnemore and Kathryn Sikkink (1998), “International Norm Dynamics and Political Change,” in *CCR*, 108-116. (9)

### Supplemental Reading

- Alexander Wendt (1992), “Anarchy is What States Make of It: The Social Construction of Power Politics,” *International Organization* 46(2): 391-425.
- Jeffrey T. Checkel (1998), “The Constructivist Turn in International Relations Theory,” *World Politics* 50(2): 324-348.
- Ted Hopf (1998), “The Promise of Constructivism in International Relations,” in *CCR*, 102-107.
- Martha Finnemore (1996), “Constructing Norms of Humanitarian Intervention,” in *The Culture of National Security: Norms and Identity in World Politics*, ed. Peter J. Katzenstein (New York: Columbia University Press), 153-185.
- J. Ann Tickner (2011), “Dealing with Difference: Problems and Possibilities for Dialogue in International Relations.” *Millennium – Journal of International Studies* 39(3): 607-618.
- Nina Tannenwald (2005), “Stigmatizing the Bomb: Origins of the Nuclear Taboo,” in *CCR*, 117-121.

## Lesson 9: Decision-Making Models

### Lesson Objective (L.O.):

Understand different models that explain state behavior based on decision-making structures and/or processes.

### Reading/Discussion Guide:

1. Differentiate the key arguments of the three different decision-making models described by Allison.
2. Analyze the ability of the bureaucratic politics model to explain US decision-making in the aftermath of 9/11.
3. Explain why it is necessary, from an international relations perspective, to understand different processes of decision-making within government.

## Lesson 10: Ethical Traditions in International Relations

### Lesson Objective (L.O.):

Understand the ethical traditions that influence international relations theory and foreign policy.

### Reading/Discussion Guide:

1. Differentiate the main ethical traditions that influence international relations. Explain how these ethical traditions are reflected in the traditions of IR.
2. What is the ethical responsibility of the state according to moral skepticism and moral relativism?
3. Analyze how moral and/or ethical arguments about international relations should be judged.

## Assigned Readings (32)

- Graham Allison (1969), "Conceptual Models and the Cuban Missile Crisis," in *CCR*, 135-158. (23)
- Bob Woodward and Dan Balz (2002), "10 Days in September: At Camp David, Advise and Consent," reprinted in Scott P. Handler, *International Relations: Traditions and Contemporary Challenges*, 174-182. (9) [available on share-point]

### Supplemental Reading

- Jiri Valenta (1979), "The Bureaucratic Politics Paradigm and the Soviet Invasion of Czechoslovakia," *Political Science Quarterly* 94(1): 55-76.
- Kevin Woods, James Lacey, and Williamson Murray (2006), "Saddam's Delusions: The View from the Inside," *Foreign Affairs* 85(3): 2-26.
- TV (2003): *Frontline*, "The War Behind Closed Doors."
- Movie (2000): "Thirteen Days."

## Assigned Readings (16)

- Thucydides (431 BCE), "The Melian Dialogue," in *CCR*, 159-162. (4)
- James Fieser (2009), "Normative Ethics," in *CCR*, 163-167. (5)
- Joseph S. Nye (2007), "Ethical Questions in International Politics," in *CCR*, 168-173. (7)

## Lab 1: Course Project Overview and Social Science Methodology

### Lab Objective (L.O.):

Review the social scientific method and develop a research plan to apply the method in order to answer a specific assigned question related to the Cold War in the Research and Analysis “Sosh” Paper.

R (G Hour) – 16 Sep

S (A Hour) – 18 Sep

T (H hour) – 20 Sep

U (B Hour) – 24 Sep

## Lesson 11: Research Drop

### Lesson Objective (L.O.):

Provide time for cadets to prepare Response Paper.

### Response Paper Due Date:

Wednesday, 18 September 2013 – NLT 1600

## Lesson 12: Block I Review

### Lesson Objective (L.O.):

Review and synthesize material from Block I.

### WRIT I:

All Block I material, Lessons 1-12.

## Assigned Readings (21)

- Review: Lesson 2 (focus on theories, hypotheses, variables, causal logic, and theory testing)
- Read: Henry Farrell, “Good Writing in Political Science: An Undergraduate Student’s Short Illustrated Primer V.1.01” in *CCR*, 13-17. (5)
- Read: X (George Kennan) [1947], “The Sources of Soviet Conduct,” *Foreign Affairs* 25(4), 566-582. (16)  
[available at <http://www.jstor.org/stable/20030065>.]

## Graded Event Objective (Response Paper):

Evaluate cadet comprehension of key concepts in international relations and the ability of cadets to provide an IR tradition-based critical analysis of a contemporary international relations event.

## Assigned Readings (15)

- Jack Snyder (2004), “One World, Rival Theories,” *Foreign Policy* (Nov/Dec): 53-62. (9) [available on sharepoint or <http://www.jstor.org/stable/4152944>]
- Review Scott P. Handler, “Theoretical Traditions in International Relations,” in *CCR*, 1-6. (6)

## Block II: War and Peace

**Block Objective:** Understand why war occurs between and within states despite the heavy costs, as well as the factors that may enable or impede peace.

