Introduction to International Relations: Security, Peace, and Conflict
Duke University
Political Science 160D & Public Policy 166D

Fall 2024

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Class meetings: Tu/Th, 8:45am-9:35am, plus assigned discussion sections
Office hours by appointment:
Prof. Beardsley: https://calendly.com/kyle-beardsley/20-minute-meeting
Prof. Krick: https://calendly.com/bk211-duke/office-hours

Purpose of the Course

This course provides students with an introduction to international relations. It is designed to be of value both to students who will take only one class in international relations, and who wish to immerse themselves in the basic problems in the field in the shortest time possible, and to students who intend to take subsequent classes in the field, and who wish to establish a strong foundation for that additional class work.

The class has four goals:

- To provide students with concepts and ideas needed to address the core question of the field of IR: what are the causes of international war and the conditions for world peace?
- To provide a basic understanding of international political-economic affairs;
- To attain a firm grasp of important new international policy problems;
- To develop skills that are foundational to independent research in political science.

Grading

Participation: 10%

Students are expected to be active participants in the course lecture and discussion sessions. Only those students who consistently attend and participate in lecture and discussion will do well on this grade. Students who do not feel comfortable participating can submit questions to the TA in advance of the class meeting times. These questions are helpful and can be used to structure the discussion portions of the class.

Weekly current events quizzes: 10% total

Weekly quizzes, taken at the start of lecture on most Thursdays, will be drawn from that week's *New York Times*. The quizzes will also ask students to relate general IR concepts to current events. Students are expected to read the *New York Times* every day, focusing especially on the following sections: Front Page, World, and Politics, as well as the foreign policy related pieces in U.S. and Opinion sections. The newspaper is available for free through the Duke University Library website. It is accessible by searching in the Online Journal Titles category of the library

website and is updated daily. Students can activate their free accounts by signing up at this link: nytimesaccess.com/campaign/dsgdwc/.

The first two quizzes (8/29 and 9/5) will be treated as practice runs. They will be graded, but the grades will not necessarily count. Students can use **one** of the grades from the practice quizzes to replace a later quiz grade that is lower.

Midterm exam: 25%

Students will take a midterm exam in class on 10/8. The format of the exam will be short essay, completed in Blue Books. There will be four essay prompts, and answers should be about four sentences in length. The essay prompts will ask the students questions about key concepts and events that have been covered in the readings and in lecture. The exam will ask the students to demonstrate a mastery of both the key core concepts and important historical (and current) developments.

Literature review exam: 25%

On 11/7, students will take another in-class exam, completed in bluebooks. Unlike the midterm and final, which are meant to assess students' knowledge of the course content, this exam is intended to incentivize students to explore content outside of the syllabus and to give students practice in an important component of independent research: the review of literature. In preparation for this exam, **students will conduct a review of the literature on the research question of whether economic sanctions are an effective tool of statecraft**. Students will consult journal articles and academic books that have addressed this research question. Students should be familiar with the most important scholarship and the most salient debates in the literature.

Students can prepare one page of notes about the literature and bring the one page (hard copy) to the exam. At the exam, students will be given a literature review about the state of understanding about whether sanctions are effective, and the students will then use the allotted time to summarize what the review gets right and what the review misses. Students will be evaluated based on how well they demonstrate their own understanding of the literature in their written exams. Although the students are not being asked to write their own literature review, it may be helpful to consider the following overview of literature reviews from the Thompson Writing Program: https://twp.duke.edu/sites/twp.duke.edu/files/file-attachments/lit-review-1.original.pdf. Students are expected to use resources available via the Duke Library to prepare their notes about the state of the literature. Students may use AI-generate tools in their preparation, though students are not expected to do so and the exam prompt will be designed to reward students who have done considerable independent preparation—who have read some of the literature reviews in recent publications and who have engaged with academic work that is not typically available to large language models (LLMs).

