

The Nature of the International System

PA 387G (#61080)
Master of Global Policy Studies
Lyndon B. Johnson School of Public Affairs
University of Texas at Austin
Fall 2023

Class time: Monday 2:00-5:00 pm
Classroom: SRH 3.216/3.219
Instructor's Office: SRH 3.265
Office Hours: Tuesday 2-3pm, Thursday 11:30am-1pm
My office is a gun-free zone

Instructor: Dr. Lorinc Redei
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Office Hours Sign Up: <https://signup.com/go/CBaWvju>
Link for Virtual Office Hours:
<https://whereby.com/dr.lorincredei>

Course Description

Catalog language: Introduces systematic analysis of global policy, factors that motivate foreign policies and private decisions, and instruments used in the conduct of international relations.

This course, a requirement for all students pursuing the Master of Global Policy Studies degree, introduces students to the systematic analysis of international affairs. It provides students with some theories and frameworks to approach global policy problems methodically, while also forcing them to critically examine the blind-spots, omissions, and structures of power that these frameworks create. By the end of the course, students should be literate enough in the language of international relations to be able to engage confidently in the discussions that they will inevitably encounter in their future careers, while also understanding the inherent problems and limitations of these perspectives.

The first section of the course concentrates on the traditional Western international relations canon. Students will learn the different starting assumptions, logics, and foci of the major streams of the international relations discipline. By the end of the first six weeks, students should be able to articulate the ways that varieties of realism, liberalism, constructivism, and Marxism understand the international system—and how these theories can help policymakers make sense of the world around them, and respond to global policy challenges.

The second section delves into the complexities of some major international relations concepts, unpacking the ways in which the simplifications and assumptions of international relations theories blind us to certain global phenomena. We examine how notions such as state sovereignty, national security, or economic development create categories and ways of thinking that can obscure problems, or maintain existing power relations. By the end of the last six weeks of the course, students should be able to confidently spot the ways that the rhetoric and frameworks of standard international relations scholars, politicians, and policymakers can limit our understanding of global policy problems and their potential solutions.

The reading load for this course is relatively heavy (150-200 pages per week). Students are evaluated on class participation, weekly reading reaction papers, an in-class mid-term exam, an oral exam, and a final exam.

Class Format, Attendance, Readings, and Electronic Devices

The class meets in person, via a once-a-week seminar. Consistent with central UT policy, I will not make individual accommodations for students to attend the seminar virtually, as that would severely disrupt the educational experience for everyone. In order to safeguard the classroom space as a place where students can try out ideas and speak freely, I also do not allow recordings of the seminar: audio OR video. Anyone violating this policy is subject to serious disciplinary consequences by the LBJ School.

Attendance is mandatory, and crucial to student success in the course. It is in class discussions that students apply the concepts they encounter in their weekly readings to real-world scenarios. As per UT Austin [policy](#), students must notify the instructor of any pending absence at least fourteen days prior to the date of observance of a religious holy day. If students must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, they will be given an opportunity to complete the missed work within a reasonable time after the absence. Students are each allowed one “freebie” absence. Any further unexcused absences reduce a student’s participation grade by 10%.

The reading load for this course is reasonably heavy, **averaging 150-200 pages per week**. Some of the readings are also quite dense, so students should allocate enough time to get through them. There is only one book that students are required to purchase. It is available in the UT bookstore, and I have provided a link to Amazon below for your convenience. Students should purchase the most updated version (Apocalypse Edition), as it has some extra chapters that previous editions do not. All other readings are available on the course’s [Canvas page](#). Students need to print these documents themselves: **students are required to have hard copies of their readings—and the notes they took on them—with them at every class session.** To ensure active class participation by everyone, and to instill good note-taking practices, I do not allow any electronic devices (laptops, tablets, e-readers, cell phones) in the classroom. Research shows that reading on screens is a much less effective way to understand and retain material than reading on paper and taking notes with a pen.