### Lesson 13: The Security Dilemma

**Lesson Objective (L.O.):**

Understand the logic of the security dilemma, as well as empirical criticisms of the concept.

**Reading/Discussion Guide:**

1. Explain the logic of the security dilemma and the variables that may mitigate the dilemma.
2. Define and evaluate the roles of “offense-defense advantage” and “offense-defense distinguishability” for the security dilemma and consider the utility of these concepts.
3. Differentiate the preemptive and preventive paths to war.

### Assigned Readings (22)

- Skim Scott P. Handler, “War and Peace,” in *CCR*, 175-179. (5)
- Robert Jervis (1978), “Cooperation Under the Security Dilemma,” in *CCR*, 180-185. (5)
- Dan Reiter (1995), “Exploding the Powder Keg Myth: Preemptive Wars Almost Never Happen,” in *CCR*, 186-191. (6)
- Jack S. Levy (2008), “Preventive War and Democratic Politics,” in *CCR*, 192-197. (6)

### Supplemental Reading

- Charles L. Glaser (1997), “The Security Dilemma Revisited,” *World Politics* 50(1): 171-201.
- Stephen Van Evera (1988), “Offense, Defense, and the Causes of War,” *International Security* 22(4): 5-43.
- Chaim Kaufmann and Charles L. Glaser (1988), “What is the Offense-Defense Balance and Can We Measure It?” *International Security* 22(4): 44-82.
- Video: Hoover Institution, “Best Defense: Preventive War,” available at: <http://www.youtube.com/watch?v=4RLMflxxd-A>. Watch from 2:11-9:00 minutes.

## Lesson 14: Balancing Theories (Balance of Power, Balance of Threat, Soft Balancing)

### Lesson Objective (L.O.):

Evaluate the implications of balancing theories and their validity in explaining the behavior of states in the international system.

### Reading/Discussion Guide:

1. Predict behavior of states based on the various polarities of the international system.
2. Analyze the differences between balance of power and balance of threat. Which is more compelling, and why?
3. Why and how might soft balancing occur, and why should we care about it?

## Lesson 15: Coercion: Deterrence and Compellence

### Lesson Objective (L.O.):

Explain the logic of deterrence and assess its validity for dealing with a modern-day problem.

### Reading/Discussion Guide:

1. Explain the logic of coercion as compellence and deterrence.
2. Analyze the arguments for and against deterrence working with respect to Iran. Which argument is more compelling?

## Assigned Readings (18)

- Hans Morgenthau (1948 [2006]), "The Balance of Power" in *CCR*, 198-201. (4)
- Stephen M. Walt (1985), "Alliance Formation and the Balance of World Power," in *CCR*, 202-210. (8)
- Robert A. Pape (2005), "Soft-Balancing against the United States," in *CCR*, 211-217. (6)

### Supplemental Reading

- Kenneth N. Waltz (1979), *Theory of International Politics* (Boston: McGraw Hill), 88-93, 161-193.
- Kenneth M. Pollack (2002), "Next Stop Baghdad?" *Foreign Affairs* 81(2): 32-47.
- John J. Mearsheimer and Stephen Walt (2003), "An Unnecessary War," *Foreign Policy* 134: 50-59.

## Assigned Readings (23)

- Thomas C. Schelling (1966), "The Diplomacy of Violence," in *CCR*, 218-224. (7)
- Kenneth Waltz, "Why Iran Should Get the Bomb: Nuclear Balancing Would Mean Stability," *Foreign Affairs* 91(4), 2-5. (4) [Available on share point]
- Barry R. Posen (2006), "A Nuclear-Armed Iran," in *CCR*, 225-234. (9)
- Robert J. Lieber and Amatzia Baram (2009), "Containment Breach," in *CCR*, 235-236. (3)

### Supplemental Reading

- Glenn H. Snyder (1988 [1961]), "Deterrence and Defense," in *The Use of Force: Military Power and International Politics*, Third Edition, eds. Robert J. Art and Kenneth N. Waltz (Lanham: University Press of America): 25-43.
- John J. Mearsheimer (1983), "Chapter 2: Conventional Deterrence," in *Conventional Deterrence* (Ithaca: Cornell University Press), 23-66.
- Robert Jervis (1976), "Chapter 3: Deterrence, the Spiral Model, and Intentions of the Adversary," in *Perceptions and Misperceptions in International Politics* (Princeton: Princeton University Press): 58-116.

## Lesson 16: Bargaining and War

### Lesson Objective (L.O.):

Understand how war or peace may result from bargaining, or the lack thereof, between states.

