

INTA 627: Foundations of Strategy & Statecraft

(aka “Great Books of World Politics”)

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Wednesday 4:30-7:20

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Syllabus

"I doubt seriously whether a man can think with full wisdom and deep convictions regarding certain of the basic international issues today who has not at least reviewed in his mind the period of the Peloponnesian Wars and the fall of Athens." - George C. Marshall

Course Overview & Objectives

This course offers an introduction to foundational texts and concepts in the canon of international security, strategic thought, and statecraft . By “foundational texts and concepts,” we mean works that 1) every student and practitioner of international politics will encounter at some point in his/her careers, and/or 2) cover central topics (theories and events) that will likewise be repeatedly encountered in the academy or meeting room. By familiarizing yourselves with these works now, you will have a sounder grasp of the principles, ideas, theories, and history that are central to sound policy and thinking in international politics, as well as a foundation for future exploration. Ultimately, sound policy and scholarship will depend on engaging while critiquing core theories of world politics (beyond those encountered in an introductory course), and using past events and theory as a guide to current policy issues.

In a fourteen-week semester, not all themes can be covered or given equal attention. Accordingly, this course focuses heavily on core texts related to the question “What causes war and peace?” The resulting works encompass scholarship expressly on the causes of war and peace itself, alongside the ways in which leaders, state organs, and other actors affect these issues. Yet, because war and peace are fundamentally important to world politics and shape the conduct of international relations writ large, the study of war/peace will help us better understand diplomacy and strategy more generally. Deep knowledge of key international events is equally vital in this effort. By the end of this course, students should be able to 1) recognize core theories/arguments in the canon of international relations and international history, 2) apply these theories to current policy debates, and 3) mobilize international history in support of certain arguments and to critique certain others (as appropriate).

Course Requirements & Grading

The workload for this course is extremely challenging. There are often between 200 and 300 pages of reading for EACH class, and you are expected to complete them all (if it is any consolation, I am doing the same reading). The readings emphasize core concepts in international relations theory and reflections on statecraft while providing examples from central moments in international history that may either reinforce or challenge these ideas. Your job is to combine theory and history while asking: “Do the theories/abstractions seem accurate in light of the empirical record? What does and does not work? If an argument seems to falter in the face of the evidence, what else might explain the phenomenon? When and why do I think one argument rather than another explains the issue at hand (and vice versa)? And, what lessons can I draw from this for current policy debates?” Ultimately, this work requires sustained effort to absorb and “get inside.”

In terms of assessment, I do not believe in grading on a curve. Outstanding work, showing mastery of the material, receives an A; good work, a B; average work, a C; below average, a D; and failing work, an F. At the same time, I don’t believe in grade inflation. Your grade will be what you have earned. To do well in this class requires a fair bit of work. Let me spell that out in detail.

Class Participation (20% of grade): This is a seminar. It operates as a discussion. I expect everyone to participate in class debates and am hopeful that we can have a fruitful dialogue. I understand that not everyone may want to speak in each session. Do not worry – quality of contribution is more than quantity of contribution. I am looking for *thoughtful and insightful* comments that advance class discussion as a whole, showing efforts to bring the different works into discussion with one another. I am not looking for repetition of main themes alone, but also synthesis, critique, and elaboration. Come prepared to challenge me, your classmates, and yourselves. Ultimately, students demonstrating a comprehensive understanding of the readings each week will earn the best grades.

To facilitate discussions, I will often email out weekly reading/discussion questions ahead of class. These questions are not meant to be definitive – rather, they are a launching ground for our conversation. Please think about the issues they raise and come prepared for the conversation.

Policy Papers (50% of grade combined): Students are responsible for submitting two 1600-1900 word policy papers that address an ongoing issue in world politics. Papers should be written in Times New Roman size 12 font (except for footnotes, which should be in Times New Roman size 10 font) with 1” margins and double spaced lines.