Book to purchase: **NOTE: Students must acquire and read this book by the first day of class!**

- Daniel W. Drezner: [Theories of International Politics and Zombies](#), Princeton University Press, 2022 (3rd Ed.)

Assignments, Grading & Late Penalties, and Keeping Up with Current Events

A list of assignments, their due dates, and their relative weighting can be found below. Students should upload written assignments in Microsoft Word format (.doc or .docx) so that I can use the “track changes” feature to comment on student work. I strive to return all assignments no later than two weeks after submission.

All assignments are graded on a 10-point scale. Final grades will be assigned based on the following scale: A: ≥94; A-: 90-93; B+: 87-89; B: 84-86; B-: 80-83; C+: 77-79; C: 74-76; C-: 70-73. [NOTE: according to Graduate School rules, a student must earn at least a C—i.e. at least 74/100—in order to pass the course.] Late assignments are penalized one full grade (1 out of 10 points) for being late. Papers turned in more than 24 hours after the deadline are marked down by two points, over 48 hours by 3 points. I do not accept assignments more than three days after they are due—they will be assigned a grade of zero.

Any student interested in international politics also needs to be informed about the world, so you should read a daily newspaper or news website on a regular basis. My preferred newspapers are [The Washington Post](#) and [The Guardian](#), but you should feel free to read any reputable daily news source. For a more regular dose of concise international news, I recommend the [BBC News](#) website, or a subscription to [The Economist](#) magazine. Whichever source students choose, I expect them to be up to date on major international current events.

Course Outline

Date	Topic
August 21	The International System: What Is It and Why Do We Care?
August 28	Realism: Humans' Lust for Power and the Consequences of Anarchy
September 4	LABOR DAY: NO CLASS MEETING
September 11	Liberalism: Domestic Interests, Interdependence, and the Democratic Peace
September 18	Social Constructivism: Norms and Identities
September 25	Marxism and World Systems Theory: Capitalism and International Relations
October 2	In-Class Midterm Exam
October 9	Sovereignty and the State
October 16	Nations, Nationalism, and the Nation-State
October 23	International Organizations and Regimes
October 30	Economic Development
November 6	War and Security
November 13	Transnational Advocacy Movements and NGOs
November 20	THANKSGIVING BREAK: NO CLASS MEETING
November 27	Current Events, Final Exam Review, and Wrapping Up
December 4	In-Class Final Exam

Proofreading, Academic Honesty, and Rules for Class Discussion

Public policy students at the LBJ School are expected to produce fluent and lucid writing. Students should proofread their papers before submitting them or ask a fellow student to do so. Any assignment with **more than 3 spelling or grammar mistakes per page may be returned to the student** and incur a one-day late penalty.

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community. I expect students to be familiar with the University's [policies on academic honesty](#) and to abide by them. This includes rules prohibiting plagiarism, including unauthorized use of Artificial Intelligence tools on assignments unless expressly allowed by the assignment prompt. All student assignments on Canvas will automatically be run through Turnitin. No assignments in this course allow the use of Artificial Intelligence tools such as ChatGPT, even for creating first drafts.

This course is taught as a seminar. We will spend the bulk of our time discussing the readings, applying them to current events, and debating topics (sometimes controversial) in international relations. Some of these topics may be uncomfortable or even upsetting to students. To maintain an inclusive, welcoming, but rigorous classroom atmosphere, I will enforce the following three cardinal rules of discussion participation:

1. Commitment to civility: Students should remain civil toward each other. I will not allow students to raise their voice, talk over each other, or engage in personal attacks.
2. Commitment to evidence-based policy: Students should defend their arguments with evidence. I will challenge all arguments based solely on subjective feelings, conspiracy theories, or disreputable sources.
3. Commitment to the fundamental dignity of all persons: Students should respect the worth of all humans equally. The classroom is a safe place for exploring all manner of ideas, and students should feel free to advance arguments they may not agree with, or that may be unpopular. I will, however, not entertain any argument that questions the fundamental dignity of any person, whether based on their race, nationality, sex/gender/sexual orientation, or any other immutable characteristic.