### Reading/Discussion Guide:

1. Explain the impact of bargaining during the different phases of war.
2. Differentiate the primary critiques of the bargaining model of war. Are these critiques necessarily mutually exclusive of or contradictory to the bargaining model?
3. Analyze the strengths and weaknesses of the arguments for negotiating with the Taliban based on the theoretical explanation for bargaining and war.
4. Discuss why opposing sides cannot find a solution that would allow them to reach a less-costly, peaceful bargain when the costs of war are staggering, as evidenced by the Iraq and/or Afghanistan Wars.

## Assigned Readings (19)

- Dan Reiter (2003), "Exploring the Bargaining Model of War," in *CCR*, 237-250. (11)
- James Shinn and James Dobbins (2011), "Summary," from *Afghan Peace Talks: A Primer* in *CCR*, 251-254. (4)
- David Rohde (2012), "It's Time for America to Negotiate with the Taliban," in *CCR*, 255-256. (2)
- Edward N. Luttwak (1999), "Give War a Chance," in *CCR*, 288-290. (2)
- Look over the "Costs of War" web site at Brown University to include:  
"US and Allied Killed and Wounded," (<http://costsofwar.org/article/us-and-allied-killed-and-wounded>);  
"Economic Cost Summary," (<http://costsofwar.org/article/economic-cost-summary>);  
Civilian Killed and Wounded (<http://costsofwar.org/article/civilians-killed-and-wounded>)

### Supplemental Reading

- James Fearon (1995), "Rationalist Explanations for War," *International Organization* 49(3): 379-414.



## Lesson 17: Theories of Democracy and War

### Lesson Objective (L.O.):

Understand the theory of the “democratic peace” and anticipate the impact of democratization efforts around the globe.

### Reading/Discussion Guide:

1. Explain the primary causal logic behind the democratic peace theory.
2. Distinguish between the structural/institutional and cultural/normative models of the democratic peace.
3. Identify the limits and realist critiques of the democratic peace theory.
4. Discuss the implications for international relations if states in the Middle East transition to democracy.

## Lesson 18: Leaders and War

### Lesson Objective (L.O.):

Evaluate the role of “first image” political leaders, perceptions, and misperceptions in war onset and conduct.

### Reading/Discussion Guide:

1. Evaluate the degree to which individual, “first image” political leaders determine outcomes in international politics.
2. Explain how you would determine the relative roles of political leaders, domestic political systems, and structural changes in the international system determinants of war onset, conduct, and resolution.

## Assigned Readings (21)

- Bruce Russett (1993), “The Fact of the Democratic Peace” in *CCR*, 257-266. (11)
- Edward D. Mansfield and Jack Snyder (1995), “Democratization and War,” in *CCR*, 267-272. (7)
- Henry S. Farber and Joanne Gowa (1995), “Politics and Peace,” in *CCR*, 273-276. (4)

### Supplemental Reading

- John R. Oneal and Bruce Russett (1999), “The Kantian Peace: The Pacific Benefits of Democracy, Interdependence, and International Organizations, 1885-1992,” *World Politics* 52(1): 1-37.
- Bruce Russett and John R. Oneal (2001), “From Democratic Peace to Kantian Peace,” in *Triangulating Peace: Democracy, Interdependence, and International Organizations* (New York: W.W. Norton & Company): 43-79.

## Assigned Readings (TBD)

- Robert Jervis (2013), “Do Leaders Matter and How Would We Know?” *Security Studies* 22(2): TBD.
- Elizabeth N. Saunders (2009), “Transformative Choices: Leaders and the Origins of Intervention Strategy,” *International Security* 34(2): TBD.

### Supplemental Reading

- Jack S. Levy, “Learning and Foreign Policy: Sweeping a Conceptual Minefield,” *International Organizations* 48(2): 279-312.

## Lesson 19: Civil Conflict

### Lesson Objective (L.O.):

Differentiate possible causes of and solutions for civil conflict.

### Reading/Discussion Guide:

1. Analyze the possible causes and favorable conditions for civil conflict, and explain which argument is the most compelling.
2. Distinguish the grievances, incentives, and social sanctions explanations for civil war.
3. Discuss the possible solutions to civil conflict, and evaluate arguments for and against those proposed solutions.

## Lesson 20: Terrorism and Counterterrorism

### Lesson Objective (L.O.):

Understand the theoretical arguments about the causes of terrorism, and their implications for policies to counter this form of conflict.

### Reading/Discussion Guide:

3. Describe the four waves of terrorism.
4. Differentiate enabling conditions and motivations for terrorist movements.
5. Evaluate the various strategies of terrorism and the counter-terror responses.
6. Analyze the critiques of the strategic model of terrorism.

## Assigned Readings (15)

- McCartan Humphreys and Jeremy M. Weinstein, "Who Fights? The Determination of Participation in Civil War," in *CCR*, 277-281. (5)
- Paul Collier (2006), "Causes of Civil War," from *The Bottom Billion: Why the Poorest are Failing and What Can be Done About It* (Oxford: Oxford University Press). (5) [Available on share point]
- Barbara Walter (2002), "Committing to Peace," in *CCR*, 282-287. (5)

### Supplemental Reading

- Barry R. Posen (1993), "The Security Dilemma and Ethnic Conflict," *Survival* 35(1): 27-35 and 41-47.
- Nicholas Sambanis (2001), "Do Ethnic and Nonethnic Civil Wars Have the Same Causes?: A Theoretical and Empirical Inquiry (Part 1)," *The Journal of Conflict Resolution* 45(3): 259-282.
- Stathis N. Kalyvas (2007), "Civil Wars," in *The Oxford Handbook of Comparative Politics*, ed. Carles Boix and Susan C. Stokes (New York: Oxford University Press, 2007), 416-434.