- ***Paper 1 (25 percent of class grade):*** For the first paper, students will 1) identify an important strategic, diplomatic, or military problem currently affecting world politics (you may focus on the United States, another state, or something transnational in origin), 2) describe why the issue is important, 3) summarize the debate over its causes, and 4) discuss the theoretical, historical, and empirical issues one must answer to advance solutions to the problem. Grades will reflect the clarity of the writing, engagement with course readings, outside research, and ability to bring history and theory to bear in advancing your argument - the best papers will showcase mastery of the relevant

literature and substantial outside research. Papers must be EMAILED to the instructor in MS Word format by 5 PM on 6 March.

- **NOTE: Students must receive permission of the instructor before pursuing a given topic.** To help facilitate this process, please EMAIL the instructor a one-two paragraph proposal in MS Word format (UNGRADED) outlining the issue you wish to address by **6 February**. Students are also strongly encouraged to meet with the instructor to discuss potential topics at the earliest possible date.
- ***Paper 2 (25 percent of class grade):*** For the second paper, students will propose and evaluate a solution to the issue raised in the first paper. The solution should apply, in some fashion, the core argument from one or more course readings; it should further draw on empirical examples from class readings and outside research to illustrate the argument. The goal is to bring theory and empirics together to identify and assess (i.e., identifying both positives and negatives) a prospective solution to a major issue in world politics today. Note that students may propose a solution in the affirmative (i.e., say why a particular policy is a good idea and should be adopted), or in the negative (i.e., explaining what a policy might look like, and why we should avoid that solution). Ultimately, students must offer a summary judgment as to whether the hypothetical solution should or should not be pursued. As with the prior paper, grades will reflect the clarity of the writing, engagement with course readings, outside research, and ability to bring history and theory to bear in advancing your argument. In essence, the memo should explain to policymakers a potential course of action while using theory, current research, and historical references to recommend or disavow this option. Papers must be EMAILED to the instructor in MS Word format by the start of class on 29 April 2015.
 - If students wish, they may also assess several (2-3) options to the issue identified in the first paper, again using course readings to outline and weigh prospective solutions. Here, the paper would use history and theory to assess a range of options before ultimately recommending the course of action you believe best. This approach maximizes the opportunities for student creativity.
 - Note that the papers are NOT easy assignments. Students WILL need to look for and think creatively about potential historical analogs to current policy debates, conduct the requisite research to use these analogies to buttress one's argument, and still present a compelling case for a particular policy today. This work may also require additional outside theory reading. Students are encouraged to begin researching/writing as soon as possible!

Response Paper (10% of grade): Students are responsible for submitting 1 SHORT (600-900 words) response paper at some point during the semester. These papers are entirely free-form but are intended to showcase your efforts to engage with the readings by discussing what you agreed with/disagreed with, where the theory and history did or did not match, a puzzle (theoretical or historical) you feel needed more attention or wants explanations, etc. – you can decide the specific nature or approach adopted to each paper. Ultimately, I want you to express a theoretically and empirically informed reaction of some kind WITHOUT simply regurgitating or summarizing the readings. Students can pick the week for which they write; I will track submissions throughout the semester. Papers will be graded on the clarity of the response,

substantive engagement with the readings, as well as the quality (clarity, consistency, and grammar) of the writing. *Papers, written in Times New Roman 12 font with double-spaced lines and 1" margins, should be emailed to the instructor before the start of the class for which they are being submitted. For this assignment, please note that late papers will not be accepted.*

Class Briefing (20% of grade): Each student will give a briefing on the policy problem outlined in the first paper and thoughts on the potential solution discussed in the second paper. Briefings will take place after the first paper is submitted and before the second paper is due. Each presentation will involve a 10-15 minute PowerPoint presentation, with additional time for audience Q&A. Grades will reflect the clarity of presentation, ability to clearly summarize and communicate relevant information on the time, capacity to address audience questions/feedback, and professional demeanor. Briefings will be scheduled at the start of class on 28 January.