Assignment Details

Class Participation (15%): Participation grades depend on both quantity and quality of participation, including the effort and goodwill students put into our class meetings. I expect students to do the vast majority of the talking, while my role is that of a guide or moderator. Students should not only read, but also formulate questions, comments or critiques of the authors' arguments, engage with the ideas raised by their peers, challenging them, playing devil's advocate, and pushing each other toward a deeper understanding of the concepts we encounter. After the first five weeks, I will give feedback on each student's participation, so they can make any necessary adjustments. I am also happy to offer informal comments or advice during office hours. I expect full and active participation by all students during all class sessions. As outlined above, students are each allowed one "freebie" absence. Any further unexcused absences reduce a student's participation grade by 10%.

Weekly Reading Reaction Papers (10%): By every Sunday at midnight (except for week 1 and the weeks of the midterm and final exams), students will submit a one-page (500 words, +/-10%) reaction paper based on the readings for the week. The goal is to be analytical and questioning, not descriptive. The papers should therefore not summarize the readings—instead, they should address which points of the readings stood out. This could be because students strongly agree or disagree with them, because they seem in tension with points from a different reading, or because they are unclear or raised questions. I am especially interested in what parts of the readings did not make sense! Students should therefore focus their response papers on the parts of the readings that were the most difficult to understand or caused the most confusion. I will use these papers to prepare for our class discussions. After the first five weeks, I will provide feedback on each student's performance on these papers, so they can make any necessary adjustments. Canvas will display the grade for each paper as "complete" or "incomplete." If a submitted paper does not meet the standards I expect, I will offer comments on why this is so. If a student receives no comments, they should assume that the paper was satisfactory. I am also happy to offer informal comments or advice during office hours.

Mid-Term Exam (25%): On Monday, 2 October, students will take an in-class mid-term exam. The exam is open-book, so any notes, readings, books, and the internet are free to use. I will provide a non-academic paper (a *Foreign Affairs Magazine* article, or something along those lines) on a current global policy subject to read. Students will then have the duration of the class to write a short essay (1000 words, +/-10%) that identifies the main arguments made in the paper, categorizes them according to the four main international relations theories we have discussed in the class, explaining what implicit theoretical assumptions underlie each of the arguments.

Oral Exam (25%): During the week of November 6 or 13, each student will schedule a 20-30 minute oral exam with me. Each student will be randomly assigned one of the four main international relations theories discussed in the first part of the course, as well as one of four current global policy topics. They will then have half an hour to prepare, before explaining to me how the concepts and logics of their assigned theory can help us analyze their global policy issue. We will then have a conversation in which we discuss how their assigned theory works and stacks up against alternative worldviews and international relations theories to explain their assigned event.

Final Exam (25%): On Monday, 4 December, students will take an in-class final exam. The exam is open-book, so any notes, readings, books, and the internet are free to use. I will provide a short list of questions from which each student will pick one to answer. The questions will ask students to relate a current global policy issue to the contested concepts of international relations that the second half of the course has been exploring. Students will each write a short paper (1000 words, +/-10%) explaining how the given global policy issue is shaped by the ways that the international system has constructed the major building blocks of global politics—for example, sovereignty, the state, security, or economic development.

Office Hours, Guns, and Safety & Security on Campus

My office hours are Tuesdays 2-3pm, and Thursdays 11:30am-1pm. Students can sign up for a slot via this link: <https://signup.com/go/CBaWvju>, and should indicate which modality they prefer to meet with me. I am able to meet in person, in my office (SRH 3.265, second floor, past the computer labs on the I-35 side of the building), or virtually, via Whereby (students can click this link when their time slot comes up: <https://whereby.com/dr.lorincredei>). My office is a gun-free zone. You may not bring any concealed weapon to my office.