## Assigned Readings (16)

- David C. Rapoport (2002), "The Four Waves of Rebel Terror and September 11," in *CCR*, 291-295 (5)
- Martha Crenshaw (1981), "The Causes of Terrorism," in *CCR*, 296-299. (5)
- Andrew H. Kydd and Barbara F. Walter (2006), "The Strategies of Terrorism," in *CCR*, 300-307.(6)

### Supplemental Reading

- Max Abrahms (2008), "What Terrorists Really Want: Terrorist Motives and Counterterrorism Strategy," *International Security* 32(4): 78-105.
- Michael Mousseau (2002/03), "Market Civilization and Its Clash with Terror," *International Security* 27(3): 5-29.
- Robert A. Pape (2003), "The Strategic Logic of Suicide Terrorism," *American Political Science Review* 97(3): 1-19.

## Lesson 21: The Ethics of War

### Lesson Objective (L.O.):

Apply the ethical traditions that influence international relations theory to our understanding of war and peace.

### Reading/Discussion Guide:

1. Discuss the relationship of *jus in bello* principles of “Just War Theory” to the argument about absolutism made in “War and Massacre.”
2. Discuss the implications of using consequentialism as an ethical tradition in determining behavior in conflict or war.
3. Analyze ethical arguments for and against dropping “the bomb” on Hiroshima and Nagasaki.

## Lesson 22: Block II Review

### Lesson Objective (L.O.):

Review and synthesize material from Block II.

### **WRIT II:**

**All Block II material, Lessons 13-21.**

## Assigned Readings (18)

- Alexander Moseley (2009), “Just War Theory,” Reprinted in Handler, *International Relations: Traditions and Contemporary Challenges*. (4) [available on SharePoint]
- Thomas Nagel (1972) “War and Massacre,” in *CCR*, 308-313. (7)
- John Rawls (2006), “The Moral Duties of Statesmen,” in *CCR*, 314-318. (5)
- Jim Holt (1995), “Morality, Reduced to Arithmetic,” in *CCR*, 319-320. (2)

### Supplemental Reading

- James Turner Johnston (1999), *Morality and Contemporary Warfare* (New Haven: Yale University Press), especially 19-22, 27-40.
- Michael Walzer (1977), *Just and Unjust Wars: A Moral Argument with Historical Illustrations* (New York: Basic Books).
- Gareth Evans (2004), “When Is It Right to Fight?” *Survival* 46(3): 59-82.
- Daniel Byman, “Taliban vs. Predator: Are Targeted Killings Inside Pakistan a Good Idea?” in *CCR*, 400-401.
- David Luban (2012), “What Would Augustine Do? The President, Drones, and Just War Theory,” *Boston Review* on-line edition (June 6, 1012). [Available on share point]

## Assigned Readings (5)

- Review Scott P. Handler, “War and Peace,” in *CCR*, 175-179. (5)

## Block III: International Political Economy

Block Objective: Understand how economic issues affect international politics, and how politics can influence the economic relations among countries.

### Lesson 23: Introduction to International Political Economy

**Lesson Objective (L.O.):**

Understand what the field of international political economy is within the field of international relations.

**Reading/Discussion Guide:**

1. Define and describe the sub-field of international political economy within the field of international relations.
2. Differentiate the four theoretical perspectives of international political economy.
3. Synthesize the four theoretical perspectives to the theoretical traditions in Block I of this course.

### Assigned Readings (15)

- Skim Scott P. Handler, "International Political Economy," in *CCR*, 321-324. (4)
- Jeffrey Frieden, David Lake, and Lawrence Broz (2010), "International Politics and International Economics," in *CCR*, 325-336. (11)

### Supplemental Reading

- Robert Gilpin (2001), *Global Political Economy: Understanding the International Economic Order* (Princeton: Princeton University Press), 25-45, 77-102.
- Charles Lipson (1984), "International Cooperation in Economic and Security Affairs," *World Politics* 37 (October): 1-23.

## Lesson 24: International Trade Regimes

### Lesson Objective (L.O.):

Understand the role of agreements to promote trade between countries.

### Reading/Discussion Guide:

1. Discuss the role of domestic and international competition in the debate about free trade.
2. Evaluate the strengths and weaknesses of the arguments for and against free trade.
3. Explain the role of the World Trade Organization in facilitating trade.

