

## Introduction to International Relations

February - June, 2022

### Course description

This course introduces students to the academic discipline of International Relations (IR) by focusing on foundational concepts and theories that help us make sense of world politics. More specifically, we will organize the materials around six thematic blocks, including “The State and its Challengers”, “The International System”, “Great Power Politics”, “Cooperation under Anarchy”, “Domestic Politics”, and “Political Psychology”. For each block we will empirically illustrate the concepts and theories at hand, and students will have an opportunity to assess selected events in world politics under the light of the main IR theories. The chief purpose of this course is to provide solid grounding for the theory courses students will take throughout the rest of their academic career at FGV. The subsidiary purpose of this course is to help our incoming class transition from high school to college, building up the skills, competencies, and habits that are necessary to have a fulfilling university experience.

### Course objectives

This introductory course has the following objectives:

- To introduce students to the academic discipline of IR.
- To promote the students’ ability to think through problems of world politics like social scientists, integrating concepts, theories, and empirical evidence.
- To help students critically assess contending arguments.
- To help students acquire university-level skills in academic reading, writing, debating, and collectively discussing scholarly texts.
- To support the development of new habits for an enriching and creative academic career at FGV RI.

### > INSTRUCTOR

**Prof. Matias Spektor**  
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### > TEACHING ASSISTANTS

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\*Office Hours with the TAs are exclusively for feedback on the correction of essays.

### > OFFICE HOURS

Mondays 2-5pm by [Calendly appointment](#).



### > ADDRESS

Join Zoom Meeting  
<https://fgv-br.zoom.us/j/6063011251>

Meeting ID: 606 301 1251

## Learning Goals

By the end of the course, students will have:

- A firm grasp of foundational concepts and theories that structure IR as an academic discipline.
- An understanding of how social scientific concepts and theories help us make sense of world politics.
- The skills to craft solid essays that connect concepts and theories to the realities of world politics today.
- The core skills that are necessary to go through the FGV RI program successfully, including those involving reading, writing, debating, and discussing texts. And self-awareness as to the college-level study habits that work for you.

## Course Structure

We will kick off our course remotely due to the COVID-19 pandemic. At the moment, our plan for return to campus is March 14<sup>th</sup> 2022. This means we will get to know one another and begin our time as a group without the benefit of person-to-person interactions. Challenging as this will surely be, I am confident that with the right tools and practices we will be able to thrive both individually and as a community. In order to create the best learning environment that we can, we will have a chance to review course dynamics on a regular basis together.

I will connect on Zoom 5 minutes before class. This is an opportunity for a quick informal chat. Class will start promptly on the hour.

A regular class will have the following components:

Framing [10']. I will present the key concept, theory or issue of the day, giving you a general overview of the topic, its pedigree in the academic discipline of IR, and a summary of the main points to keep in mind during the class. I will also specify the structuring question(s) for the day.

Lecture [45', divided up in two blocks, each separated by a 5-minute break]. This is where I will unpack the concept, theory or issue structuring the day's class. During the lecture I will illustrate arguments with evidence from

international history or from contemporary world politics.

Discussion section [30', sometimes divided up in two blocks of around 15' each]. This is the time where we will jointly review the readings assigned for the day. Sections will be led by the students assigned with facilitating discussion for the day and will focus on clarifying key ideas in the texts, generally making sense of the author's argument and its relationship with other readings covered throughout the course. We will start with this system from Lecture 10 onwards. We will go through a detailed check-list on how to lead a section during class.

Wrap up [10']. This is where we will jointly answer the structuring question for the day. It is also where we will go through the implications of the arguments, we learned for the class that comes next.

There will be days when we will depart from this structure, depending on class dynamics.

Office Hours. These are scheduled meetings with me outside class where you have an opportunity to clarify class contents, receive feedback or generally discuss related interests you have. Arrange office hours via Calendly.

