SAIS Master of Arts in Global Policy (MAGP)
Module 1, 2019
International Politics
SA.620.720
Professor Daniel S. Markey
Fridays 9 AM – 12 PM
9/20, 10/4, 10/25, 11/8, 11/22

Course Content
This course presents theoretical and practical frameworks for understanding international politics and the policy decisions that shape global outcomes. Students will learn about recurring patterns in world affairs, such as the rise and fall of great powers, cooperation and conflict between states, and the influence of non-state actors on security, economics, and politics. With an emphasis on contemporary international politics, the course also explores the institutions, interests, ideas, and personalities behind international events.

The course is framed as an extended discussion of Kenneth N. Waltz’s classic *Man, the State, and War*. Different, often critical, perspectives on themes from that book guide each week’s reading. Each class meeting will also introduce material on decision-making processes and illustrative historical/contemporary cases.

Course Requirements
The course will include seminar-style discussion of the week’s readings as well as a variety of activities designed to apply theory to historical and contemporary cases. Students will work independently and in groups to write a short research paper, prepare policy memos, compile an outline of a leadership profile, and write a short reflection note.

**Students are expected to complete all of the required reading prior to each class and must come to class prepared to participate fully in the discussions.** Starting on the first class session, students should be ready to answer basic—and some not-so-basic—questions about all required readings.

Everyone has a different approach, but I recommend that you take notes as you read, either in the margins of the text or separately. Be sure to bring those notes and the texts (on a laptop, if needed) to every class. Review the syllabus carefully before each session so you are ready for all activities. Work with fellow classmates to make sure you cover the material thoroughly. Reading and discussion groups are strongly encouraged.
Course grades will be assigned as follows:

- Individual participation in classroom discussions, including on-time submission of short “reader reaction” assignments via Blackboard: 30%
- Short paper: 30%
- Group grades on in-class work (presentation, outline): 20%
- Final reflection note: 20%

I will use letter grades (A, A-, B+, B, etc.) for each of your assignments. Using the standard U.S. scale, each of these letters corresponds to a number (A equal to 4, A- equal to 3.67, B+ equal to 3.33, B equal to 3, and so on). I will then multiply the numbers by their percentage weight to get your final grade. For example, if you have grades of A, A-, B+, and B, I would run the following calculation: .3*4 + .3*3.67 + .2*3.33 + .2*3 = 3.567. The closest letter grade is an A- (equal to 3.67), so that would be your grade for the course. In cases where there is serious ambiguity between grades (say you are right between an A- and B+), your individual grade for the final reflection note will serve as the tiebreaker.

Contact Information
I will attempt to answer brief questions by e-mail (dmarkey@jhu.edu) but will schedule a phone or in-person meeting for extended conversations. My office is in Rome 406.

Students must check their JHU e-mail accounts and Blackboard for course updates and assignments.

Required Book (MAGP will purchase)

SAIS MAGP Style Guide
Please adhere to the MAGP style guide when submitting written assignments for this course. It is available on the “Community” tab on Blackboard. Select MAGP, then select “Program Information” from the sidebar.
CLASS SCHEDULE

Strongly Recommended Background readings (if you haven’t read them already)

Class 1 – September 20

The Anarchical System
  • READ: Kenneth N. Waltz, *Man, the State, and War*, chapters 1 and 6.

The Peloponnesian War

Further Reading (for those seeking sources on similar themes):
  • S. Krasner, "Allison in Wonderland: Are Bureaucracies Important?" *Foreign Policy* (Summer 1972): 159-179.
Class Activities

- Part I: Come to class prepared to discuss the meaning of Waltz’s “anarchical system,” and pay close attention to the section on Rousseau’s stag hunt.
- Part II: Skim Kagan and Gady and read at least the selected portions of Thucydides (although you may wish to read more for context). Before class, submit (via Blackboard) a very short (three or four sentence) statement on what you believe constitutes the “truest” cause of war between Athens and Sparta and which side, if any, is at fault. In class, be ready to discuss different sides of the issue. Also, how should we interpret the Melian dialogue? Is Thucydides a “realist”? What are the dangers of reading history as a guide to the present?
- Part III: Read Friedberg’s chapter. Would you apply Thucydides’ lessons to current relations between China and the United States as he does?

Class 2 – October 4

Domestic Politics and Global Politics

- READ: Kenneth N. Waltz, Man, the State, and War, Chapter 4.

