

SYLLABUS
International Relations 502: Conflict and Cooperation
Fall 2009
Mondays 2-4:50, Von KleinSmid Center 104
Professor Jacques E. C. Hymans (hymans@usc.edu)
Office hours : Wednesdays 10:30-11:30 and by appointment.
Version of August 23, 2009

Introduction to the course:

The study of international relations is to a large extent synonymous with the study of the causes of war and peace. Both the ideas and the institutions that dominate our field were forged by war. For instance, the carnage of World War I led to the founding of the USC School of International Relations. USC President Rufus Bernhard Von KleinSmid hoped that this school, the first of its kind in the country, might help to advance the work of the new League of Nations and thereby prevent another world war from breaking out. We failed, but the “war against war” continues.

This course is split into two main sections. In the first section, we will discuss major theoretical approaches to the study of war. Some of these approaches will be familiar to those of you who have taken previous courses in IR, but it is valuable for all of us to continually deepen our understanding of them. Thus, in this section of the course we read substantial portions of some of the most important books published in our field over the last 30 years.

In the second section, we turn to a specific topic: the proliferation of nuclear weapons. The destruction of Hiroshima changed forever what we think about when we think about war. And for the last twenty years or so, the proliferation of nuclear weapons has widely been cited as the number one threat to global security. This section of the course also focuses on one book per week. The goal in assigning these particular books is twofold. First, it is to demonstrate how scholars deploy the seemingly abstruse theoretical propositions introduced the first half of the course to illuminate messy political reality. Second, particularly the books by Solingen, Rublee, and Hymans may provide helpful models for those of you who are puzzling over how to structure and write a dissertation.

Course readings:

This is a “book-a-week” course. For about half of the class sessions you are asked to read an entire book; for the other half you are asked to read very substantial portions of a book (and you are encouraged to read the whole thing). Unfortunately, this means that you will need to buy the books themselves, rather than a course reader. I apologize for the financial outlay that I am asking you to incur for this course, but in many cases I think you should be able to find most of these books online for a very reasonable price, particularly if you buy used. It may also comfort you to realize that the books assigned in the first half of the course deserve to be every IR scholar’s bookshelf. I will also be placing the books on reserve at the library.

Course requirements:

- 25% for participation. This is a graduate-level course, which means that you do most of the talking. Come prepared and ready to spout.
- 20% for weekly 1-page memos (no fewer than 10 in total) on some aspect of the week's reading that caught your interest. These must be emailed to me no later than 5 PM on the *day before class*.
- 10% for discussion leadership. Each week, one of you will be the designated "discussion leader." This means you will develop the class outline and main questions to be addressed. Prior to the class date, you and I will meet together to compare notes and think through the lesson plan.
- 5% for 1-2 page description of a concrete empirical puzzle about international relations, which you would like to address in your seminar paper. This puzzle need not have anything to do with nuclear weapons. **Due October 22.**
- 5% for in-class powerpoint presentation of your draft paper (duration of 5 minutes, then another 5-10 for questions and comments). These presentations should begin on **October 26**. Note that the earlier you do the presentation, the less far along you will be expected to have gotten on your project. Also, the earlier you do the presentation, the more quickly your project will advance.
- 35% for final seminar paper. The paper should compare the value of the theories discussed in section 1 as they relate to your empirical puzzle. These must be *emailed* to me no later than 11:59 PM on **December 15**.

Course schedule:

Session 1: 8/24. Course introduction and assignment of discussion leadership duties.

Section I: Big Books.

Session 2: 8/31. **IR 101.** Joseph Nye, *Understanding International Conflicts: An Introduction to Theory and History*, 7th ed. (Longman, 2008, ISBN-13: 978-0205658879), entire (196 pp.).

Session 3: **FRIDAY 9/11: NOTE SPECIAL CLASS DAY AND TIME. Classical realism.** Richard Ned Lebow, *The Tragic Vision of Politics: Ethics, Interests and Orders* (Cambridge University Press, 2003, ISBN-13: 978-0521534857), chs. 2-4, 6-7. (248 pp.)