Teaching Assistants. TAs for this course will help me mark and comment assignments in written form. They will hold office hours to answer queries about grading **only**. All other queries need to be raised with me. Arrange meetings with TAs via Calendly.

## Key dates for your calendar

Essay #1 - March 09, 2022

Essay #2 - March 25, 2022

Essay #3 - April 19, 2022

Essay #4 – May 02, 2022

Essay #5 - May 17, 2022

Essay #6 – May 31, 2022

Final Exam - June 06, 2022

## Course Requirements and Grading

This course consists of a series of classes with pre-assigned readings. Students are therefore expected to do all the readings and attend a minimum of 75% of the course. Final grades will be assigned as follows:

- Participation in class and in discussion sections: 10%
- Six essays (only your top 5 essays count towards the grade): 50%
- Final exam: 40%

Readings: This course is heavily anchored in the reading of academic texts. This means that your experience will be shaped by the quality of your readings. We will have plenty of time in class to discuss university-level reading techniques. In the meantime, I strongly suggest that you print out the bulk of the readings for the term to facilitate the process of learning how to read and comment academic texts. (You can of course read the materials on an electronic device, but my recommendation is that you work on paper, at least at the beginning of our program). I expect you to do the reading in advance of the relevant lecture. If you experience any trouble reading the materials in time for classes by all means do make an appointment with me in office hours so we can quickly find a fix.

Participation: Students are expected to do the readings for each week in advance of the relevant discussion section and contribute to class discussion by engaging the issues that stem from the readings. The grading here will reflect student active engagement with the materials and the rest of the class during sections. I expect your participation to make a quality contribution to our discussion and to our understanding of the concepts, theories, and issues at hand. This course will give you an opportunity to learn how to raise questions, make comments, and contribute to a meaningful debate. To participate, you can “raise your hand” during our lectures in Zoom and once I invite you to take the floor, pose questions and comments as if we were having an in-person class. You can also send questions using the chat tool in Zoom, although the experience of speaking up in public is one you should take up with gusto. If you feel insecure or unsure about participating, please do look me up in office hours as early as possible. Your participation grade will reflect both the frequency and the quality of your questions and comments throughout the semester. During class, we will have time for ‘Sections’, when we focus specifically on the text for the day. When you take up the floor during the sections, there are a number of things you can do: (a) instigate the class to explore the hypotheses or the theoretical extensions of the argument; (b) motivate the class to make connections between the current text and previous arguments seen in class; (c) lead students to think about internal contradictions in the argument or rival explanations; (d) motivate the class to think about potential shortcomings in the text; (e) initiate a conversation about the potential application of the argument to current events in world politics. I expect students to take a proactive role in ensuring the conversation flows.

Essays: Each student will submit six 2-page essays (font size 12, 1.5 line spacing) in response to questions distributed in class beforehand, five of which will count towards the final grade. Essays should be posted on E-Class by 6pm on the dates specified in this syllabus. Papers received after the deadline will be dropped two full points in a 10-point scale, and no paper will be accepted after the specific feedback class. In each essay students will answer the given question with reference to the concepts and theories discussed in class. Essays are not summaries of the readings, and they should be written with an informed readership in mind (that is the essay should be profitably read by someone who is not taking this course). More detailed instructions on essay structure will be given the first week of class. Essays may be submitted in English or Portuguese. Our class on the day essays are due will serve as a review session for the entire block. Neither the instructor or the TAs will pre-read or proof-read essay writing.