The Spread (or Decline) of Democracy?


U.S. Democracy Promotion

- WATCH and/or READ Obama: https://www.youtube.com/watch?v=B_889oBKkNU, https://obamawhitehouse.archives.gov/the-press-office/remarks-president-cairo-university-6-04-09
- WATCH and/or READ Pompeo: https://www.youtube.com/watch?v=HHHu1Uxufs0, https://www.state.gov/a-force-for-good-america-reinvigorated-in-the-middle-east/

Further Reading (for those seeking sources on similar themes):

- Immanuel Kant, “Perpetual Peace,” [in Introduction to Contemporary Civilization in the
West (Columbia University Press, 1946): 878-90]
• Woodrow Wilson, “The Fourteen Points.”
• Peter Gourevitch, “The Second Image Reversed: The International Sources of Domestic
• Michael W. Doyle, “Kant, Liberal Legacies, and Foreign Affairs,” Philosophy &
Public Affairs Vol. 12, No. 4 (Fall 1983), pp. 323-53.
• Michael Doyle, “Liberalism and World Politics,” The American Political Science Review
• Robert Putnam, “Diplomacy and Domestic Politics: the Logics of Two-Level Games,”
• Jack Snyder, Myths of Empire: Domestic Politics and International Ambition, 1991.
• James D. Fearon, “Domestic Political Audiences and the Escalation of International
• Michael E. Brown, Sean M. Lynn-Jones, and Steven E. Miller, eds., Debating the
Democratic Peace, 1996.
• Helen V. Milner, Interests, Institutions, and Information, 1997.
• Kenneth Schultz, “Do Democratic Institutions Constrain or Inform? Contrasting Two
Institutional Perspectives on Democracy and War,” International Organization, Vol. 53,
No. 2 (1999): 233-266.
• Bruce Russett and John Oneal, “The Kantian Peace: The Pacific Benefits of Democracy,
Interdependence, and International Organizations, 1885-1992,” World Politics. Vol. 52
• Michael Desch, “Democracy and Victory: Why Regime Type Hardly Matters,”
• Bruce Russett and Zeev Maoz, “Normative and Structural Causes of the Democratic
• Michael W. Doyle, “The Pillars of the Liberal Peace,” The American Political Science
• Edward D. Mansfield and Jack Snyder, “Prone to Violence,” The National Interest,
• Mark Haas, Ideological Origins of Great Power Politics (Ithaca: Cornell University
Press, 2005).
• Kevin Narizny, The Political Economy of Grand Strategy (Ithaca: Cornell University
• Gary J. Bass, Freedom's Battle: The Origins of Humanitarian Intervention (Vintage,
2009).
• Alexandre Debs and H. E. Goemans, “Regime Type, the Fate of Leaders, and War,”
http://www.jstor.org/stable/40863762
• Jack Snyder and Erica Borghard, “The Cost of Empty Threats: A Penny, not a Pound,”

**Class Activities**

- **Part I:** Come prepared to compare and contrast the arguments made about “Liberal” theories of international politics by Waltz, Doyle, and Moravcsik.
- **Part II:** As you watch/read the U.S. policy speeches, consider the historical track record of foreign policies aimed at promoting democracy in other states. **Before class, submit a very short (3 sentence) statement on which of the three speeches reflects your perspective best and why.** Come to class prepared to discuss the “authoritarian surge,” and its implications for international politics.
- **Part III:** Discuss short paper assignment, 1800-2000 words (more information to come on a separate sheet).

**Class 3 – October 25**

**Order in the System: Liberal institutionalism**


**Policymaking and International Institutions**


**The Asian Infrastructure Investment Bank**

- **READ:** Congressional Research Service, “Asian Infrastructure Investment Bank (AIIB),” March 10, 2017, [http://media.proquest.com/media/hms/PFT/1/gTZh7? s=0D1D9oLk%2BV2FfWmlfpTtja a9url%3D](http://media.proquest.com/media/hms/PFT/1/gTZh7?s=0D1D9oLk%2BV2FfWmlfpTtja a9url%3D).

