

Instructor: Dr. Shawna K. Metzger
Lecture: MWF, 10:00–10:50am (Section 1)
MWF, 11:00–11:50am (Section 2)
Location: Wren Building 002

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H, 12:00–1:30pm
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Course Description

This course focuses on phenomena related to international security, and how scholars investigate questions related to these phenomena. Political scientists who study international security ask things like: what factors affect whether states employ military force toward one another? Do the same factors affect whether things escalate to war? What does it mean for states to be at war in the first place? Why do states form alliances, and with whom? Do these alliances affect whether militarized conflict breaks out? Do states’ disagreements over different issues have different patterns of militarized and peaceful settlement attempts?

In this course, we focus on the quantitative study of phenomena related to interstate conflict. Political scientists taking this approach are known as positivists, because they use observable data to assess propositions about how the world works. With this approach, our overarching goal is to propose (and test) an explanation regarding a particular phenomenon’s occurrence, with that explanation being as simple but generalizable as possible so that we can apply it to understand future occurrences of the same phenomenon. We will then also discuss how political scientists use quantitative analyses to test their proposed explanations.

The course is divided into four components, which mimic a bargaining model of war—one of the simple, generalizable ways in which we can view militarized conflict between states (discussed during Classes 7–11):

- I. Conceptual Framework
- II. The Costliness of War
- III. The Probability of Victory
- IV. Evaluating War-as-Process, Other Misc.

Course Objectives

For this offering of GOVT 329, you should be able to do the following upon completing the course:

1. Articulate the current simplified conception used by scholars to think analytically about war and how it helps us do so

2. Understand the basic arguments proposed by political scientists for various security-based phenomena—particularly the onset, duration, and termination of militarized interstate conflict—and be able to begin applying these arguments to new situations
3. Better understand how to read peer-reviewed research articles by breaking the article into its component parts and identifying its question, proposed answer, and evidence

Course Expectations

I have four broad expectations regarding your knowledge of the material and your degree of effort. First, I expect you to learn the material. Second, learning the material comes from putting effort into preparing for the relevant assignments each class. For that reason, I expect you to prepare for class that day, regardless of the nature of the assignment. Third, if a concept does not make sense in class, or if you are unsure about an assignment, I expect you to contact me. Finally, class starts at 10:00am (Section 1) or 11:00am (Section 2). Be here on time.

In return, you can expect certain things from me. First, I will be prepared for each class so the information is presented as coherently as possible to you. Second, I will not waste your time with menial readings or other coursework. Third, assignments will be graded fairly and returned as promptly as possible. Promptness also extends to email responses, where you can expect a reply to any emails you send within 36 hours on weekdays, unless told otherwise. Finally, class ends at 10:50am (Section 1) or 11:50am (Section 2). I will always make a serious effort to end at that time.

In short: If I am willing to put forth the effort to make the class work, I expect no less from you.

Use of Technology during Class

Electronic devices—computers, tablets, mobiles, MP3 players—have revolutionized our lives. The classroom is no exception. While these devices have many beneficial qualities, they can create a discordant learning environment if they are used inappropriately during class.

Examples of inappropriate behavior include, but are in no way limited to: wearing headphones during class, sending texts, ringing phones, playing games on your cell, checking your email, surfing the internet (e.g., Facebook, Twitter, Tumblr), and working on coursework for other classes. Such usage is distracting to your fellow students, and it is disrespectful to the professor.

To promote a positive learning environment, anyone caught using electronic devices inappropriately during class will be penalized. **Your final course grade will be lowered by one half-letter grade for every infraction.** For example, if your final course grade is an A-, but you are caught texting once, it will be lowered to a B+. If you are caught twice, it will be a B.

You are allowed to use your laptop to take class notes. I only ask you be considerate and sit toward the sides or back of the classroom, so that no one behind you will be distracted by your screen. However, if you are caught doing anything other than notetaking, the same penalty applies.