Administrative Issues and Warnings

- **Late Papers:** You are responsible for submitting your work on time. Whether this means crawling out of bed with the flu or having a friend deliver a paper, the onus is upon you. In the real world, as in this class, there are serious consequences for failing to meet your job requirements. Unless there is a documented medical or exigent personal circumstance, late assignments will be severely penalized: for each 24 hour period (starting immediately when the assignment is due) an assignment is late, I will reduce your grade by 15 points. This means that if your paper was due at 5 PM and you hand in an assignment at 6 PM, the best you can do on the paper is an 85 (a mid-tier B). If you hand in a paper at 6 PM the NEXT day, that's 30 points off (at best a C). Obviously it is better to receive a heavily penalized grade than to not hand in an assignment at all and receive a 0, but I STRONGLY recommend you plan to hand in your assignments on time to avoid the resulting penalties. I want you all to do well in this course!
- **Academic Integrity:** The Aggie Honor Code is simple: "*An Aggie does not lie, cheat or steal, or tolerate those who do.*" Any confusion as to what the Code means is encouraged to visit the Honor Council Rules and Procedures online at <http://aggiehonor.tamu.edu>.
- **Citations:** Any works or ideas used, quoted from, consulted, or otherwise employed in written work MUST be fully acknowledged per Chicago Manual of Style rules. Failure to do so will result in a severe penalty or failure. Please consult the Bush School writing instructors and TAMU resources for further information.
- **Office Hours:** I will have them and you should use them! I like speaking with students – it helps both of us learn. Let's bat around ideas if you're thinking of topics, or talk if you're struggling with material. If you cannot make scheduled hours, email me and we'll set something up. *I'm here as a resource for you!*
- **Electronic Etiquette:** I aim to be responsive to email from students. However, please do not expect an answer to your question any sooner than 48 hours after it is sent. Last-minute email questions and requests are bad for everyone involved. I also strongly prefer that students use office hours rather than email for asking substantive questions.

- *Syllabus Changes*: Changes to the syllabus may be necessary throughout the semester. I reserve the right to make said changes. I will give you as much notice as possible if change is needed.

Americans with Disabilities Act (ADA) Policy Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit <http://disability.tamu.edu>.

Caveat Emptor

This syllabus is *not* a legal contract between the Instructor and the students and is *not* to be construed as such. The Instructor reserves the right to make such changes in this syllabus as he deems necessary in the best interest of the class. If changes in the syllabus are needed, the Instructor will make every reasonable effort to give the students due and reasonable notice.

Recommended Purchases: Students are strongly encouraged to obtain the following books. Copies are available for purchase in the TAMU bookstore. Online purchases are also possible. Other course materials are available online via Course Reserves.

- 1) Nicolo Machiavelli, *The Prince*, trans. George Bull & Anthony Grafton (Penguin Classics; Oxford World's Classic Paperback edition, 2003)
- 2) Carl von Clausewitz, *On War*, indexed edition, ed. Michael Howard and Peter Paret (Princeton University Press, 1989)
- 3) Thucydides, *History of the Peloponnesian War*, ed. Rex Warner (Penguin, 1974)
- 4) Geoffrey Blainey, *The Causes of War* (Free Press, 1988)
- 5) Mary Sarotte, *1989* (Princeton: Princeton UP, 2009)

Schedule/Topics

The class will meet at the times listed below. Unless otherwise announced, the following topics will be covered:

<u>Week</u>	<u>Date</u>	<u>Topic</u>
1	21 January 2015	The Book That Started it All
2	28 January 2015	Causes of War
3	4 February 2015	Origins of State Behavior: External Approaches
4	11 February 2015	Origins of State Behavior: Domestic Approaches I (PROPOSAL DUE on 6 FEB)
5	18 February 2015	Origins of State Behavior: Domestic Approaches II
6	25 February 2015	Geography and World Politics
7	4 March 2015	Leaders and Statecraft (PAPER 1 DUE on 6 MARCH)
8	11 March 2015	Statecraft and Leaders
9	25 March 2015	Waging War
10	1 April 2015	Organizational Behavior & Civil-Military Relations
11	8 April 2015	The Politics of Strategy
12	15 April 2015	Alliances
13	22 April 2015	The Nuclear Revolution, International Security, and Diplomacy
14	29 April 2015	Peacemaking (PAPER 2 DUE)