Final Exam: 30%

The final exam (12/13 at 2pm) will be a comprehensive and cumulative assessment of how well students have mastered the material in the course. The format will be similar to that of the mid-term exam. There will be eight essay prompts, and answers again should be about four sentences in length. It will be taken in the classroom using Blue Books.

Grading Scale

All assignments will be graded on a 16-point scale that is basically a 4-point scale stretched out to 16 points. These grades will not be assigned based on the docking of points, but on the comprehensive assessment of the strength of the material. Grading standards used in the assignment of these values are provided at the end of this syllabus.

16-point scale:	Scale in terms of percentage points:
[15-16] -- A	[93.75-100] – A
[14-15) -- A-	[87.5-93.75) – A-
[13-14) -- B+	[81.25-87.5) – B+
[11-13) – B	[68.75-81.25) – B
[10-11) -- B-	[62.5-68.75) – B-
[9-10) -- C+	[56.25-62.5) – C+
[7-9) – C	[43.75-56.25) – C
[6-7) -- C-	[37.5-43.75) – C-
[2-6) – D	[12.5-37.5) – D
[0-2) – F	[0-12.5) – F

Expectations

Extensions and Accommodations
No extensions will be given for the exams in all but the most exceptional of circumstances and only after consultation with your academic dean. Absences from a final exam must be approved by your academic dean.

If you are a student with a disability and need accommodations for this class, it is your responsibility to register with the Student Disability Access Office (SDAO) and provide them with documentation of your disability. SDAO will work with you to determine what accommodations are appropriate for your situation. Please note that accommodations are not retroactive and disability accommodations cannot be provided until a Faculty Accommodation Letter has been given to me. Please contact SDAO for more information: sdao@duke.edu or access.duke.edu.

To keep the university community as safe and healthy as possible, please do not come to class if you have cold symptoms. Please inform me of your absence and plan to complete any missed work. Students who encounter short- and long-term medical issues or instances of personal distress or emergency can seek academic support if needed. Details regarding university sick leave policies can be found here: Health Issues, Short- and Long-Term.

Duke Community Standard
All students must adhere to the Duke Community Standard (DCS). Duke University has high expectations for students' scholarship and conduct. In accepting admission, students subscribe to and are governed by the rules and regulations of the university, which are outlined in the Duke Community Standard.

Regardless of course delivery format, it is the responsibility of all students to understand and follow all Duke policies, including academic integrity (e.g., completing one's own work, following proper citation of sources, adhering to guidance around group work projects, and more). Ignoring these requirements is a violation of the Duke Community Standard. Any questions or concerns regarding academic integrity can be directed to the Office of Student Conduct and Community Standards at conduct@duke.edu.

Resources

Wellness
Duke is committed to holistic student wellbeing; this includes one's mental, emotional and physical health. The university offers resources to help students manage daily stress, to encourage intentional self-care, and access just-in-time support. If you find you need support, your mental and/or emotional health concerns are impacting your day-to-day activities, your academic performance, or you need someone to talk to, the resources below are available to you:

- **DukeReach** provides comprehensive outreach services to support students in managing all aspects of wellbeing, including referrals, and follow-up services for students who are experiencing significant challenges related to mental health, physical health, social adjustment, and/or a variety of other stressors. You can reach the DukeReach team at dukereach@duke.edu.

- **Counseling and Psychological Services (CAPS)**, (919) 660-1000 CAPS services include individual and group counseling services, psychiatric services, and workshops. CAPS also provides referrals to off-campus resources for specialized care.

- **TimelyCare** (formerly known as Blue Devils Care) TimelyCare is an online platform that is a convenient, confidential, and free way for Duke students to receive 24/7 mental health support through TalkNow and scheduled counseling. https://Timelycare.com/bluedevils

- **BC Fellows for Healthy Relationship**: The BC Fellows meet with students individually and in groups, supporting the development of healthy relationships and building meaningful community in all areas of a student's lives. To get in touch with the BC Fellows, go to https://students.duke.edu/wellness/duwell/sexualhealth/balthrop-cassidy-fellowship/.