This policy applies to everyone, no exceptions. Even I silence my cell before class starts. In the rare event of *truly* exigent situations (e.g., family emergency), where you cannot avoid violating this policy, you must let me know before class starts. I will not hear appeals after the penalty is assessed. I will point you to this paragraph, albeit sympathetically.

Reading Material

The course has two required textbooks:

Quackenbush, Stephen L. 2014. *International Conflict: Logic and Evidence*. Thousand Oaks, CA: CQ Press. (ISBN: 9781452240985; abbreviated “Quackenbush” in course outline)

Mitchell, Sara McLaughlin, and John A. Vasquez, eds. 2013. *Conflict, War, and Peace: An Introduction to Scientific Research*. Revised ed. Thousand Oaks, CA: CQ Press. (ISBN: 9781452244495; abbreviated “CWP” in course outline)

The books are available for purchase at the campus bookstore. Copies of both have also been placed on course reserve at Swem, where you can check them out for 3-hour increments. Additionally, both books can be rented in eBook form for 180 days at a much lower cost (<https://bit.ly/2UzQJAh>, <https://bit.ly/2Qsg54K>).

Any readings not in either required textbook are posted on Blackboard under “Course Documents.”

I also expect you to be keeping up with current events. I suggest signing up for daily news emails from a major news provider or two, such as the BBC, *New York Times*, *Washington Post*, or *Wall Street Journal*.¹ Have one of your major news provider be an international source.

Course Grade and Assessments

Students’ final course grades have four major elements:

- 1. Two examinations: 61%
 - Midterm* 20%
 - Final exam* 41%
- 2. Two quizzes: 18%
- 3. Canon reading summaries: 15%
 - Batch #1* 5%
 - Batch #2* 10%
- 4. Class participation 6%
 - Class 14 Prep Sheet* 1%
 - Day-to-Day* 5%

GRADE RANGES

Grade cutoffs may be adjusted, depending on overall performance. Numerical grades generally correspond to the following letters:

94–100	A	84–86	B	74–76	C	0–64	F
90–93	A-	80–83	B-	70–73	C-		
87–89	B+	77–79	C+	65–69	D		

Be aware: I am a tough grader. I believe it better to be pleasantly surprised at the end of the semester than the reverse. If the final overall course grades are low, I do consider curving.

Incomplete grades (“I”) will not be given, except in extenuating circumstances.

IMPORTANT DATES OF NOTE

All assignments are due on the date listed by 10:00am for *all* students. You will submit your work using the “Assignment Submission” menu item on Blackboard, and then selecting the appropriate link. Late assignments will not be accepted. Plan accordingly.

¹ W&M is part of a pilot program that offers free access to the *Washington Post*. From campus, sign up here: <https://wapo.st/2NfwMLb>.

- *Add/Drop Deadline* 28 January 2019 (M)
- Section I Quiz 04 February 2019 (M)
- Midterm Part I – 25 February 2019 (M)
Part II – 27 February 2019 (W)
- Canon Readings, Batch #1 08 March 2019 (F)
- *Withdrawal Deadline* 15 March 2019 (F)
- Section III Quiz 29 March 2019 (F)
- Canon Readings, Batch #2 24 April 2019 (W)
- Final Exam
 - Section 1 Friday, 03 May 2019, 2–5pm (Wren Building 002)
 - Section 2 Wednesday, 01 May 2019, 9am–12pm (Wren Building 002)

SEMINAR PARTICIPATION

Most class periods will contain at least one activity, ranging from group work to silent self-reflection. These activities are intended to stimulate your thinking about the topic we have been discussing, so as to help you understand and learn it. You are expected to participate fully.

I reserve the right to hold pop quizzes at any time, should I suspect anyone is not doing the course readings or is not paying attention. The quizzes contribute to this section of your grade.

