

Great Power Relations
Jason Rich, Ph.D.
jason.rich@inta.gatech.edu
Office: Habersham 137
Office Hours:
By appointment MW 12-1:30

The primary purpose of this course is to explore the behaviors of great powers and the ways in which they compete with one another. The course will briefly explore the various theoretical paradigms that have been developed in the field but will ultimately utilize a range of Realist theories to conduct a more in depth examination. The course will move through what it means to be a “great power”, explore the hypotheses surrounding conflict and competition between them as well as analyze various cases of great power politics. Ultimately, concluding the course with a discussion of where these relationships may be headed in the future

COURSE OBJECTIVES AND LEARNING OUTCOMES

- Understand the importance of the Levels of Analysis in International Affairs
 - Gain a broad understanding of the primary theoretical approaches found in international affairs
 - Be able to apply Realism as it pertains to great power politics
 - Understand the basic explanations of conflict and competition
 - Be able to analyze and explain foundational periods of great power politics, including WWI, WWII, The Cold War, and the Post-Cold War era
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COURSE MATERIALS

Kagan, Donald. 1996. *On The Origins of War and The Preservation of Peace*. Anchor Books. (Kagan Text on the Syllabus). These Chapters provide a full and detailed historical record. They are long, so look ahead and don't wait until right before they are due to read them.

Mearsheimer, John J. 2014. *The Tragedy of Great Power Politics, Updated Edition*. WW Norton & Company, New York. Another longish book, however, this reads relatively quickly.

Additional readings will be posted on Canvas. Other readings may be added during the course of the semester. Unless otherwise noted, all readings, audio files, or videos are mandatory.

COURSE RULES AND GUIDELINES

1) There are a total of three exams in the course. If you miss any of the course exams or papers you will **automatically** receive a **zero**, as there are **no make-up exams** unless there is an excused absence (see below). Conflicts with scheduling must be discussed with myself ahead of time.

- 2) Reading pages and assignments are due the week/day they appear on the syllabus. However, because of the nature of this course, in some cases exact pages due will be specified a class or two in advance.
- 3) Cell phones are to be placed on vibrate or turned off and must remain out of sight (this means not on your desk, in your lap, etc.). If you are expecting an emergency call, please let me know before class. In addition, there is no texting during class. Violations of the cell phone policy will impact your participation grade, and thus your course grade directly.
- 4) No laptops are permitted in class unless the student has an accommodations letter from the university or I have allowed them in class for that day to cover a specified reading or topic.
- 5) No recording devices (audio or video) are permitted in class unless the student has an accommodations letter from the university.

UNIVERSITY COURSE POLICIES

Statement of Inclusion: The Ivan Allen College of Liberal Arts supports the Georgia Institute of Technology's commitment to creating a campus free of discrimination on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation, gender identity, or veteran status. We further affirm the importance of cultivating an intellectual climate that allows us to better understand the similarities and differences of those who constitute the Georgia Tech community, as well as the necessity of working against inequalities that may also manifest here as they do in the broader society.

Request for Modification- If you are a learner that requires some adaptations for you to succeed in this course or are a student with disabilities that requires accommodations, please contact the Office of Disability at (404) 894-2563 or <http://disabilityservices.gatech.edu> as soon as possible to make an appointment to discuss your needs and obtain the appropriate accommodations letter. Any student requiring instructional modifications due to a documented disability should make an appointment to meet with me as soon as possible so that the appropriate accommodations can be made. I am happy to do whatever I can to ensure that you succeed.

Academic Integrity- By attending Georgia Tech you have all committed to upholding the ideals of honor and integrity as well as refusing to betray this trust that has been bestowed upon you as a member of our academic community (<http://www.policylibrary.gatech.edu/student-affairs/academic-honor-code> or <http://www.catalog.gatech.edu/rules/18/>). Any student who is suspected of violations of this honor code including but not limited to cheating or plagiarizing on a quiz, exam, or assignment will be automatically reported to the Office of Student Integrity. This office will investigate the incident as well as recommend the penalties for the violations.

*Attendance and Participation-*First and foremost, you cannot participate if you are not in class. Thus, attendance is mandatory and if you miss a class you are responsible for getting the material from another student. Lecture notes will not be available online, nor made available by me unless there was an excused absence.

Excused Absence policy-* Absences for medical or personal emergencies will be excused upon verification by the professor. In order for an absence to be considered excused, it must either be approved ahead of time in writing or be accompanied by the appropriate documentation. This would include car problems, illness, university functions, participation in university athletics, etc. *It should be noted, however, that any documentation must be able to show why you were not in attendance specifically during the class meeting time or unable to complete the assignment in the time given.*** Students are also permitted to be absent from class to take part in religious observances, but for planning purposes, they are expected to provide written notice of their upcoming absence within the first two weeks of class.