Your essay will include 6 to 8 paragraphs which should contain the following:

- (1) The *introduction* is the opening paragraph, and it does two things. First, it states why the topic you're about to write about matters for world politics – why should anyone care? Second, this is where you lay out the question your essay will seek to answer. The remainder of the essay has the job of providing an answer to the question you raised in the introduction.
- (2) The bulk of the essay (four to five paragraphs) offers a *well-reasoned argument* that (a) is built around the concepts/theories that we see in class and (b) uses examples to illustrate each concept/theory. You can either lay out the concepts and theories you will use at once, and then illustrate them; or you can alternatively illustrate each concept/theory as you go. The *illustration* needs to speak directly to the conceptual/theoretical elements above, drawing on examples to make your point.
- (3) You will then add a thoughtful discussion of the *implications* of your argument beyond the illustration you have given. What does the theory imply for other cases?
- (4) A one-paragraph *conclusion* that succinctly answers the question you set out in the introduction.
- (5) These essays do not include *references* or a *bibliography*. I will assume that the arguments you build are anchored on the reading list for the unit that the essay covers.

Many of you are used to working alone. My recommendation is that you identify and strike up a partnership with at least one friendly critical reader for each one of your essays. The role of the critical reader is to generously and kindly help you identify weaknesses in your argument, and generally improve the quality of your essay. In class we will discuss what a critical reader actually does to make a positive difference. Groups of critical readers make their own arrangement for when and how they meet. Being a critical reader is not a mandatory task for this course, but one that I highly encourage.

On the day of essay submissions I will also dedicate the class to an encompassing review of the unit. You should treat these tutorials as preparation for the final exam.

Final exam: The exam will cover the entire course syllabus. Students will respond to two out of a menu of six different questions on the day of the exam (I will share mock exam questions well beforehand). All questions will address topics from the lectures and readings. Exams may be written in English or Portuguese. You will have 48 hours to write up your exam and submit it via E-Class.

Reaval: You will be assessed on the basis of your answer to one single question covering the entirety of the course.

### **Criteria for Marking Essays and the Exam**

8 or above: Work in this category shows excellent command of the topic. It is well organized, clearly expressed and cogently argued. Work in this category will either approach the question from an unexpected angle, contain unusually illuminating or original thinking, or be especially well illustrated.

7,5 to 7,9: Work in this category shows excellent command of the topic. It is well organized, clearly expressed and cogently argued, with excellent integration of concepts/theories and the empirical evidence.

6,5 to 7,4: Work in this category shows sound knowledge of the topic. It displays a very good understanding of the question and it is clearly organized and cogently argued. The treatment of concepts/theories is detailed and precise, and their empirical application is clear.

6 to 6,4: Work in this category shows sound knowledge of the topic. It is clearly organized and cogently argued. Achieving this mark on a question means that the student has firm control of the essential points, and has been able to integrate concepts/theories and evidence.

5,5 to 5,9: Work in this category shows some weaknesses in terms of its accuracy, coherence, detail, organization, focus, or effort to integrate concepts/theories and evidence.

5 to 5,4: Work in this category shows extensive weaknesses in terms of its accuracy, coherence, detail, organization, focus, or effort to integrate concepts/theories and evidence. The candidate has firm control of at least some of the essential points.

4 to 4,9: Work in this category shows some basic knowledge of the topic. Yet it displays some serious deficiencies in terms of its accuracy, coherence, detail, organization, focus, or effort to integrate concepts/theories and evidence.

3 to 3,9: Work in this range shows an attempt to answer the question set, but it is either irrelevant to the question set, incoherent, unsystematic, superficial, or unacceptably brief.

1 to 2,9: Work in this category fails to show any basic knowledge of the topic or effort in the making of the assignment.

Zero: Work that features evidence of plagiarism.

## **Course Policies**

- Minimum attendance 75%.
- All announcements for this course will be conducted over E-Class (“Avisos”). Make sure you acquaint yourself with it during the first week of class.
- One of the biggest challenges to remote classes during the current pandemic is keeping attention levels up. We will have plenty of opportunity to discuss best practices in class, but you should be acutely aware of the need to block those sources of distraction that can derail your learning process.
- Video or audio recordings of this course are strictly prohibited, and those caught in violation of this rule will be reported to the Ethics Committee for disciplinary action.
- It is the policy of the School of International Relations at FGV that all cases of academic dishonesty – including plagiarism – be reported to the Ethics Committee. A detailed discussion on plagiarism will take place in class before submission of the first essay.
- The readings for this class will be made available in PDF format on E-class.