EXAMS

Exams comprise multiple choice and short answer questions. Material will come mostly from the lectures, but assigned readings and basic current event knowledge are also fair game. Ensuring you understand the Day's Objectives slides well is the first step you should take when studying. The final exam is cumulative. Exam dates are listed above.

Absences from the scheduled examination are governed by University-level policies. They are available for you to view on the registrar's website.

QUIZZES

Quizzes comprise 10–20 multiple-choice questions. They are meant to test your comprehension of the topics discussed in Section I or III's lectures. They are primarily focused on class objectives. The amount of study time is significantly reduced if you are paying attention in class, are taking good notes, and are participating regularly in the discussions.

READING SUMMARIES

The reading summaries require you to do a one-page summary of six different classic security readings and two research articles. The readings are split into two batches and are due at different points in the semester. The first batch is not graded beyond a check for completion (including following instructions) and general quality, whereas the second batch is. The full instructions are on p. 9.

Academic Integrity

All W&M students are bound by the Honor Code.² The student-led honor system is responsible for resolving any suspected violations of the Code. Any Code violations (e.g., cheating, plagiarism) will be prosecuted according to the policies laid out in the Student Handbook.³

You are allowed to confer with your classmates about the assignments as you complete them, as is typical in most classes. However, the work you turn in must ultimately be your own. All of the

² <http://www.wm.edu/honor>

³ <http://www.wm.edu/studenthandbook>

assignments are to be completed by an individual, not a collective. Thus, any assignment must reflect your understanding of the subject matter—e.g., it must be in *your* words, with its organization reflecting *your* line of reasoning. Borrowing someone else’s words is a form of plagiarism, as is borrowing their organizational structure.

Academic integrity violations tend to happen when individuals feel like they have no other way to complete an assignment on time and/or correctly. If you ever feel lost, confused, overwhelmed, or pressured by an assignment, please: do not cheat, plagiarize, etc. Your education is serious business, but it should not come at the cost of sacrificing your morals and personal integrity.

Instead, stop by to talk to me. My door is always open, and our conversations will remain between us. I am on your side at the end of the day, but I cannot help if you do not ask for it, nor can I help if you wait too long to ask. (I cannot work miracles.) I am willing to work with you to complete the assignment if you contact me *at least 24 hours before the due date*. This can include granting an extension, should I see fit. Some accommodations will entail point deductions, so as to be fair to your classmates, but your grade would still be higher than it would if you were caught cheating.

Simply put: you should never feel academic dishonesty, cheating or otherwise, is your only option. If you engage in such behavior, I will come down on you. Hard.

Disability Accommodations

W&M accommodates students with disabilities in accordance with federal laws and university policy. Any student who feels s/he may need an accommodation based on the impact of a learning, psychiatric, physical, or chronic health diagnosis should contact Student Accessibility Services staff at 757-221-2509 or sas@wm.edu. Please also let me know; our conversations will remain confidential. SAS will then determine if accommodations are warranted and provide an official letter of accommodation. See www.wm.edu/sas for more information.

Title IX Obligations

Title IX is a federal civil rights law pertaining to discrimination, passed as part of the Education Amendments of 1972. It reads, in full:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.⁴

Discrimination can be sexual and/or non-sexual in nature.⁵

Like 7000 other post-secondary institutions in the US, W&M is subject legally to Title IX. W&M also believes in what Title IX represents—a safe, diverse community is something we pride ourselves on, and Title IX violations are most certainly inconsistent with these ideals. The law stipulates very specific requirements for reporting any violations or allegations thereof.

If I see or hear about a possible Title IX violation occurring to a W&M student, **I am required, by federal law, to report it to W&M’s Title IX Coordinator**. This is true regardless of whether the incident occurred to you (vs. a friend), whether it happened recently (vs. a few weeks ago, months ago...), whether you intended to tell me, and whether you want the information reported. The same reporting rules hold for nearly all W&M staff, faculty, and administration.