- **DukeLine**: Students who want to anonymously connect with a Peer Coach can text 984-230-4888 from 5-11 pm daily. DukeLine offers in-the-moment anonymous, non-emergency text support from a peer. Additional information is available at https://sites.duke.edu/dukeline.

- **DuWell**, (919) 681-8421 DuWell provides Moments of Mindfulness (stress management and resilience building) and meditation programming (Koru workshop) to assist students in developing a daily emotional wellbeing practice. All are welcome, and no experience is necessary.

Academics
The Academic Resource Center (the ARC) offers services to support students academically during their undergraduate careers at Duke. The ARC can provide support with time management, academic skills and strategies, course-specific tutoring, and more. ARC services are available free to any Duke undergraduate student, studying any discipline. Contact: (919) 684-5917, theARC@duke.edu, or arc.duke.edu.

Students might also find the resources at the **Thompson Writing Program** helpful. Students can schedule an appointment to discuss ways to improve as a writer at https://twp.duke.edu/.

Required Readings

The following are available for purchase online:

Joseph M. Grieco, G. John Ikenberry, and Michael Mastanduno, *Introduction to International Relations: Enduring Questions and Contemporary Perspectives,* Third Edition (Red Globe Macmillan 2022).

Dan Reiter, ed., *Understanding War and Peace*, Second Edition (Cambridge University Press)

Articles: these may be accessed through the University Library; a few items have been scanned and placed on the Canvas space allocated to the course.

Schedule

8/27. *Introductions to Concepts*

Joseph Grieco, John Ikenberry, and Michael Mastanduno (hereafter GIM), *Introduction to International Relations*, Preface and Chapter 1.

Lake, David A. "Why "isms" are evil: Theory, epistemology, and academic sects as impediments to understanding and progress." *International Studies Quarterly* 55, no. 2 (2011): 465-480.

Part I: Understanding Conflict

8/29. The Scope of Conflict in the International System

GIM, Chapter 6, pp. 202-213, pp. 234-237 (sub-sections on "Types of Military Conflicts between Countries"; "Incidence of International Military Conflicts"; "Lethality of International Wars"; and "Internal Wars: Types and Trends").

Shawn Davies, Garoun Engström, Therése Pettersson, Magnus Öberg. "Organized violence 1989–2023, and the prevalence of organized crime groups." *Journal of Peace Research* 60, no. 4 (2023): 691-708.

9/3. *Power and the Security Dilemma (and the Question of WWI)*

GIM, Chapter 2.

Jervis, Robert. "Cooperation under the security dilemma." *World politics* 30, no. 2 (1978): 167-214.

9/5. *Theoretical Traditions in the Study of IR: Realism*

GIM, Chapter 3, pp. 82-98 (from start of chapter through the sub-section on "Realist Propositions").

Waltz, Kenneth N. "Structural realism after the Cold War." *International Security* 25, no. 1 (2000): 5-41.

9/10. *Liberalism*

Understanding War and Peace, Chapter 3 ("Domestic Political Institutions and War")

Doyle, M. (1983). Kant, Liberal Legacies, and Foreign Affairs. *Philosophy & Public Affairs, 12*(3), 205-235. Focus on pp. 205-224.

9/12. *Marxism and Constructivism*

GIM, Chapter 3, pp. 99-120 (this is the remainder of Ch. 3).

Wendt, Alexander. "Anarchy is What States make of it: the social construction of power politics." *International Organization* 46 (1992), pp. 391-425. Focus on pp. 391-410.

9/17. *Gender and Race in IR*

Understanding War and Peace, Chapter 2 ("Sex, Gender and Violence")

Kelebogile Zvobgo and Meredith Loken, "Why Race Matters in International Relations," *Foreign Policy*, 19 June 2020. https://foreignpolicy.com/2020/06/19/why-race-matters-international-relations-ir/

9/19. *Sources of Foreign Policy*

GIM, Chapter 4.