Finally, absences resulting from oversleeping, alarms not going off, computer crashes, drink or food specials, lost wallets, lost purses, or dogs eating papers, books, flash drives, etc. will not be considered approved absences. ***The excused absence policy only covers assignments or exams and not lecture notes. Make-ups after verification of the excused absence will be arranged with me or your TA.***

Classroom Policies- Professional behavior will be required of all students at all times. The following behavior is not appropriate: Use of cell phones, extraneous conversations, and disrespect toward other students or professor. Students engaging in these behaviors may be asked to leave class. In addition, no audio or video recording is allowed in class unless approved by the professor in accordance with an accommodation letter. Finally, there is to be no unauthorized distribution, recording, or posting of materials, including video, connected with this class. Any student found to post or distribute content from this course without prior authorization will be subject to dismissal from the class and will be reported to the Office of Student Integrity.

Correspondence- All course related concerns should be emailed so we can have a written record. M-F your email will be returned within 48 hours.

All policies subject to review by the professor and can be changed with written notice to the students ahead of time.

COURSE STRUCTURE

Exams (E1-25%, E2-25%, Final-25%)- The exams will test your knowledge of the material covered in lecture, the texts, as well as any supplemental readings. The final exam does have a cumulative section, hence the great weight. Exam format will likely consist of a combination of term identification, multiple choice, and short answer questions.

Reading quizzes (10%). Brief quizzes that will be conducted at points during the semester to ensure that readings are being done. They will be unannounced and taken at the beginning of class. You will be able to drop your lowest quiz grade. These will be multiple choice questions.

Participation (10% total)- This will be based partially on attendance, discussions, and in class assignments and group activities.

Individual Case Prep (5%)- Student will be assigned responsibility for a single case prep (either WWI, WWII, or Cuban Missile Crisis) and will be largely responsible for driving lecture, debate, and discussion during that section of the class. Further details to come as we get closer.

GRADING PROCEDURES

A= 100-90; B=89-80; C=79-70; D=69-60; F=59 and below. Mid-term grades or progress reports will be listed as “S” =Satisfactory meaning 70 and above or “U” = Unsatisfactory indicating a grade below 70. If you are taking the class Pass/Fail, then the same, mid-term grade standard will also be applied for a final grade of “S” = Satisfactory as well.

WEEKLY READINGS AND SCHEDULE

This is meant as a guide and students will be notified of any changes as well as when specific pages are due to be read for the case studies. Students should note that for each exam they are accountable for all of the readings and lectures up until that point. **Readings may be added or subtracted but students will be notified in advance.**

Week 1- Course Intro and Levels of Analysis

August 20- Syllabus and Course Introductions

August 22 and 24- Levels of Analysis

Readings:

Man, State, and War- Kenneth N. Waltz (1959) *excerpt*

Week 2- Theoretical approaches for Understanding Great Power Relations

August 27- Liberalism

Readings:

Immanuel Kant, "To Perpetual Peace: A Philosophical Sketch"

Woodrow Wilson, "Fourteen Points"

August 29- Liberalism

Readings:

G. John Ikenberry, "Institutions, Strategic Restraint, and the Persistence of American Postwar Order," *International Security* 23, 3 (Winter 1998/99): 43-78.

Suggested Reading:

Michael W. Doyle, "Liberalism and World Politics," *APSR*, (December 1986): 1151-1169

August 31- Alternative approaches

Readings:

Alexander Wendt, "Anarchy is What States Make of It," *International Organization* (Spring 1992).

Week 3- More Theory.... but moving towards Realism

No Class September 3- Labor Day

September 5- Alternative Approaches

Readings: *TBD*

September 7- The importance of Realism

Readings:

Mearsheimer Text, pgs. 1-54

Week 4- Realism and Great Powers

September 10- The importance of Realism

Readings:

Kenneth N. Waltz, *Theory of International Politics* (Excerpt) “The anarchic Structure of World Politics”

September 12- The importance of Realism

Readings:

Gideon Rose, “Neoclassical Realism and Theories of Foreign Policy,” *World Politics*, vol. 51, October 1998, pp. 144-72.

September 14- Great Powers

Readings:

Mearsheimer Text, pgs. 55-67, 75-87, 110-137

Week 5-Great Powers and Theories of Conflict and Competition

September 17- Great Powers

Readings:

Mearsheimer Text, pgs. 138-67

September 19- Open topic/catch up day

September 21-Theories of Conflict and Competition (Revisiting Levels of Analysis)

Readings:

Robert Jervis, “Do Leaders Matter and How Would We Know?” *Security Studies*, Vol. 22, No. 2 (2012): 153-172.