⁴ https://www2.ed.gov/about/offices/list/ocr/docs/tix_dis.html

⁵ See https://www.wm.edu/offices/compliance/title_ix_coord/index.php for more examples.

There are three W&M offices whose employees are *not* required to report possible Title IX violations: the Haven (757-221-2449), the Counseling Center (757-221-3620), and the Student Health Center (757-221-4386).

Remember: while W&M employees are obligated to report violations, we also feel strongly about doing so, because we are deeply committed to ensuring your and your classmates' safety. The law simply codifies, and gives strong legal heft to, the beliefs and tenets that already epitomize W&M.

Course Outline: Topics, Reading List

The class will be a combination of lecture and seminar. I rely on PowerPoint as a structuring tool for discussion. The presentations have a small amount of text by design, and ***are not meant to be substitutes for taking class notes!*** They are meant to serve as a topical outline for the discussion, which—to reiterate—means they are not meant to capture each class word for word.

Presentations will be posted on Blackboard by 6:00am on the day of class, should you want to print the slides for taking notes. Any abbreviations in the presentation are summarized on the last slide.

The readings are to be completed for the class under which they are listed. You may find it helpful to read them in the order they appear.

Section I: Conceptual Framework

- 1.) Jan. 16 Introduction
- 2.) Jan. 18 The Scientific Study of War
 Quackenbush, Ch. 1, pp. 3–12
 Quackenbush, Ch. 2, pp. 21–31
 Optional (skim): Orwell, “Politics and the English Language”
- 3.) Jan. 21 No class, MLK Day
- 4.) Jan. 23 War as a Process
 Quackenbush, Ch. 1, pp. 12–19
 Quackenbush, Ch. 2, pp. 32–42
- 5.) Jan. 25 PAPER: Bremer 1992 (Article)
 Graff, Birkenstein, and Durst, Ch. 13 (skim, see also recorded slides)
 CWP, Ch. 2, all
- 6.) Jan. 28 PAPER: Bremer 1992 (Methods)
 CWP, Ch. 2, pp. 27–33 (reread)
- 7.) Jan. 30 War as Bargain
 Quackenbush, Ch. 3, pp. 45–49, 65–68
 Fearon, “Rationalist Explanations for War,” pp. 379–389 ¶1 (skim pp. 384–386.5)
- 8.) Feb. 1 Expected Utility
 Quackenbush, Ch. 3, pp. 49–54
- 9.) Feb. 4 Quiz 1, Catch-Up Day
- 10.) Feb. 6 Incomplete Information
 Fearon, “Rationalist Explanations for War,” pp. 390–401
- 11.) Feb. 8 Commitment Problems
 Fearon, “Rationalist Explanations for War,” pp. 401–410
- 12.) Feb. 11 Case Study: The Korean War
 Quackenbush, Appendix, p. 351 (Korea entry)
 Stoessinger, Ch. 3, all

Section II: The Costliness of War (“c,” resolve)

- 13.) Feb. 13 Disputed Issues
Quackenbush, Ch. 4, pp. 87–94
- 14.) Feb. 15 Case Study: The South China Sea
Complete “Class 14 Prep Sheet” (on Blackboard under “Course Documents”) as you watch/read; bring completed sheet with you to class for full credit
VOX, “Why China is building islands in the South China Sea” (7m25s)
<<https://youtu.be/luTPMHC7zHY>>
The Economist’s South China Sea graphic
<<https://www.economist.com/graphic-detail/2016/07/12/the-south-china-sea>>
New York Times, “Tribunal Rejects Beijing’s Claims in South China Sea”
<<https://nyti.ms/29SRlbp>>
- 15.) Feb. 18 PAPER: Hensel et al. 2008
CWP, Ch. 3, all
- 16.) Feb. 20 Regime Type (The Democratic Peace)
Quackenbush, Ch. 7, all
- 17.) Feb. 22 Economic Interdependence
CWP, Ch. 10, all
- 18.) Feb. 25 Midterm, Part I (Multiple Choice)
- 19.) Feb. 27 Midterm, Part II (Short Answer)
3/4–3/8 No class, Spring Break
Mar. 8 <<Canon Readings, Batch #1 due: 10:00am, Blackboard>>
- 20.) Mar. 11 International Organizations: General
Russett and Oneal, *Triangulating Peace*, pp. 157–167
- 21.) Mar. 13 International Organizations: Recent Refinements
Pevehouse and Russett, “Democratic IGOs Promote Peace,” pp. 969–980