## **Wellbeing**

The School of International Relations offers two types of resources to promote the wellbeing of its student body: the Programa de Apoio Emocional e Pedagógico (PAEP) and Pró-Saúde.

The Programa de Apoio Emocional e Pedagógico (PAEP) offers FGV RI students the opportunity to schedule individual and confidential appointments with experienced psychologist to discuss

different facets of college life. Students may choose between two types of appointments: (i) pedagogical support and (ii) emotional support. The program is exclusive to actively enrolled FGV RI students. Please check the program's material for information on how to schedule an appointment.

Students who would like to schedule an individual and confidential appointment with a licensed psychotherapist for mental health issues may reach out to Pró-Saúde at [pro.saude@fgv.br](mailto:pro.saude@fgv.br).

## Writing Center

Great writing is a skill that needs to be actively developed during college.

The School of International Relations has a Writing Center where students can develop their writing skills in English and in Portuguese.

You can schedule appointments during the academic year via Calendly or request an appointment On Demand.

If you want to schedule an appointment in Portuguese:

- <https://calendly.com/sereg-leite/oficina-de-escrita>
- <https://calendly.com/juliana-cunha/oficina-de-escrita>

If you want to schedule an appointment in English:

- <https://calendly.com/sereg-leite/oficina-de-escrita>

Please be aware of the two workshops below. Attendance is not mandatory but highly recommended.

### **Como Ler Textos Acadêmicos em Inglês (offered by Sereg Leite)**

Dates: March 7<sup>th</sup> or March 14<sup>th</sup>, 6pm to 8pm

Duration: 2h

### **Workshop de Organização e Gestão do Tempo (offered by Paula Vedoveli)**

Date: March 11<sup>th</sup>

Duration: 1h30

Session 1: 5pm to 6.30 pm

Session 2: 6.30 pm to 8pm

## Course Schedule

### **Lecture 1 (Feb 15) – Course Overview and Transitioning to College Life.**

*What will you learn in this course? What should you expect from it? What will it take for you to perform well? How does this class inform other courses you will be taking this semester and in the future? How does this course help you transition to college life, and how does it differ from courses you took during high school? How to read and use this syllabus?*

### **Lecture 2 (Feb 16) – The Academic Discipline of IR: How Social Scientists Make Sense of World Politics**

*What is the academic discipline of IR? How do social scientists think, and how is this different from other types of knowledge? How did IR become institutionalized? Who are the “gatekeepers”? What should you read? What should you listen to? What do global networks of IR scholarship look like?*

- “Por que estudar RI?”, in Robert Jackson & Georg Sørensen, *Introdução às Relações Internacionais* (Zahar, 2013), 35p.

## **The State and its Competitors**

### **Lecture 3 (Feb 18) – The State: Origins and Meaning**

*How did a global system of nation states come into being?*

- Hendrik Spruyt, “War, Trade, and State Formation”, in Robert E. Goodin, ed., *The Oxford Handbook of Political Science*, 22p.

### **Lecture 4 (Feb 22) – State Violence and Authority**

*To what extent is territory still relevant in world politics? Can states ever exert authority beyond their territories? How do non-state actors challenge the state?*

- Dan Altman, “The evolution of territorial conquest after 1945 and the limits of the territorial integrity norm”, *International Organization*. 2020. 30p.
- Claire Vergerio, “Beyond the Nation State”, *Boston Review*, May 27 2021, 11p.

### **Lecture 5 (Feb 23) – Power in International Relations: Strong States versus Weak States**

*What accounts as power in international politics? What is the relationship between power and influence in the international system?*

- Joseph Nye, “What is Power in Global Affairs”, in *The Future of Power* (Public Affairs, 2011), 22p.
- Hans Morgenthau, “A essência do poder nacional”, in *A política entre as nações* [1948] (Editora da Universidade de Brasília, 2003), 16p.