Feaver, Peter D. "The civil-military problematique: Huntington, Janowitz, and the question of civilian control." *Armed Forces & Society* 23, no. 2 (1996): 149-178.

9/24. *The Problem of Interstate War--Social and Psychological Causes*

GIM, Chapter 6, pp. 213-230 (sections on "Underlying Causes of War: The Individual Level of Analysis" and "Underlying Causes of War: The State Level of Analysis").

Understanding War and Peace, Chapter 4 ("Public Opinion and the Conduct of Foreign Policy")

9/26. *The Problem of Interstate War--Structural and Rational Causes*

GIM, Chapter 6, pp. 230-232 (section on "Underlying Causes of War: The International Level of Analysis").

Understanding War and Peace, Chapter 1 ("Bargaining and War")

10/1. *Civil War*

GIM, Chapter 6, pp. 232-242 (start with section on “Internal Wars and Their Causes” and read to end of chapter).

Understanding War and Peace, Chapter 7 (“Civil Wars”)

10/3. *Alliances and Security Assistance*

Understanding War and Peace, Chapter 9 (“International Alliances”)

Yarhi-Milo, Keren, Alexander Lanoszka, and Zack Cooper. "To arm or to ally? The patron's dilemma and the strategic logic of arms transfers and alliances." *International Security* 41, no. 2 (2016): 90-139.

10/8. Midterm

Part II: Understanding Cooperation

10/10. *International Peacemaking and Peacekeeping*

Understanding War and Peace, Chapter 10 (“Third-Party Peacemaking and Peacebuilding”)

10/17. *International Law*

GIM, Chapter 5 (all), and Chapter 7 pp. 244-266 (from start of chapter, stop at the section on “Transnational Mechanisms for Peace”).

Kelley, Judith. "Who keeps international commitments and why? The International Criminal Court and bilateral nonsurrender agreements." *American Political Science Review* 101, no. 3 (2007): 573-589.

10/22. *Economic Interdependence and Transnational Relations*

GIM, Chapter 7, pp. 266-274 (from section on “Transnational Mechanisms for Peace” to end of chapter).

Understanding War and Peace, Chapter 6 (“Economics and War”)

10/24. *Basic Concepts in Globalization*

GIM, Chapter 9.

Strange, Susan. "States, firms and diplomacy." *International Affairs* 68, no. 1 (1992): 1-15.

10/29. *The Nation-State and the Global Economy*

GIM, Chapter 10.

Simmons, Beth A. "International law and state behavior: Commitment and compliance in international monetary affairs." *American Political Science Review* 94, no. 4 (2000): 819-835.

10/31. ***Economic Development and International Relations***

GIM, Chapter 11.

11/5. ***The Tragedy of the Commons and International Cooperation***

GIM, Chapter 13.

Ostrom, Elinor. "Coping with tragedies of the commons." *Annual Review of Political Science* 2, no. 1 (1999): 493-535.

11/7. Literature Review Exam

Part III: Emerging and Perennial Questions

11/12. ***Climate Change and Conflict***

Understanding War and Peace, Chapter 13 ("Environment and Conflict")

11/14. ***Migration***

Simmons, Beth A. "Border Rules." *International Studies Review* 21, no. 2 (2019): 256-283.

Salehyan, Idean, and Burcu Savun. "Strategic Humanitarianism: Host States and Refugee Policy." *Annual Review of Political Science* 27 (2024).

11/19. ***Non-state Actors***

GIM, Ch. 12.

Understanding War and Peace, Chapter 8 ("Terrorism")

11/21. ***Weapons of Mass Destruction***

GIM, Chapter 8, pp. 276-302 (from start of chapter, stop at the section on "New Technologies and New Challenges").