According to state law, I cannot legally prohibit students from bringing a concealed weapon to class. The university's policies on concealed carry are available [here](#). Students, however, should note that this course includes no activities or intellectual exercises for which a firearm would be in any way beneficial. A classroom should be a safe space for intellectual exploration. Instead of packing heat, pack your brains.

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside. Students should familiarize themselves with all exit doors of each classroom and building they may occupy. Students should remember that the nearest exit door may not be the one they used when entering the building. Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class. In the event of an evacuation, students are to follow the instruction of faculty or class instructors. No one should re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office. Information regarding emergency evacuation routes and emergency procedures can be found [here](#).

Disabilities, Mental Health Resources, and Other University Resources

The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Students experiencing any barriers to learning should notify me so I can work with them to ensure they have equal opportunity to participate fully in this course. Any student with a disability, or who thinks they may have a disability and need accommodations should contact Disability and Access, via its [website](#). Students already registered with that office should deliver their Accommodation Letter to me as early as possible in the semester so we can discuss their accommodations and needs in this course.

Students needing immediate mental health support can call UT's Counseling & Mental Health Center Monday-Friday 8am-5pm at 512-471-3515 or UT's 24/7 Crisis Line at 512-471-2255. Students should note the contact information for the [Behavior Concerns Advice Line](#) (BCAL): 512-232-5050, and the Campus Safety & Wellness Resources [website](#). The LBJ School also has a dedicated Counselor in Academic Residence: [Bryce Moffett](#). She can be a great resource for any student in need of short-term counseling, advice on seeking longer-term services, or just a sympathetic ear. She is also well-placed to refer students to other mental health resources on campus, and in the broader Austin community. Students can reach her at 512-232-4449, and her drop-in office hours are Mondays 1-2pm in SRH 3.119.

A list of university resources that may be helpful for all students to navigate their courses and the university is available on this [Canvas page](#).

Harassment Reporting Requirements

[Senate Bill 212 \(SB 212\)](#), which took effect January 1, 2020, is a Texas State Law that requires all employees (both faculty and staff) at a public or private post-secondary institution to promptly report any knowledge of any incidents of sexual assault, sexual harassment, dating violence, or stalking “committed by or against a person who was a student enrolled at or an employee of the institution at the time of the incident.” Please note that the instructor for this class is a mandatory reporter and **must** share with the [Title IX office](#) any information about sexual harassment/assault shared with me by a student whether in-person or as part of a journal or other class assignment. Note that a report to the Title IX office does not obligate a victim to take any action, but this type of information **cannot** be kept strictly confidential except when shared with designated confidential employees. A confidential employee is someone a student can go to and talk about a Title IX matter without triggering that employee to have to report the situation to have it automatically investigated. A list of confidential employees is available on the [Title IX website](#).

Course Schedule and Readings

INTRODUCTION

I. August 21:	The International System: What Is It and Why Do We Care?
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Readings: (~160 pages)

NOTE: No Reading Reaction Papers due on August 20 yet.

- Stephen M. Walt: "The Relationship between Theory and Policy in International Relations," *American Review of Political Science*, Vol. 8, No. 1, 2005, pp. 23-48.
- Louis Menand: "[Everybody's An Expert: Putting Predictions to the Test](#)," *The New Yorker*, December 5, 2005 (10 pages).
- Daniel W. Drezner: [Theories of International Politics and Zombies](#), Princeton University Press, 2022 (3rd Ed.)
 - If all else fails, the UT library has an electronic copy, accessible via this [link](#).

For students who have never taken a class in International Relations before, and would like an overview of the field, I recommend this textbook: John Baylis, Steve Smith & Patricia Owens (Eds.): [The Globalization of World Politics](#), Oxford University Press, 2023 (9th Edition).

PART I: THE WESTERN CANON: THE IR THEORIES YOU NEED TO KNOW

II. August 28:	Realism: Humans' Lust for Power and the Consequences of Anarchy
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Readings: (~290 pages)

NOTE: THIS IS A LOT OF READING! Please budget enough time to get through it all. To compensate, we will not meet next Monday (Labor Day), so you will have no readings to complete that week.