### **Lecture 6 (March 04) – Contemporary Challengers to the State**

- Benjamin Lessing and Graham Denyer Willis, “Legitimacy in Criminal Governance: Managing a Drug Empire from Behind Bars”, *American Political Science Review*, 2019.

### **Lecture 7 (March 08) – Illustrating the Politics of Sovereignty**

*Contrast the argument for and against the “two-state solution” for the Israel-Palestine conflict. For an account of why many in Israel don’t believe Palestinians will ever engage in serious talks, [see this](#). For the argument as to why Palestinians are skeptical of a two-state solution, [see this](#). Consider watching *Valley of Tears* (HBO) or *Fauda* (Netflix).*

The Economist, “One State or Two?” *Special Report*, May 18, 2017.

Max Fisher, “The Two-State Solution: What it is and Why it hasn’t happened,” *The New York Times*, December 29, 2016.

The Economist, “How to end the endless conflict between Israel and the Palestinians,” May 17, 2018.

The Economist, "Israel still rules over Palestinians 50 years after its six-day war," May 20, 2017.

### **Lecture 8 (March 09) – Review Class and Essay #1 Due by 10pm**

In this review class I will pose key questions about the preceding classes with a view to wrap up the current unit and help you polish your essay, which is due at 10pm.

Essay #1 question: What explains the war over the Ukraine? Discuss with reference to the concepts of state, sovereignty, territory, and non-state actors.

### **The International System**

#### **Lecture 9 (March 11) – Anarchy**

*Why is anarchy different from the absence of order? What does it mean that the international system is "anarchical"?*

- Kenneth Waltz, "The Anarchic Structure of World Politics," [reprint do original de 1979] in Robert Art and Robert Jervis eds., *International Politics: Enduring Concepts and Contemporary issues* (Pearson Longman, New York, 2007), 20p.

#### **Lecture 10 (March 15) – Order**

*What do we mean by international order? What are the ordering principles of the international system?*

- John Mearsheimer, 'What is an Order and Why do Orders Matter', in "Bound to Fail: the Rise and Fall of Liberal International Order", *International Security* (2019). Read pages 9-30 only.
- Hedley Bull, "O conceito de ordem na política internacional", in *A Sociedade Anárquica*, capítulo 1.

#### **Lecture 11 (March 16) – Hierarchy**

- David Lake, "International Hierarchy", chapter 2, in *Hierarchy in International Relations*, 17p.

#### **Lecture 12 (March 17) – Hegemony – Replacement Class (T1: 07h-08h50 / T2: 16h-17h50)**

*How do we know hegemony when we see it? What are the more prevailing confounders of hegemony?*

- Luis Schenoni, "Hegemony", in *Oxford Research Encyclopedia of International Studies*.

#### **Lecture 13 (March 18) – Polarity (I)**

*What is polarity and how does it affect world political dynamics?*

- Kenneth Waltz, *Theory of International Politics* (Addison-Wesley Publishing Company, 1979). Pages 129 to 138 only.
- John Mearsheimer, "Back to the Future: Instability in Europe After the Cold War," *International Security*, Vol.15, No.1, Summer 1990. Read pages 1 to 21 only.

#### **Lecture 14 (March 22) – Polarity (II)**

*What systems produce more stability in international relations? How does polarity shape international conflict?*

- John Mearsheimer, "Back to the Future: Instability in Europe After the Cold War", *International Security*, Vol.15, No.1, Summer 1990. Read pages 22 to 40 only.