## Assigned Readings (15)

- Alan V. Deardorff and Robert M. Stern (2002), "What You Should Know About Globalization and the World Trade Organization," *Review of International Economics* 10(3): 405-419, 421. [Available on sharepoint or at <http://1q2zh3ua4e.scholar.serialssolutions.com/?sid=google&aunit=AV&ulast=Deardorff&atitle=What+you+should+know+about+globalization+and+the+World+Trade+Organization&id=doi:10.1111/1467-9396.00340&title=Review+of+international+economics&volume=10&issue=3&date=2002&spage=404&issn=0965-7576> ]
- Office of the US Trade Representative, "Trade Agreements," available at: <http://www.ustr.gov/trade-agreements>. Familiarize yourself with the web pages on the World Trade Organization, Free Trade Agreements, and Other Initiatives, as well as each of their sub-pages.

### Supplemental Reading

- Paul R. Krugman (1993), "What Do Undergrads Need to Know About Trade?" in *CCR*, 337-341.(4)
- Arvind Panagariya (2003), "International Trade," in *CCR*, 337-340..
- Dani Rodrick (2001), "Trading in Illusions," in *CCR*, 346-350.
- Moises Naim (2007), "The Free-Trade Paradox: Why Trade is Booming While Trade Talks are Crashing," in *CCR*, 341-345.
- Judith Goldstein and Joanne Gowa (2002), "U.S. National Power and the Post-War Trading Regime," *World Trade Review* 1(2): 157-168.
- Joanne Gowa (1989), "Bipolarity, Multipolarity, and Free Trade," *The American Political Science Review* 83(4): 1245-1256.

## Lesson 25: Hegemony and Trade

### Lesson Objective (L.O.):

Understand how international trade also has the potential for leading to conflict or cooperation based upon state behavior.

### Reading/Discussion Guide:

1. Discuss how the interests and power of a state may structure the international trading system.
2. Analyze how well hegemonic stability theory explains state behavior.
3. Explain how cooperation is possible in the world of trade (or an anarchic environment).
4. Explain the liberal logic for trade (or market exchange).
5. Synthesize these arguments about trade with theories from Block II (War and Peace) in order to understand better conflict and cooperation between states.
6. Explain the backlash in Latin America during the 2000s towards liberalization promoted by the US.

## Assigned Readings (17)

- Stephen D. Krasner (1976), "State Power and the Structure of International Trade," in *CCR*, 353-360. (8)
- Robert O. Keohane (1984), "Hegemony in the World Political Economy," in *CCR*, 361-365. (7)
- Andres Velasco (2002), "Dependency Theory," in *CCR*, 366-367. (2)

### Supplemental Reading

- Roger C. Altman and Richard N. Haass (2010), "American Profligacy and American Power," *Foreign Affairs* 89(6): 25-34.
- Leslie H. Gelb (2010), "GDP Now Matters More Than Force," *Foreign Affairs* 89(6): 35-43.
- G. John Ikenberry (2001), *After Victory: Institutions, Strategic Restraint, and Rebuilding After Major Wars* (Princeton: Princeton University Press), Chapters 2 and 3.
- Tony Smith (1981), "The Logic of Dependency Theory Revisited," *International Organization* 35(4): 755-761.



## Lesson 26: Domestic Politics and Trade

### Lesson Objective (L.O.):

Understand the impact of domestic influences on state trade policy.

### Reading/Discussion Guide:

1. Evaluate the manner in which domestic institutions and international imperatives work in tandem to influence the outcome of interstate trade negotiations.
2. Explain the cleavages among domestic groups created by factor endowments, and the effects these factor-based coalitions will have on trade policy.
3. Evaluate the strength of the competing arguments that domestic interest groups and domestic institutions have either independent or interdependent effects on foreign economic policy.

## Lessons 27 and 28: Research Drop

### Lesson Objective (L.O.):

Provide time for cadets to prepare Research and Analysis Paper ("Sosh Paper").

### Sosh Paper Due Date:

Wednesday, 6 November 2013 – NLT 1600

## Assigned Readings (19)

- Robert D. Putnam (1988), "Diplomacy and Domestic Politics" in *CCR*, 368-376. (9)
- Ronald Rogowski (1989), "Why Changing Exposure to Trade Should Affect Political Cleavages," *CCR*, 377-382. (6)
- Witold J. Henisz and Edward D. Mansfield (2006), "Votes and Vetoes: The Political Determinants of Commercial Openness," in *CCR*, 383-386. (4)

### Supplemental Reading

- Michael A. Bailey, Judith Goldstein, and Barry R. Weingast (1997), "The Institutional Roots of American Trade Policy," *World Politics* 49(3): 309-338.
- N. Gregory Mankiw and Phillip L. Swagel (2005), "Antidumping: The Third Rail of Trade Policy," *Foreign Affairs* 84(4): 107-119.
- Judith Goldstein (2002), "International Forces and Domestic Politics: Trade Policy and Institution Building in the United States," in *Shaped by War and Trade: International Influences on American Political Development*, eds. Ira Katznelson and Martin Shefter (Princeton: Princeton University Press): 211-235.
- Peter Gourevitch (1978), "The Second Image Reversed: The International Sources of Domestic Politics," *International Organization* 32(4): 881-912.