- Kenneth Waltz: [Man, The State, And War](#), (1954), Columbia University Press, 2001, Ch. 1 (pp. 1-15).
- Thomas Hobbes: [Leviathan](#), (1651), Cambridge University Press, Ch. 13, pp. 86-90.
- Karl von Clausewitz: [On War](#), (1832), Combat Forces Press, 1953, Ch. 1, excerpts (6 pages) & Ch. 2, pp. 19-30.
- Hans Morgenthau: [Politics Among Nations](#), (1948), Alfred E. Knopf, 1948, Chs. 1, 7, 9-11 & 12 (parts), pp. 13-20; 80-108; 125-149; 155-159.
- Kenneth Waltz: [Theory of International Politics](#), (1979), Waveland Press, 2010, Ch. 6 (pp. 102-128).
- Robert Jervis: "Cooperation under the Security Dilemma," *World Politics*, Vol. 30, No. 2, 1978, pp. 167-214.
- John J. Mearsheimer: [The Tragedy of Great Power Politics](#), (2001), W. W. Norton & Company, 2014, Introduction & Chs. 2, 5 & 9, pp. 1-54; 138-167; 334-359.

September 4:	LABOR DAY: NO CLASS MEETING
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III. September 11: Liberalism: Domestic Interests, Interdependence, and the Democratic Peace

Readings: (~175 pages)

- Immanuel Kant: [*Perpetual Peace*](#), (1795), [Slought Foundation](#), Philadelphia, 2010, pp. 1-31.
- Woodrow Wilson: "[Fourteen Points](#)," address to Congress, January 8, 1918, (3 p.).
- Andrew Moravcsik: "Taking Preferences Seriously: A Liberal Theory of International Politics," *International Organization*, Vol. 51, No. 4, 1997, pp. 513-553.
- Robert O. Keohane & Joseph S. Nye: [*Power and Interdependence*](#), (1977), [Scott, Foresman/Little, Brown](#), 1989, Chs. 1-2, pp. 3-37.
- Bruce Russett: [*Grasping the Democratic Peace*](#), [Princeton University Press](#), 1993, Chs. 1-2, pp. 3-42.
- Yascha Mounk & Roberto Stefan Foa: "The End of the Democratic Century," *Foreign Affairs*, Vol. 97, No. 3, 2018.
- Thomas G. Weiss: "What Happened to the Idea of World Government?" *International Studies Quarterly*, Vol.53, No. 2, 2009, pp. 253-271.
- G. John Ikenberry: "Liberal Internationalism 3.0: America and the Dilemmas of Liberal World Order," *Perspectives on Politics*, Vol. 7, No. 1, 2009, pp. 72-87.
- Joseph S. Nye, "Soft Power," *Foreign Policy*, Vol. 80, 1990, pp. 153-171.

IV. September 18: Social Constructivism: Norms and Identities

Readings: (~215 pages)

- Hedley Bull: [*The Anarchical Society*](#), [Columbia University Press](#), 1977, Ch. 2 (excerpts) (7 pages).
- John Gerard Ruggie: "What Makes the World Hang Together? Neo-Utilitarianism and the Social Constructivist Challenge," *International Organization*, Vol. 52, No. 4, 1998, pp. 855-885. *NOTE: Read only the introduction (pp. 855-856) and the section on "constitutive rules" (pp. 871-874).*
- Alexander Wendt: "Anarchy is what States Make of it: The Social Construction of Power Politics," *International Organization*, Vol. 46, No. 2, 1992, pp. 391-425.
- James G. March & Johan P. Olsen: "The Institutional Dynamics of International Political Orders," *International Organization*, Vol. 52, No. 4, 1998, pp. 943-1061. *NOTE: Read only pp. 943-958.*
- Martha Finnemore: [*National Interests in International Society*](#), [Cornell University Press](#), 1996, Chapters 1, 3 & 5, pp. 1-33; 69-88; 128-150.
- Nina Tannenwald: "Stigmatizing the Bomb: Origins of the Nuclear Taboo," *International Security*, Vol. 29, No. 4, 2005, pp. 5-49.
- Richard Price: "A Genealogy of the Chemical Weapons Taboo," *International Organization*, Vol. 49, No. 1, 1995, pp. 73-103.