Section III: The Probability of Victory (“p,” capabilities)

- 22.) Mar. 15 Power
Reed et al., “War, Power, and Bargaining,” pp. 1204–1205 (“Theories of Power and War” section)
Quackenbush, Ch. 5, 97–104, 117–122
- 23.) Mar. 18 Alliances: Formation
Quackenbush, Ch. 6, pp. 125–134
- 24.) Mar. 20 Midterm Debrief
- 25.) Mar. 22 Administrative Housekeeping, Catch-Up Day
- 26.) Mar. 25 Alliances: Effects
Quackenbush, Ch. 6, pp. 134–144
- 27.) Mar. 27 Alliances: Are Commitments Honored?
Leeds, “Alliance Reliability in Times of War”
- 28.) Mar. 29 Case Study: NATO
The Columbia Encyclopedia, “North Atlantic Treaty Organization”
The American Economy: A Historical Encyclopedia, “North Atlantic Treaty Organization (NATO)”
CFR Explainer: “The North Atlantic Treaty Organization (NATO)”
<<https://www.cfr.org/backgrounder/north-atlantic-treaty-organization-nato>>

29.) Apr. 1 Quiz 2, Catch-Up Day

Section IV: Evaluating War-as-Process, Other Misc.

- 30.) Apr. 3 MID Escalation
Quackenbush, Ch. 9, all
- 31.) Apr. 5 PAPER: Senese and Vasquez (2005)
CWP, Ch. 7, all
- 32.) Apr. 8 War Evolution
Quackenbush, Ch. 11, all
- 33.) Apr. 10 War Termination and Consequences
Quackenbush, Ch. 12, all
- 34.) Apr. 12 PAPER: Bueno de Mesquita and Siverson (1995)
CWP, Ch. 15, all
- 35.) Apr. 15 PAPER: Werner (1999)
CWP, Ch. 14, all
- 36.) Apr. 17 Case Study: War of the Triple Alliance
Quackenbush, Appendix, p. 341 (Lopez War/War of the Triple Alliance entry)
The Economist, "Paraguay's Awful History: The Never-Ending War"
<<http://www.economist.com/news/christmas/21568594-how-terrible-little-known-conflict-continues-shape-and-blight-nation>>
- 37.) Apr. 19 Rivalry
Quackenbush, Ch. 13, all
- 38.) Apr. 22 PAPER: Klein, Goertz, and Diehl (2006)
CWP, Ch. 5, all
- 39.) Apr. 24 TBD Application Practice
<<Canon Readings, Batch #2 due: 10:00am, Blackboard>>
- 40.) Apr. 26 Course Wrap, Review
Quackenbush, Ch. 14, all
- May 1 Final Exam (Section 2)
9:00am–12:00pm
- May 3 Final Exam (Section 1)
2:00–5:00pm

Reading Summaries

Background

There are a number of classic readings in international security. While the readings are important for understanding how the study of war has evolved, most are pure theory (Quackenbush's "classical approaches," pp. 9–10), which is not the lens we use in this course to organize our material. Because of that difference, it is difficult to fit in these readings to a 50-minute class period without upping the number of assigned pages per class and giving you additional preparatory homework.