## **Great Power Politics**

### **Lecture 15 (March 23) – Power Politics**

*What is power politics and how does it differ from other types of politics?*

- John Mearsheimer, “Anarchy and the Struggle Power”, in Robert Art and Robert Jervis eds., *International Politics: Enduring Concepts and Contemporary issues* (Pearson Longman, New York, 2007), 19p.
- Hans Morgenthau, “A luta pelo poder: a política do status quo”, in *Política Entre as Nações* (Universidade de Brasília, 2003), 10p.
- Martin Wight, “Grandes potências,” in *A Política do Poder* (Universidade de Brasília, 2003), 12p.

### **Lecture 16 (March 25) - Review Class and Essay #2 Due by 10pm (The International System)**

In this review class I will pose key questions about the preceding classes to wrap up the current unit and help you polish your essay, which is due later in the day.

Essay #2 question: What are the United States, China, and Russia competing about? Discuss with reference to the concepts of anarchy, hierarchy, and polarity.

## **ISA WEEK: March 28 to April 2**

### **Lecture 17 (April 05) – Balancing versus Bandwagoning**

*How do alliances work? What types of behavior do they generate, and to what effect?*

- Stephen Walt, “Explaining Alliance Formation”, capítulo 1, in *The Origin of Alliances* (Cornell University Press, 1987).

### **Lecture 18 (April 06) – Hegemonic Stability Theory**

- Kindleberger, "Dominance and Leadership in the International Economy: Exploitation, Public Goods, and Free Rides", *International Studies Quarterly*, 25/2 (1981).
- Carla Norrlof, "Hegemony, Hierarchy, and Unipolarity: Theoretical and Empirical Foundations of Hegemonic Order Studies", Oxford Research Encyclopedia of Politics.

### **Lecture 19 (April 08) – Great-Power Concerts**

*When do concerts of power emerge in international relations?*

- Henry Kissinger, The Concert of Europe: Great Britain, Austria and Russia, in *Diplomacy* (Simon & Schuster Paperbacks, 1994), 25p.

### **Lecture 20 (April 19) – Review Class and Essay #3 Due by 10pm**

In this review class I will pose key questions about the preceding classes to wrap up the current unit and help you polish your essay, which is due later in the day.

Essay #3 question: Under what conditions can the United States and China avoid war in the coming years?

## Cooperation under anarchy

### **Lecture 21 (April 20) – Mitigating the Security Dilemma**

- Kenneth Oye, "The Mitigation of Anarchy: the Conditions for Cooperation in World Politics", in Robert Art and Robert Jervis, *International Politics: Enduring Concepts and Contemporary Issues* (2007, 8th edition).

### **Lecture 22 (April 26) – Interdependence in World Politics**

- Robert Keohane, "International Institutions: Can Interdependence Work?", in Robert Art and Robert Jervis, *International Politics: Enduring Concepts and Contemporary Issues* (2007, 8th edition).

### **Lecture 23 (April 27) – International Norms**

- Nina Tannenwald. "The Nuclear Taboo: The United States and the Normative Basis of Nuclear Non-Use." *International Organization* 53 (3) (1999).

### **Lecture 24 (April 28) – Cooperation in Global Health – Replacement Class (T1: 16h-17h50/ T2: 07h-08h50)**

- Tanisha Fazal. "Health Diplomacy in Pandemical Times", *International Organization*, 2021/74. 19p.

### **Lecture 25 (April 29) – Review Class and Essay #4 Due by May 02<sup>nd</sup>, 10pm**

In this review class I will pose key questions about the preceding classes to wrap up the current unit and help you polish your essay, which is due to the next Monday, May 02<sup>nd</sup>, at 10pm.

Essay #4 question: What obstacles the international community faces in trying to curb carbon emissions?

## Domestic Politics in IR

### **Lecture 26 (May 03) – Domestic Politics and IR**

*Why and how does leader survival at home shape foreign policy and world politics? What are the main mechanisms through which political life inside nations impact global politics?*

- Kenneth Shultz, "Domestic Politics and International Relations", in Walter Carsnaes et al., eds., *Handbook of International Relations* (London: Sage, 2013), 25p.