V. September 25: Marxism and World Systems Theory: Capitalism and International Relations

Readings: (~170 pages)

- Karl Marx: *A Contribution to the Critique of Political Economy*, (1859), Preface (7 p.).
 - Karl Marx & Friedrich Engels: *The Communist Manifesto*, (1848), (14 p.).
 - Immanuel M. Wallerstein: [World Systems Theory: An Introduction](#), Duke University Press, 2004, Chs. 2, 3 & 5, pp. 23-59; 76-90.
 - Robin Varghese: "Marxist World: What Did You Expect from Capitalism?" *Foreign Affairs*, Vol. 97, No. 4, 2018, pp. 34-42.
 - David Harvey: [The Enigma of Capital: And the Crises of Capitalism](#), Oxford University Press, 2010, Preface and Chs. 1 & 6 (pp. vi-viii; 1-39 & 140-183).
 - Immanuel Wallerstein: "The Curve of American Power," *New Left Review*, Vol. 40, 2006, pp. 77-94.
- You will receive feedback this week on your class and Canvas discussion participation so far.

VI. October 2: In-Class Midterm Exam

NOTE: No Reading Reaction Papers due on October 1.

- The midterm exam is open-book: bring readings, notes, and whatever materials you like!

PART II: PROBLEMATIZING CONCEPTS IN INTERNATIONAL RELATIONS

VII. October 9: Sovereignty and the State

Readings: (~150 pages)

- Max Weber: [Politics as a Vocation](#), (1919), p. 1.
- Stephen Krasner: [Sovereignty: Organized Hypocrisy](#), Princeton University Press, 1999, Ch. 1, pp. 3-42.
- Benjamin de Carvalho, Halvard Leira & John M. Hobson: "The Big Bangs of IR: The Myths That Your Teachers Still Tell You about 1648 and 1919," *Millennium*, Vol. 39, No. 3, 2011, pp. 735-758.
NOTE: You can skim pages 745-755.
- Navnita Chadha Behera: "State and Sovereignty," in Arlene B. Tickner & Karen Smith (Eds.): [International Relations from the Global South](#), Routledge, 2020 (pp. 139-160).
- Charles Tilly: "War Making and State Making as Organized Crime," in Peter B. Evans, Dietrich Rueschemeyer & Theda Skocpol (Eds.): [Bringing the State Back In](#), Cambridge University Press, 1985, pp.169-191.
- Naeem Inayatullah: "Beyond the Sovereignty Dilemma: Quasi-States as Social Construct" in Thomas J. Biersteker & Cynthia Weber (Eds.): [State Sovereignty as Social Construct](#), Cambridge University Press, 1996, pp. 50-80.
- Errol A. Henderson: "Hidden in Plain Sight: Racism in International Relations Theory," in Alexander Anievas, Nivi Manchanda & Robbie Shilliam (Eds.): [Race and Racism in International Relations](#), Routledge, 2014, pp. 19-43.