Week 1: The Book That Started it All

Thucydides, *History of the Peloponnesian War*

READ Appendix 1 before reading the below

Book I, 1-23, 66-88, 118-125, 139-146

Book II, 1-65

Book III, 36-68

Book V, 84-116

Book VI, 1, 6-26, 32-53, 60-62

Book VII, 19-87

Book VIII, 1-5, 45-98

Week 2: Causes of War

Theory & History: G. Blainey, *Causes of War* (entire)

Policy: J. Biden, "China's Rise Isn't Our Demise," *New York Times*, 7 September 2011, <http://www.nytimes.com/2011/09/08/opinion/chinas-rise-isnt-our-demise.html>

Week 3: Origins of State Behavior: External Approaches

Theory: A. Wolfers, "The Pole of Power and the Pole of Indifference," *World Politics* 4, no. 1 (October 1951), pp. 39-63

Theory: H. Morgenthau, *Politics Among Nations* (3rd edition), pp. 3-15, 27-35, 38-63, 72-85, 101-104, 110-148, 167-198.

SKIM for background to the Taylor reading: G. Craig and A. George, "Balance of Power, 1815-1914: Three Experiments" in Craig and George, *Force and Statecraft: Diplomatic Problems of Our Time* (New York: Oxford UP, 1995), pp. 25-42

History: A.J.P. Taylor, *Struggle for Mastery in Europe* (New York: Oxford UP, 1980), Chapters VIII-X (pp. 142-227)

Policy: B. Hubbard et al., "Power Vacuum in Middle East Lifts Militants," *New York Times*, 4 January 2014, <http://www.nytimes.com/2014/01/05/world/middleeast/power-vacuum-in-middle-east-lifts-militants.html>

Week 4: Origins of State Behavior: Domestic Approaches I

Theory & History: J. Snyder, *Myths of Empire* (Ithaca: Cornell UP, 1991), Chapters 1 (part), 2 (part) & 3 (pp. 1-2, 35-111).

Theory & History: K. Narizny, "The Political Economy of Alignment: Great Britain's Commitments to Europe, 1905-1939," *International Security* 27, no. 4 (2003): pp. 184-219.

History: A. Tooze, *Wages of Destruction* (New York: Penguin, 2008), pp. 1-12, 396-425, 429-460.

Theory, History, Policy: W. Norris, ch. 3

Policy: R. Zoellick, "Whither China: From Membership to Responsibility?" Remarks to National Committee on U.S.-China Relations, 21 September 2005, <http://2001-2009.state.gov/s/d/former/zoellick/rem/53682.htm>

Week 5: Origins of State Behavior: Domestic Approaches II

Theory: I. Kant, "Perpetual Peace" in Ted Humphrey, ed., *Perpetual Peace and Other Essays on Politics, History, and Morals* (Indianapolis: Hackett, 1983), pp. 107-145.

Theory: M. Haas, *Ideological Origins of Great Power Politics* (Ithaca: Cornell UP, 2005), Chapter 1 (pp. 4-39)

History: Z. Steiner, *The Triumph of the Dark* (Oxford: Oxford UP, 2011), Chapter 8 (part, pp. 414-460).

History: J. L. Gaddis, *We Now Know* (Oxford: Oxford UP, 1997), Chapter 7 (pp. 189-220).

History: C. Jian and Y. Kuisong, "Chinese Politics and the Collapse of the Sino-Soviet Alliance" in Odd Arne Westad, ed., *Brothers in Arms: The Rise and Fall of the Sino-Soviet Alliance, 1945-1963* (Washington: Woodrow Wilson Center Press, 1998), pp. 246-276.

History: L. Luthi, *The Sino-Soviet Split* (Princeton: Princeton UP, 2008), Chapter 5 (pp. 157-193).