### **Lecture 27 (May 04) – Audience Cost**

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

### **Lecture 28 (May 06) – Selectorate Theory (I)**

- Bruno Bueno de Mesquita, *The Strategic Perspective: When Foreign Policy Collides With Domestic Politics*, in *Principles of International Politics* (London: Sage, 2014).

### **Lecture 29 (May 10) – Selectorate Theory (II)**

- Illustrations from Eurasia, the CIA, and the State Department. Historical documents will be made available via E-class before class.

### **Lecture 30 (May 11) – Leaders**

- Michael Horowitz and Matthew Fuhrmann, "Studying Leaders and Military Conflict: Conceptual Framework and Research Agenda", *Journal of Conflict Resolution* 62/10 (2018).

#### **Lecture 31 (May 13) – Public Opinion**

- John Ciorciari and Jessica Chen Weiss, "Nationalist Protest, Government responses, and the Risk of Escalation in Interstate Disputes", *Security Studies*, 25/3, 2016.

#### **Lecture 32 (May 14) – Lobbies and Interest Groups**

- John Mearsheimer and Stephen Walt, 'The Israel Lobby and U.S. Foreign Policy', Harvard Kennedy School Working Paper (2006). [For a more comprehensive and updated argument by the authors see their 2007 book under the same title].

#### **Lecture 33 (May 17) - Review Class and Essay #5 Due by 10pm**

In this review class the instructor will pose key questions about the preceding classes to wrap up the current unit and help you polish your essay, which is due later in the day.

Essay #5 question: What are the domestic foundations of Putin's foreign policy?

#### **Political Psychology in IR**

#### **Lecture 34 (May 18) – Perception and misperception in world politics**

- Robert Jervis, 'Signaling and Perception', Chapter 5, *How Statesmen Think* (Princeton University Press, 2017). Read up to page 122 only.

#### **Lecture 35 (May 20) – How your values and ideology shape how you process information about the international system?**

- Austin Carson and Keren Yarhi-Milo. 2017. "Covert Communication: The Intelligibility and Credibility of Signaling in Secret", *Security Studies*, 26/1, 124-156.

#### **Lecture 36 (May 24) – Nationalism and social identity**

- Alastair Iain Johnston. 2016/2017. "Is Chinese Nationalism Rising? Evidence from Beijing", *International Security*, 41/3, 7-43.

#### **Lecture 37 (May 25) – Moral Values and Foreign Policy Attitudes**

- Joshua Kertzer et al. 2014. "Moral Support: How Moral Values Shape Foreign Policy Attitudes", *Journal of Politics*, 76/3. 825-840.

#### **Lecture 38 (May 26) – Gender and perception – Replacement Class (T1: 07h-08h50 / T2: 16h-17h50)**

- Schwartz, Joshua A, and Christopher W Blair. 2020. "Do Women Make More Credible Threats? Gender Stereotypes, Audience Costs, and Crisis Bargaining." *International Organization* 74 (4): 872–895.

#### **Lecture 39 (May 27) – Race and perception**

- Búzás, Zoltán I. 2013. "The Color of Threat: Race, Threat Perception, and the Demise of the Anglo-Japanese Alliance (1902-1923)." *Security Studies* 22 (4): 573-606

#### **Lecture 40 (May 31) – Review Class and Essay #6 Due by 10pm**

In this review class the instructor will pose key questions about the preceding classes to wrap up the current unit and help you polish your essay, which is due later in the day.

Essay #6 question: Will the United States intervene to protect Taiwan from a Chinese intervention? Respond by referring to public opinion, gender and racial stereotypes.

**Lecture 41 (June 01)**

- Revision for the final exam.

**Lecture 42 (June 03)**

- Revision for the final exam.

**Final exam**

Questions will be posted on E-Class on Monday 06th June at 8am. You must submit your responses by Weds 08th June at 8am.

**Reaval (Date to be defined)**