## Graded Event Objective ("Sosh Paper"):

Evaluate each cadet's critical reading, conceptual thinking, research, critical analysis, and analytical writing skills. Cadets will choose and answer their own research question based upon the instructor-provided contemporary challenge facing the international community. Instructors will evaluate each cadet's ability to: 1) clearly articulate a research question; 2) explain the significance of the question; 3) clearly articulate theoretically-based answers to the question; 4) explain the causal logic of your theoretical arguments; 5) provide evidence to evaluate the answers to the question; and 6) critique the answers and assess which is stronger.

## Lesson 29: International Monetary Affairs

### Lesson Objective (L.O.):

Understand how exchange rate mechanisms and debt can influence the international system, relations between states, and affairs within states.

### Reading/Discussion Guide:

1. Describe the evolution of the International Monetary Fund.
2. Explain why low interest rates and excessive liquidity in capital markets is a potential international politics problem.
3. Discuss the relationship between trade and monetary affairs.
4. Describe why the trilemma of international finance matters for understanding conflict and cooperation between states.

## Assigned Readings (12)

- Beth A. Simmons (2000), "The Legalization of International Monetary Affairs," in *CCR*, 387-391. (5)
- N. Gregory Mankiw (2010), "The Trilemma of International Finance," in *CCR*, 392-393. (2)
- Andrew Moravcisk (2012), "Europe After the Crisis: How to Sustain a Common Currency," in *CCR*, 394-398. (5)

### Supplemental Reading

- Nancy Birdsall, Dani Rodrik, and Arvind Subramanian (2005), "How to Help Poor Countries," *Foreign Affairs* 84(4): 136-152.
- Alan S. Blinder (1999), "Eight Steps to a New Financial Order," *Foreign Affairs* 78(5): 50-63.
- Council on Foreign Relations (1999), "The Future of the International Financial Architecture: A Council on Foreign Relations Task Force," *Foreign Affairs* 78(6): 169-184.
- Jeffrey A. Frieden, David A. Lake, and Kenneth A. Schultz (2009), "International Financial Relations," "International Monetary Affairs," and "Development: Causes of the Wealth and Poverty of Nations" in *World Politics: Interests, Interactions, and Institutions* (New York: W.W. Norton & Co.).
- Jeffrey A. Freiden (2007) *Global Capitalism: Its Fall and Rise in the Twentieth Century* (New York: W.W. Norton & Co.).
- Robert Gilpin, *Global Political Economy: Understanding the International Economic Order* (Princeton: Princeton University Press), 234-277.

## Lesson 30: Ethics and IPE

### Lesson Objective (L.O.):

Apply the ethical traditions that influence international relations to issues within the international political economy.

### Reading/Discussion Guide:

1. Discuss the strengths and weakness of the competing ethical arguments made about trade.
2. Explain the basis for ethical traditions of justice and their relevance to political economy.
3. Apply different ethical traditions discussed in this course to the issue of sweatshop labor.

## Lesson 31: Block III Review

### Lesson Objective (L.O.):

Review and synthesize material from Block III.

### WRIT III:

All Block III material, Lessons 22-30.

## Assigned Readings (12)

- Robert W. McGee (1999), "Minimal Ethical and Legal Absolutes in Foreign Trade," in *CCR*, 399-405. (6)
- Ethan B. Kapsetin (2011), "Does Globalization Have an Ethical Problem?" in *CCR*, 406-409. (4)
- Nicholas D. Kristoff and Sheryl WuDunn (2000), "Two Cheers for Sweatshops," in *CCR*, 516-518. (2)

### Supplemental Reading

- Brian Greenhill, Layne Mosley, and Aseem Prakash (2009), "Trade-based Diffusion of Labor Rights: A Panel Study, 1986-2002," *American Political Science Review* 103(4): 669-690.
- Emile M. Hafner-Burton (2005), "Trading Human Rights: How Preferential Trade Agreements Influence Government Repression," *International Organization* 59(3): 593-628.

## Assigned Readings (4)

- Review Scott P. Handler, "International Political Economy," in *CCR*, 321-324. (4)

## Block IV: Emerging International Relations Topics

Block Objective: Understand major existing and emerging challenges in international politics.

### Lesson 32: Poverty and Inequality

**Lesson Objective (L.O.):**

Understand how poverty and inequality can undermine stability in the international system.

**Reading/Discussion Guide:**

1. Analyze why global poverty matters in international relations.
2. Discuss the potential impact of inequality on conflict and cooperation within and between states.
3. Evaluate the impact that regime-type has on maintaining poverty within countries and inequality between nations.
4. Explain the “traps” that contribute to the continuation of poverty within nations.