**Group 2:**

**Further Reading (for those seeking sources on similar themes):**


Class Activities:
• Part I: Arrive in class prepared to discuss how Keohane, Mearsheimer, and Abbott and Snidal consider the role and significance of international organizations/institutions in global politics.
• Part II: Reading the Congressional Research Service report on the AIIB, consider the institution’s structure, purpose, and activities. How would you characterize its independent role in global politics? In class, we will break into groups to debate the
pros/cons of this new international institution from different perspectives. **Please bring a laptop to class for some quick research/writing.**

**Class 4 – November 8**

**International Society and the Constructivist Challenge to Realism**


**How do ideas influence international policy decisions and outcomes?**


**Case study of ideas in international politics:**


**Further Reading (for those seeking sources on similar themes):**

- Nina Tannenwald, “The Nuclear Taboo: The United States and the Normative Basis of


Class Activities:

- **Part I**: Come prepared to discuss Wendt. Read Wendt closely, and struggle with his language assisted by a dictionary when necessary. Be prepared to explain the meaning of words such as “exogenous” or “intersubjectivist epistemology,” and to explain the connection he would draw between international politics and a movie like “Arrival.”
- **Part II**: Read the Goldstein/Keohane chapter carefully and identify the types of ideas they Goldstein/Keohane identify. How do ideas serve as “switchmen”? How would you compare this argument to Wendt’s?
- **Part III**: Read the Finnemore chapter and pay close attention to how the author “proves” that ideas mattered in international politics. Exactly what steps does she take, what proof does she offer? As you take notes, diagram her argument carefully. **Before class, submit one other very brief example of a case in which ideas “matter” in international politics.**

**Class 5 – November 22**

**The Role of Human Nature and Individual Leaders in International Politics**

- READ: Kenneth N. Waltz, *Man, the State, and War*, Chapter 2.

**Leadership Profiling**


_for Final Reflection Note (after class)_

• READ: Kenneth N. Waltz, *Man, the State, and War*, chapter 8.

**Further Reading (for those seeking sources on similar themes):**

• Herbert Spencer, *The Study of Sociology*, 1871.
• Irving Janis, *Groupthink* (Houghton Mifflin, 1982).
• Keren Yarhi-Milo, *Knowing the Adversary: Leaders, Intelligence, and Assessment of Intentions in International Relations*, 2014.

Class Activities

• Part I: Come prepared to discuss whether Byman and Pollack have successfully refuted Waltz on the role of the statesman in global politics. Also, what are the most important distinctions that Weeks makes among the foreign policies of dictators? How do you think Waltz would respond to these articles?
• Part II: Read the Post chapter and skim other materials on leadership profiling. Consider their methods.
• Your group will be responsible for building one section of a leadership profile, using Jerrold Post’s “integrated political personality profile” outline. More information will be provided separately. Please bring a laptop for light research/writing/presentation.

Due December 6: Final Reflection Note

Review your notes from all five classes and readings. Also read Waltz’s conclusion in *Man, the State, and War* (chapter 8). What lessons and/or specific insights about international politics will you take away from this course? As in a final exam, use this paper to demonstrate your mastery of the topic. (800 words, more details to come).

DATES TO REMEMBER

*September 14 or earlier:* Check out the “strongly recommended background readings” listed under Class 1. Read them before you start your other reading for the course if you aren’t already familiar with the content.
September 20: First class. Come prepared to discuss all readings. If unfamiliar with Thucydides, also be sure to read Kagan and Gady more closely. **Before class, submit a one paragraph statement (via Blackboard) on what you believe constitutes the “truest” cause of war between Athens and Sparta and which side, if any, is at fault.**

October 4: Second class. Come prepared to discuss all readings. Come to class prepared to discuss the “authoritarian surge,” and its implications for international politics. As you watch/read the policy speeches, think about the U.S. role in international democracy promotion and the differences between the three administrations on this issue. **Before class, submit via Blackboard a very short (3 sentence) statement on which of the three speeches reflects your perspective best and why.**

October 5 – October 20: Use your “extra” weekend to work on your papers. Outline/draft early, work with classmates and the writing center. **Submit papers via Blackboard by midnight October 20. Note that you also need to do the reading for class on October 25!**

October 25: Third class. Come prepared to discuss all readings. Take notes on the AIIB report as you will be working in groups to assess it in class. Bring a laptop for group work.

November 8: Fourth class. Come prepared to discuss all readings, spend extra time with Wendt. For the Finnemore chapter, diagram her argument. **Before class, submit one other example of a case in which ideas “matter” in international politics.**

November 22: Fifth class. Come prepared to discuss all readings. **Submit your preliminary research for your group’s section of the leadership profile via Blackboard ahead of class.**

December 6: Submit final reflection paper via Blackboard by midnight.