VIII. October 16: Nations, Nationalism, and the Nation-State

Readings: (~140 pages)

- Hans Morgenthau: [*Politics among Nations*](#), (1948), Alfred E. Knopf, 1948, Ch. 6, pp. 73-79.
- Andre Liebich: "Must Nations Become States?" *Nationalities Papers*, Vol. 31. No. 4, 2003, pp. 453-469.
- J. Samuel Barkin & Bruce Cronin: "The State and the Nation: Changing Norms and the Rule of Sovereignty in International Relations," *International Organization*, Vol. 48, No. 1, 1994, pp. 107-130.
- Benedict Anderson: [*Imagined Communities*](#) (1983), Verso, 2006, Ch. 6, pp. 83-111.
- John W. Meyer, John Boli, George M. Thomas & Francisco O. Ramirez: "World Society and the Nation-State," *American Journal of Sociology*, Vol. 103, No. 1, 1997, pp. 144-181.
- Kwame Anthony Appiah: "[Race in the Modern World: The Problem of the Color Line](#)," *Foreign Affairs*, Vol. 94, No. 2, 2015, pp. 1-8.
- Debra Thompson: "Through, Against, and Beyond The Racial State," in Alexander Anievas, Nivi Manchanda & Robbie Shilliam (Eds.): [*Race and Racism in International Relations*](#), Routledge, 2014, pp. 44-61.
- Jeremy Brecher: "'The National Question' Reconsidered from an Ecological Perspective," in Omar Dahbour & Micheline R. Ishay (Eds.): [*The Nationalism Reader*](#), Humanities Press, 1995, (pp. 344-361).

IX. October 23: International Organizations and Regimes

Readings: (~220 pages)

- Darren G. Hawkins, David A. Lake, Daniel L. Nielson & Michael J. Tierney: "Delegation under anarchy: states, international organizations, and principal-agent theory," in Darren G. Hawkins, David A. Lake, Daniel L. Nielson & Michael J. Tierney (Eds.): [*Delegation and Agency in International Organizations*](#), Cambridge University Press, 2006, pp. 3-38.
- Ian Hurd: "Legitimacy and Authority in International Politics," *International Organization*, Vol. 53, No. 2, 1999, pp. 379-408.
- Michael Barnett & Martha Finnemore: [*Rules for the World: International Organizations in Global Politics*](#), Cornell University Press, 2004, Chs. 1, 2 & 6, pp. 1-44; 156-173.
- John J. Mearsheimer: "The False Promise of International Institutions," *International Security*, Vol. 19, No. 3, 1994, pp. 5-49.
- Kristen Hopewell: [*Breaking the WTO: How Emerging Powers Disrupted the Neoliberal Project*](#), Stanford University Press, 2016, Chs. 2, 3 & 4, pp. 24-104.

X. October 30:	Economic Development
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Readings: (~200 pages)

- Fouad Makkî: "Post-Colonial Africa and the World Economy: The Long Waves of Uneven Development," *Journal of World-Systems Research*, Vol. 21, No. 1, 2015, pp. 124-146.
- Carol Lancaster: [*Foreign Aid: Diplomacy, Development, Domestic Politics*](#), University of Chicago Press, 2006, Chs. 1-2 (pp. 1-61).
- Dani Rodrik: "Goodbye Washington Consensus, Hello Washington Confusion?" *Journal of Economic Literature*, Vol. 44, No. 4, 2006, pp. 973-987.
- William Easterly: "Planners vs. Searchers in Foreign Aid," *Asian Development Review*, Vol. 23, No. 1, 2006, pp. 1-35.
- Amartya Sen: [*Development as Freedom*](#), Anchor Books, 1999, Chs. 2 & 4, pp. 35-53 & 87-110.
- André Gunder Frank: "The Development of Underdevelopment," *Monthly Review*, Vol. 18, No. 4, 1966, pp. 17-31.
- Uma Kothari: "An Agenda for Thinking about 'Race' in Development," *Progress in Development Studies*, Vol. 6, No. 1, 2006, pp. 9-23.