Simultaneously, one of the course objectives is to increase your comfort level with reading research articles, particularly quantitative ones. The skill will help you in other GOVT classes (e.g., GOVT 301) and serves as a form of cross-training for improving your academic reading skills. It also helps you improve your own writing, because thinking about how other people structure their writing makes you more aware of your own. Much like training for a marathon, though, your comfort level with reading research articles will increase only with practice.

These two factors form the joint motivation for the reading summaries assignment. Its purpose is twofold: (1) to expose you to some classic readings in international security and (2) to give you more practice reading research articles by requiring you to do certain tasks as you read. The assignment requires you to summarize six classic security readings. You will also summarize two research articles and practice your annotation skills.

The readings are divided into two different batches, with each batch composed of three classic readings and one research article. The batches are due at staggered points in the semester. The first batch is not graded beyond a check for completion (including following instructions) and general quality, whereas the second is fully graded.

Instructions

For each reading, **summarize** its main points on one single-spaced page. The page limit is to force you to practice your conciseness.

At minimum, for a B/B+, you must include the following:

CLASSIC READINGS

1. A statement of each reading's general focus (e.g., "The reading discussed the following events during the Cold War...")
2. The explanations/theories/arguments discussed in the reading ("Systemic theories explain different outcomes by looking at...")
3. The evidence used by the reading to support its main points ("The authors use World War I as their illustrative example to demonstrate...")
4. One possible, reasonable problem with what you have read. ("Baker's explanation for alliance formation presupposes _____, which is potentially problematic because..."). A problem can include the existence of a viable counterargument. Point #5 does not have to be a fully articulated explanation or mini-argument on your part—no Trojan horse essay answers—but I do expect you to write 2–5 cogent sentences.

*** Remember: political science arguments are **deliberately simplified depictions of reality**. Political science arguments are also usually probabilistic, meaning they describe general patterns that may not hold in every single case. Bear these in mind when thinking about possible problems—pointing out a single *counterexample* does not necessarily mean that the entire argument has a problem. One way to think about "possible, reasonable" problems: so what if the problem you've named exists? Is the argument now wrong? Is it no longer as useful? See also pp. 7–9 of Quackenbush for characteristics to think about when evaluating a theory.*

RESEARCH ARTICLES

1. The question being addressed by the article
2. The proposed answer to this question (a.k.a., argument, theory)
3. What evidence the article uses to assess whether its answer has merit...
4. ...and whether that evidence is indeed supportive of the article's proposed answer.
5. In addition, you must include your reading annotations, to show your engagement with the material. Next to each paragraph should be a clear, but quick 1–5 word summary of its contents *for every paragraph in the article*. See the “Procedural” > “Research Article, Point #5” subheader for more information.

For either type of summary, summaries in the A- and up range will address all the points under the relevant header and go beyond these points. Such summaries will demonstrate not only that you comprehended the reading, but that you have thought about it at some length as well and how it connects with other material. Examples indicative of this behavior include, but are not limited to:

- BOTH TYPES: particularly well-articulated prose that addresses each point in the relevant list
- CLASSIC READINGS: making thoughtful, appropriate connections between that reading and the other two classic readings in the batch (“Smith is responding to Jones’ argument about different conflict stages...”), connecting that reading with the batch’s research article
- RESEARCH ARTICLE: pointing out the argument’s major actors, the actors’ interests, and the causal mechanism linking together the theoretical factor of interest to the outcome of interest; connecting the research article with other research articles assigned as class readings.