Understanding War and Peace, Chapter 11 ("Nuclear Weapons,")

11/26. ***New Technology***

GIM, Chapter 8, pp. 302-310 (from section on "New Technologies and New Challenges" to end of chapter).

Understanding War and Peace, Chapter 12 ("Drone Warfare")

12/3. ***The Ethics of War and Peace***

Reinhold Niebuhr, *Moral Man and Immoral Society* (1932), Chs. 1 and 4.
https://archive.org/details/in.ernet.dli.2015.275372/page/n5/mode/2up

Philpott, Daniel. "An ethic of political reconciliation." *Ethics & International Affairs* 23, no. 4 (2009): 389-407.

12/5. ***Prospects for the International Order***

GIM, Chapter 14.

Myrick, Rachel. "America is back—But for how long." *Foreign Affairs* 14 (2021).

12/13. 2pm. ***Final Exam***

Grading Standards
The following standards will be applied to the evaluation of assignments in the class.

A Exceptional Performance.

Consistently outstanding work on all course-related tasks at a level that distinguishes the student from other members of the class. A comprehensive and incisive command of the issues, literature, and substantive information relevant to the course. A frequently demonstrated exceptional capacity for original, creative, critical and logical thinking. The ability to master and integrate large amounts of factual material and abstract theories. An outstanding ability to discuss effectively course subject matter using both written and oral communication skills.

A- Excellent Performance.

Consistently strong work on all course-related tasks. A comprehensive command of the issues, literature, and substantive information relevant to the course. A clearly demonstrated capacity for original, creative, critical and logical thinking. Understands well and can integrate the relevant factual

and theoretical material central to the course. A strong ability to discuss effectively course subject matter using both written and oral communication skills.

B+ Very Good Performance.

Consistently above average work on all course-related tasks. A very good grasp of the issues, literature, and substantive information relevant to the course. A generally demonstrated capacity for original, creative, critical, and logical thinking. A very good command of factual and theoretical material, and some capacity to integrate the two. A solid ability to discuss effectively course subject matter using both written and oral communication skills.

B Good Performance.

Good and generally consistent work on all course-related tasks. A general understanding of the issues, literature, and substantive information relevant to the course. Modest evidence of the capacity for original, creative, critical and logical thinking. A good understanding of factual and theoretical material, but limited evidence of the capacity to integrate the two. A basic ability to discuss effectively course subject matter using both written and oral communication skills.

B- Satisfactory Performance

Satisfactory work on course-related tasks. A reasonable understanding of the issues, literature, and substantive information relevant to the course. An infrequently demonstrated capacity for original, creative, critical and logical thinking. Understands at a basic level the facts and theories related to the course, but demonstrates weak integration skills. A limited or inconsistent ability to discuss effectively course subject matter using both written and oral communication skills.

C+/C/C- Adequate Performance

Adequate performance on course-related tasks. An understanding of the basic elements of the issues, literature, and substantive information relevant to the course. A rarely demonstrated capacity for original, creative, critical and logical thinking. An inability to go beyond a recitation of basic factual material related to the class. Demonstrated weaknesses in the ability to discuss effectively course subject matter using both written and oral communication skills.

D/D+ Minimal Passing Performance.

Barely acceptable work on course-related tasks. A generally superficial and often inconsistent familiarity with the issues, literature, and substantive information relevant to the course. A failure to demonstrate the capacity for original, creative, critical and logical thinking related to course content. An uneven understanding of basic factual material related to the course; no evidence of fact/theory integration. Demonstrates significant gaps in the ability to discuss effectively course subject matter using both written and oral communication skills.

F Unacceptable Performance

Fails to meet minimum course expectations. Unable to understand even the most basic elements of the issues, literature, and substantive information relevant to the course. Demonstrates an inability to

engage in coherent written or oral discussion of course material. Does not satisfy specific course expectations with respect to attendance, deadlines, participation, etc.