XI. November 6:	War and Security
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Readings: (~200 pages)

- Arlene B. Tickner: "War and Conflict," in Arlene B. Tickner & Karen Smith (Eds.): *International Relations from the Global South*, Routledge, 2020, pp. 115-138.
- Mary Kaldor: "In Defence of New Wars," *Stability*, Vol. 2, No. 1, 2013, pp. 1-16.
- Hannah Tonkin: [*State Control over Private Military and Security Companies in Armed Conflict*](#), Cambridge University Press, 2011, Ch. 1, pp. 6-53.
- R. B. J. Walker: "Security, Sovereignty, and the Challenge of World Politics," *Alternatives*, Vol.15, No.1, 1990, pp. 3-27.
- Pinar Bilgin: "Security," in Arlene B. Tickner & Karen Smith (Eds.): *International Relations from the Global South*, Routledge, 2020, pp. 181-196.
- Marlies Glasius: "Human Security from Paradigm Shift to Operationalization: Job Description for a Human Security Worker," *Security Dialogue*, Vol. 39, No. 1, 2008, pp. 31-54.
- Shahrbanou Tadjbakhsh: "Human Security in International Organizations: Blessing or Scourge?" *Human Security Journal*, Vol. 4, 2007, pp. 8-15.
- Laura Sjoberg: "Gender, Structure, and War: What Waltz Couldn't See," *International Theory*, Vol. 4, No. 1, 2012, pp. 1-38.
- R. Charli Carpenter: "'Women and Children First': Gender, Norms, and Humanitarian Evacuation in the Balkans 1991-95," *International Organization*, Vol. 57, No. 4, 2003, pp. 661-694.

➤ Oral Exams scheduled for this week and next—you will sign up for your slot on Canvas.

XII. November 13: Transnational Advocacy Movements and NGOs

Readings: (~130 pages)

- Margaret Keck & Kathryn Sikkink: "Transnational Advocacy Networks in International and Regional Politics," *International Social Science Journal*, Vol. 51, No. 1, 1999, pp. 89-101.
- Richard Price, "Reversing the Gun Sights: Transnational Civil Society Targets Land Mines," *International Organization*, Vol. 52, No. 3, 1998, pp. 613-644.
- Bob Clifford: [*The Global Right Wing and the Clash of World Politics*](#), Cambridge University Press, 2012, Chs. 1 & 2, pp. 1-35.
- Rahul Rao: "The Locations of Homophobia," *London Review of International Law*, Vol. 2, No. 2, 2014, pp. 169-199.
- Glen Wright: "NGOs and Western Hegemony: Causes for Concern and Ideas for Change," *Development in Practice*, Vol.22, No. 1, 2012, pp. 123-134.
- Phil Williams: "Transnational Organized Crime and the State," in Rodney Bruce Hall & Thomas J. Biersteker (Eds.): [*The Emergence of Private Authority in Global Governance*](#), Cambridge University Press, 2002, pp. 161-182.

➤ Oral Exams scheduled for this or the previous week—you will sign up for your slot on Canvas.

November 20: THANKSGIVING BREAK: NO CLASS MEETING

XIII. November 27: Current Events, Final Exam Review, and Wrapping Up

NOTE: No Reading Reaction Papers due on November 28.

Readings: (~50 pages)

- Shivshankar Menon: "[Nobody Wants the Current World Order](#)," *Foreign Affairs*, 3 August 2022 (9 pages).
- Alexander Cooley & Daniel H. Nexon: "[The Real Crisis of Global Order: Illiberalism on the Rise](#)," *Foreign Affairs*, Vol. 101, No. 1, 2022, pp. 103-118.
- Anne-Marie Slaughter & Gordon LaForge: "[Opening Up the Order: A More Inclusive International System](#)," *Foreign Affairs*, Vol. 100, No. 2, 2021, pp. 154-162.
- Philip Zelikow: "[The Hollow Order](#)," *Foreign Affairs*, Vol. 101, No. 4, 2022, pp. 107-119.
- David Miliband: "[The World Beyond Ukraine: The Survival of the West and the Demands of the Rest](#)," *Foreign Affairs*, Vol. 102, No. 3, 2023, pp. 36-43.
- **SOME ADDITIONAL READINGS TO BE DETERMINED BY CURRENT EVENTS**

XIV. December 4: In-Class Final Exam

➤ The final exam is open-book: bring readings, notes, and whatever materials you like.