### Assigned Readings (25)

- Skim Scott Handler, “Emerging Issues in International Relations,” in *CCR*, 413-418. (6)
- Terry Karl (2004), “The Vicious Cycle of Inequality in Latin America,” in *CCR*, 419-424. (6)
- Paul Collier (2007), “What’s the Issue?” and “On Missing the Boat,” in *CCR*, 425-434. (10)
- Bruce Bueno de Mesquita and Hilton L. Root (2002), “The Political Roots of Poverty,” in *CCR*, 435-437. (3)

### Supplemental Reading

- Roger C. Altman and Richard N. Hass (2010), “American Profligacy and American Power,” *Foreign Affairs* 89(6): 25-34.
- Leslie H. Gelb (2010), “GDP Now Matters More Than Force,” *Foreign Affairs* 89(6): 35-43.
- Tony Smith (1981), “The Logic of Dependency Theory Revisited,” *International Organization* 35(4): 755-761.

## Lesson 33: State-Building

### Lesson Objective (L.O.):

Explain the evolution, components, and challenges of state-building.

### Reading/Discussion Guide:

1. Evaluate the process and challenges of state formation in today's least developed countries.
2. Explain the interaction of economic and political institutions in the development of states.
3. Discuss the relationship between violence (or war) and state formation.
4. Evaluate the role of third parties in contributing to state-building in other states.

## Assigned Readings (18)

- Paul Collier (2010), "State Building and Nation Building," in *CCR*, 438-443. (6)
- Keith Darden and Harris Mylonas (2012), "The Promethean Dilemma: Third-Party State-building in Occupied Territories," *Ethnopolitics* 11(1): 85-93. (8) [available on sharepoint or <http://dx.doi.org/10.1080/17449057.2011.596127>]
- Francis Fukuyama (2006), "Nation-Building and the Failure of Institutional Memory" in *CCR*, 450-453. (4)

### Supplemental Reading

- Charles Tilly (1985), "War Making and State Making as Organized Crime," in *Bringing the State Back In*, Peter Evans, eds. Dietrich Rueschemeyer, and Theda Skocpol (Cambridge: Cambridge University Press): 169-186.
- Douglass C. North, John Wallis, and Barry Weingast (2009), "Violence and the Rise of Open Access Orders," in *CCR*, 444-449.
- George Sorenson (2001), "War and State-Making: Why Doesn't Work in the Third World," *Security Dialogue* 32(3): 341-354.
- Francis Fukuyama (2006), "Guidelines for Future Nation-Builders" in *Nation-Building: Beyond Afghanistan and Iraq*, ed. Francis Fukuyama (Baltimore: The Johns Hopkins University Press): 231-244.
- Minxin Pei, "Lessons of the Past," *Foreign Policy* 137: 52-55.

## Lesson 34: Failed States

### Lesson Objective (L.O.):

Understand why weak and failed states exist in the international system.

### Reading/Discussion Guide:

1. Compare and contrast the justifications for the existence of states.
2. Explain the meaning behind the terms weak and failed states.
3. Discuss why state death has nearly disappeared since the end of World War II. Explain why this trend is likely to continue or not.
4. Assess the impact of weak and failed states on US foreign policy and national security objectives.

## Lesson 35: International Law

### Lesson Objective (L.O.):

Analyze the current debate over the need for increasing the role and jurisdiction of international law.

### Reading/Discussion Guide:

1. Describe the origins of legitimacy for international law.
2. Explain how it is possible, if it is, to enforce international law under the condition of international anarchy.
3. Discuss the implications for state sovereignty if international law continues to expand into areas traditionally considered under the purview of domestic jurisdiction.
4. Apply the three elements of legalization to explain the degree of judicial institutionalization provided by the International Criminal Court.
5. Analyze the validity of the argument that current efforts to expand international law, particularly through the creation of the International Criminal Court, are merely

## Assigned Readings (17)

- Robert H. Jackson and Carl G. Rosberg (1982), "Why Africa's Weak States Persist," in *CCR*, 454-461. (8)
- Tanisha M. Fazal (2004), "State Death and the International System," in *CCR*, 462-465. (4)
- Stephen D. Krasner and Carlos Pascual (2005), "Addressing State Failure," in *CCR*, 466-470. (5)
- Fund for Peace and Foreign Policy, "Failed States Index." Available at <http://www.fundforpeace.org/global/?q=fsi>

## Assigned Readings (15)

- Kenneth W. Abbott, Robert O. Keohane, Andrew Moravcsik, Anne-Marie Slaughter, and Duncan Snidal (2000), "The Concept of Legalization," in *CCR*, 482-488. (6)
- Steven Ratner (1998), "International Law," in *CCR*, 489-493. (5)
- Jack Goldsmith and Stephen D. Krasner (2003), "The Limits of Idealism," in *CCR*, 494-497. (4)

### Supplemental Reading

Judith Goldstein, Miles Kahler, Robert O. Keohane, and Ann-Marie Slaughter (2000), "Introduction: Legalization and World Politics," *International Organization* 54(3): 1-15.



## Lesson 36: Research Drop

### **Lesson Objective (L.O.):**

Provide Cadets Time to prepare Policy paper.