Session 4: 9/14. **Offensive realism.** John J. Mearsheimer, *The Tragedy of Great Power Politics* (W. W. Norton, 2003, ISBN-13: 978-0393323962), chs. 1-5, 10 (209 pp.)

Session 5: 9/21. **Offense-defense theory.** Stephen Van Evera, *Causes of War: Power and the Roots of Conflict* (Cornell University Press, 2001, ISBN-13: 978-0801482953), entire (262 pp.).

Session 6: 9/28. **Liberalism.** John R. Oneal and Bruce Russett, *Triangulating Peace: Democracy, Interdependence, and International Organizations* (W. W. Norton, 2001, ISBN-13: 978-0393976847), chs. 1-6, 8 (285 pp.)

Session 7: 10/5. **Sociological Constructivism.** Peter J. Katzenstein, ed., *The Culture of National Security: Norms and Identity in World Politics* (Columbia University Press, 1996, ISBN-13: 978-0231104692), chs. 1-3, 10-13 (294 pp.)

Session 8: 10/12. **Psychological constructivism.** Richard Ned Lebow, *A Cultural Theory of International Relations* (Cambridge University Press, 2009, ISBN-13: 978-0521691888), chs. 1-4, 10 (287 pp.)

Section II: Topic: Big Bombs.

Session 9: 10/19. **Neo-realism and the bomb.** Muthiah Alagappa, ed., *The Long Shadow: Nuclear Weapons and Security in 21st Century Asia* (Stanford University Press, 2008, ISBN-13: 978-0804760874), chs. 1-8 (268 pp.)

Session 10: 10/26. **Neo-realism, organization theory and the bomb.** Scott Sagan and Kenneth Waltz, *The Spread of Nuclear Weapons: A Debate Renewed*, 2nd ed. (W. W. Norton, 2002, ISBN-13: 978-0393977479), entire (224 pp.)

Session 11: 11/2. **Psychological constructivism and the bomb.** Jacques E. C. Hymans, *The Psychology of Nuclear Proliferation: Identity, Emotions, and Foreign Policy* (Cambridge University Press, 2006, ISBN-13: 978-0521616256), entire (235 pp.).

Session 12: 11/9. CLASS CANCELED.

Session 13: 11/16. **Liberalism and the bomb.** Etel Solingen, *Nuclear Logics: Contrasting Paths in East Asia and the Middle East* (Princeton University Press, 2007, ISBN-13: 978-0691134680), chs. 1-4, 9-12 (213 pp.)

Session 14: 11/23. **Sociological constructivism and the bomb**
Maria Rost Rublee, *Nonproliferation Norms: Why States Choose Nuclear Restraint* (University of Georgia Press, 2009, ISBN-13: 978-0820332352), entire (224 pp.).

Session 15: 11/30. Course wrap-up.

Introduction to The Horse Course -Welcome to Week 1 of The Horse Course! To start off the course, we will begin discussing what exactly an "equid" is. We will cover the many equine species inhabiting our globe. Next, we'll jump into the history of horses and donkeys, touching upon how they have made such an impact on our own societal development. We will finish the week discussing the basic gaits and how these animals move. Feeding Management -The topics this week will focus on equid nutrition. Understanding how and what to feed these animals is one of the most important aspects of basic care. We will start with digestive anatomy, how to evaluate your animal's nutrient requirements, and then jump into feeding management. - Introduction to the Course. Overview. Epidemics, or high-impact infectious diseases, have had an historical impact equal to that of wars, revolutions and economic crises. This course looks at the various ways in which these diseases have affected societies in Europe and North America from 1600 to the present. Contrary to optimistic mid-twentieth-century predictions, epidemic diseases still pose a major threat to human well-being. Diseases will be considered not only in their biological effects, but also as social, political and cultural phenomena. Attention will therefore be given to the dif