Procedural

DUE DATES

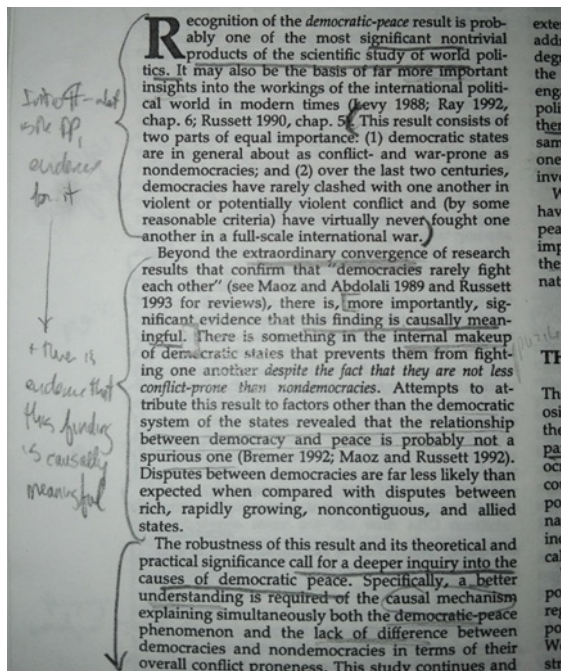
- The summaries are due on the date listed by 10:00am for *all* students at two different points.
 - Batch #1: 08 March 2019 (F)
 - Batch #2: 24 April 2019 (W)
- You will submit all your work via Blackboard (see below).
- **Late assignments will not be accepted. Plan accordingly.**

FORMATTING

- You should use word processing software to type your assignments.
- Please start each reading’s summary on a new page.
- Each reading’s summary may only be one page in length.
- Straight prose or an outline format are both acceptable.
- It is useful to break your summaries into sections based on the various points in “Instructions”
- In line with standard academic practice, you should appropriately cite any sources to which you refer or paraphrase. This includes, but is not limited to, the textbook and any other reading from the course.
- Political science uses Chicago author-date (how-to: <https://bit.ly/2vn8VRM>). Chicago AD has in-text cites and a works cited page at the end (example paper: <https://bit.ly/2H73Cz1>).
- Your document should:
 - Have 1-inch margins (*You can tweak a little, but be reasonable. Practice your conciseness.*)
 - Be single spaced (*If possible without pushing you over the page limit, use 1.05–1.1 as a spacing multiplier. The non-single spacing makes it easier for me to read.*)
 - Use a serif or sans-serif font face
 - Have a font size no smaller than 12 points

RESEARCH ARTICLES, POINT #5

- See example snippet of annotated ¶s at right.
- I need to be able to see every article page and your annotations next to every paragraph on that page. Possible ways for you to do this:
 - If you annotate your articles by hand, take cell phone pictures of the annotated pages
 - If you annotate PDFs, print the PDF comment sheet as another PDF and attach it + the original PDF that you annotated
 - (some other alternative that accomplishes the same purpose)
- However you document your annotations, include it at the very end of your submission.
- Point #5's pages do not count toward the research article summary's one-page limit



SUBMISSION

- Please submit assignments as PDF files.
- Please **do not include your name** on your assignment. I grade everything anonymously.
- Upload your files via the “Assignment Submissions” menu link on Blackboard.
- Each assignment has its own submission link. Make sure you click the correct link. Uploading files using the wrong link is not an acceptable excuse for late assignments.

Reading List

BATCH #1

- Classics: All of three of the following
 - Thucydides, “The Melian Dialogue”
<http://shawnakmetzger.com/wp/thucydides/>
 - Clausewitz, “War as an Instrument of Policy”
Uploaded to Blackboard
 - Kant, “Perpetual Peace”
<https://www.mtholyoke.edu/acad/intrel/kant/kant1.htm>
- Research: One of the following two
 - Mitchell and Prins 2004: *CWP*, Ch. 8
 - Oneal and Russett 1999: *CWP*, Ch. 9

BATCH #2

- Classics: All three of the following
 - Machiavelli, “Doing Evil in Order to Do Good”
Uploaded to Blackboard
 - Kennan, “The Sources of Soviet Conduct”
Uploaded to Blackboard
 - Mead, “Warfare Is Only an Invention—Not a Biological Necessity”
Uploaded to Blackboard
- Research: One of the following two
 - Sample 2002: *CWP*, Ch. 6
 - Reed 2001: *CWP*, Ch. 11