Week 6- EXAM Week and Wrap up Theories of Conflict and Cooperation (This topic could run into week 7)

September 24- EXAM 1

September 26 Theories on Conflict and Competition (Revisiting Levels of Analysis)

Readings:

Jack S Levy, “Domestic Politics and War,” *The Journal of Interdisciplinary History*, Vol. 18, No. 4 (1988): 653-673.

September 28- Theories on Conflict and Competition (Revisiting Levels of Analysis)

Readings:

Mearsheimer Text, pgs. 334-359

Kenneth Waltz, “The Origins of War in Neorealist Theory,” *Journal of Interdisciplinary History*. Vol. 18, No. 4 (1988): 615-628

Week 7 World War I- Security Dilemmas and Conflict

October 1-5

Readings:

Kagan Text, Chapter 2, pages 81-144, 183-214.

Suggested Readings:

Stephen Van Evera, "Offense Defense Theory and the Outbreak of World War I," in *Causes of War: Power and the Roots of Conflict* (Ithaca: Cornell University Press, 1999): 193-239.

Scott D. Sagan, "1914 Revisited: Allies, Offense and Instability," *International Security* 11, no.2 (1986): 151-175.

Shiping Tang, "The Security Dilemma: A Conceptual Analysis," *Security Studies* 18, no. 3 (2009): 587- 623.

Week 8 and 9- World War II

No class Fall Recess October 8

October 10-19

Readings:

Kagan Text- Chapter 4 pgs. 281-417.

Mearsheimer Text, pgs. 172-219, 305-322,

Suggested Reading:

Scott Sagan, "The Origins of the Pacific War," *Journal of Interdisciplinary History*, Vol. 18, No. 4 (1988): 893-922.

Randall Schweller, "Unanswered Threats: A Neoclassical Realist Theory of Underbalancing," *International Security*, Vol. 29, No. 2 (Fall 2004): 159-201.

Week 10- Cold War Diplomacy

October 22-26

Readings:

Mearsheimer Text, pgs. 322-329.

Christopher Layne, "US Grand Strategy and the Soviet Union, 1945-1953," in *The Peace of Illusions: American Grand Strategy from 1940 to the Present* (Ithaca: Cornell University Press, 2006): 51-70.

John Lewis Gaddis, "The Long Peace: Elements of Stability in the Postwar International System," *International Security*, Vol. 10, No. 4 (1986): 99-142

Week 11- Exam Week and Cuban Missile Crisis

October 29 EXAM II

October 31- November 2- Cuban Missile Crisis

Readings:

Kagan Text, pgs. 437-548.

Additional Readings TBD

Week 12- Wrap Cuban Missile, talk End of the Cold War

November 5-9

Readings:

Stephen G. Brooks and William C. Wohlforth, "Power, Globalization and the End of the Cold War: Reevaluating a Landmark Case for Ideas," *International Security* 25, no. 3 (2000-2001): 5-53.

Mark L. Haas, "The United States and the End of the Cold War: Reactions to Shifts in Soviet Power, or Domestic Politics?" *International Organization* 61, no. 1 (2007): 145-179.

Week 13- The Unipolar Moment, Conflict, and Balancing?

November 12-16

Readings:

Charles Krauthammer, "The Unipolar Moment," *Foreign Affairs*, Vol. 70 (1990/91): 23-33.

William C. Wohlforth, "Unipolarity, Status competition, and Great Power War," *World Politics*, Vol. 61, No. 1 (January 2009): 28-57.

Robert Jervis, "Unipolarity: A Structural Perspective," *World Politics*, Vol. 61, No. 1 (January 2009): 188-213.

Barry R. Posen, "From Unipolarity to Multipolarity: Transition in Sight?" Chapter 10 from Ikenberry, et. al. 2011. *International Relations Theory and the Consequences of Unipolarity*. Cambridge University Press: 317-341.

Week 14- What comes Next? Russia? China? America?

November 19- Russia

Reading:

TBD

November 21-23 No class Thanksgiving Break

Week 15- What comes Next? Russia? China? America?

November 26- Russia/China

Reading:

Mearsheimer Text, pgs. 360-411.

Charles L. Glaser, "A US-China Grand Bargain?" *International Security*, Vol. 39, No. 4 (2015): 49-90.

November 28- China

Readings:

Jeffrey W. Largo, "What China Will Want: The Future Intention of a Rising Power," *Perspectives on Politics*, Vol. 5, No. 3 (2007): 515-534.

November 30- America

Readings:

Stephen Brooks, G. John Ikenberry and William C. Wohlforth, "Don't Come Home America: The Case Against Retrenchment," *International Security*, Vol. 37, No. 3 (2012/2013): 7-51.

Additional Readings TBD

Week 16- What comes Next? Russia? China? America?

December 3- American/Course Wrap up

Readings: None

Final Exam Wednesday December 12 from 8AM-10:50AM