### **Policy Paper Due Date:**

**Tuesday, 3 December 2013 – NLT 1600**

## Lesson 37: The Environment and Climate Change

### **Lesson Objective (L.O.):**

Describe why cooperation amongst international actors over environmental issues, particularly climate change, is elusive, and how these obstacles may lead to conflict.

### **Reading/Discussion Guide:**

1. Evaluate the argument that developed countries should export their dirtiest industries to the least developed countries in order to initiate economic growth in these poor countries.
2. Prescribe how international regimes or institutions may help overcome the collective action problem that is keeping states from developing a coordinated policy for dealing with climate change.
3. Predict, based on a state-level, interest-based approach, what the international policy outcome will be for climate change.

## Graded Event Objective (Policy Paper):

Evaluate each cadet's ability to critically analyze and think about a contemporary international relations problem in order to prescribe a theoretically based, persuasively written policy recommendation to deal with the challenge.

## Assigned Readings (17)

- The Economist (1992), "Let Them Eat Pollution," in *CCR*, 498-499. (2)
- The Economist (1992), "Pollution and the Poor," in *CCR*, 500-501. (2)
- Detlef Sprinz and Tapani Vahtoranta (1994), "The Interest-Based Explanation of International Environmental Policy," in *CCR*, 502-511. (9)
- Ruth Greenspan Bell (2006), "What to Do About Climate Change," in *CCR*, 512-514. (4)

### Supplemental Reading

- Carter F. Bales and Richard D. Duke (2008), "Containing Climate Change: An Opportunity for U.S. Leadership," *Foreign Affairs* 87(5): 78-89.

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## Lesson 38: A New International Order?

### Lesson Objective (L.O.):

Understand how relationships in international politics may change if sovereignty evolves or globalization leads to a new ordering mechanism for the international system.

### Reading/Discussion Guide:

1. Explain the clash of civilizations.
2. Discuss the strengths and weaknesses of Huntington's argument about a Confucian-Islamic connection threatening the West. Given that Huntington predicts future conflict, what are his long term recommendations?
3. Compare and contrast the arguments made by Barber that tribalism and globalism are threats to democracy to Fukuyama's claim that no viable ideology exists to counter liberalism.
4. Discuss some sources of global change in the modern world and the impact these changes may have on the future position of the United States.

## Assigned Readings (23)

- Francis Fukuyama (1989), "The End of History," in *CCR*, 515-522. (8)
- Samuel Huntington (1993), "The Clash of Civilizations," in *CCR*, 530-537. (8)
- Benjamin R. Barber (1992), "Jihad vs. McWorld," in *CCR*, 523-529. (7)

### Supplemental Reading

- Amartya Sen (2006), "The Violence of Illusion," in *CCR*, 129-134.
- Christian Collet and Takashi Inoguchi (2012), "Is Globalization Undermining Civilizational Identities? A Test of Huntington's Core State Assumptions among the Publics of Greater Asia and the Pacific," *Japanese Journal of Political Science* 13(4): 553-585.
- James Rosenau (1990), "Previewing Post-international Politics" in *Turbulence in World Politics* (Princeton: Princeton University Press), 3-20.
- David A. Lake (2007), "Escape from the State of Nature: Authority and Hierarchy in World Politics," *International Security* 32(1): 47-79.
- Anne-Marie Slaughter (2009), "America's Edge: Power in the Networked Century," *Foreign Affairs* 88(1): 94-113.
- Stephen Krasner (2001), "Think Again: Sovereignty," *Foreign Policy* 122: 20-22, 24, 26, 28-29.
- Moises Naim (2009), "Minilateralism," *Foreign Policy* 173: 135-136.

## Lesson 39: Ethics and Development Assistance

### Lesson Objective (L.O.):

Apply the ethical traditions that influence international relations theory to issues related to the global commons and foreign intervention to alleviate poverty and humanitarian disasters.

### Reading/Discussion Guide:

1. Discuss the implications and viability of shifting the aid paradigm (at individual and domestic levels) from perceived charity to a moral obligation.
2. Explain how shifting to living a material life based on marginal utility will impact international development.
3. Prescribe a way for states to overcome the problems associated with lifeboat ethics.
4. Evaluate the strengths and weaknesses of the ethical arguments made by Singer and Hardin.
5. Evaluate the claim that foreign aid only reinforces bad habits and is partially responsible for the endurance of poverty and inequality in the world.

## Lessons 40: AAR and TEE Review

### Lesson Objectives (L.O.):

Provide feedback to maintain and/or improve elements of the course for future classes, and review major concepts from the course prior to the Term End Exam.

## Assigned Readings (12)

- Peter Singer (1972), "Famine, Affluence, and Morality," in *CCR*, 538-542. (5)
- Garrett Hardin (1974), "Lifeboat Ethics," in *CCR*, 543-548. (7)

### Supplemental Reading

- Garrett Hardin (1968), "The Tragedy of the Commons," *Science* 162(3859): 1243-1248.