Policy: R. Lustig, "How About a League of Democracies?" *BBCNews* 19 May 2008, http://www.bbc.co.uk/blogs/worldtonight/2008/05/how_about_a_league_of_democrac.html.

Week 6: Geography and World Politics

Note: Students should review notes on Thucydides from Week 1 and the distinction Thucydides makes between land powers and sea powers.

Theory: H. Mackinder, "The Geographical Pivot of History," *The Historical Journal* 23, no. 4 (April 1904): pp. 421-437

Theory and History: N. Spykman, *America's Strategy in World Politics* (New York: Harcourt, 1942), ch 4, 11, 14, 15, and pp. 447-457.

Theory and History: J. Levy and W. Thompson, "Balancing on land and Sea: Do States Ally against the Leading Global Power?" *International Security* 35, no. 1 (Summer 2010): pp. 7-43.

Theory and Policy: R. Ross, "The Geography of Peace: East Asia in the Twenty-First Century," *International Security* 23, no. 4 (Spring 1999): pp. 81-118.

Policy: J. Lind, "Geography and the Security Dilemma in East Asia," in *Oxford Handbook of the International Relations of Asia*, ed. S. Pekkanen, J. Ravenhill, and R. Foot (New York: Oxford University Press, 2014).

Policy: J. Lind and D. Press, "Geography, Technology, and Crisis Escalation in U.S.-Chinese Relations," Working Paper, 7 April 2014, online at: http://d3qi0qp55mx5f5.cloudfront.net/cpost/i/docs/Lind_Policy_Memo.pdf (do not cite or distribute)

Policy: S. Mirski, "Stranglehold: The Context, Conduct, and Consequences of an American Naval Blockade of China," *Journal of Strategic Studies* 36, no. 3 (2013): pp. 385-418.

Week 7: Leaders and Statecraft

Theory: Machiavelli, *Discourses on Livy* (Chicago: University of Chicago Press, 1996), trans. Harvey Mansfield and Nathan Tarcov, Book 2, chap. 22, 27-31, 33.

Theory: Machiavelli, *The Prince*, chap. 1-23, 25.

History: C. Tudda, *A Cold War Turning Point* (Baton Rouge: Louisiana State University Press, 2012), Intro. (part), ch. 1-3, 5, 10-11 (pp. vii-ix, 1-53, 79-80, 83-103, 202-208).

History: H. Brands, *What Good is Grand Strategy?* (Ithaca: Cornell, 2014), Chapter 3 (pp. 102-141)

History: A. Chernaiev, "Gorbachev's Foreign Policy: The Concept" in K. Skinner, ed., *Turning Points in Ending the Cold War* (Stanford: Hoover Institution, 2008), pp. 111-140.

Policy: T. Erdbrink, "President-Elect Stirs Optimism in Iran and West," *New York Times*, 26 July 2013, <http://www.nytimes.com/2013/07/27/world/middleeast/president-elect-stirs-optimism-in-iran-and-west.html?pagewanted=all>.

Week 8: Statecraft and Leaders

Theory: R. Jervis, *Perception and Misperception in International Politics* (Princeton: Princeton UP, 1976), Chapter 3, part (pp. 58-93).

Theory: Y.F. Khong, *Analogies at War* (Princeton: Princeton UP, 1993), Chapters 2, 7 (pp. 19-46, 174-208).

Theory & History: E. Saunders, "Transformative Choices: Leaders and the Origins of Intervention Strategy," *International Security* 34, no. 2 (Fall 2009): 119-161

History: C. Clark, *The Sleepwalkers* (New York: Harpers, 2012), pp. 367-376, 391-412, 443-498.

Policy: K. Woods, J. Lacey, W. Murray, "Saddam's Delusions: The View from the Inside," *Foreign Affairs* 85, no. 3 (May-June 2006): 2-26.

Week 9: Waging War

(NOTE: This is the heaviest reading week of the course. However, much of the Grant reading consists of maps and tables that limit the burden.)

Theory: C. Clausewitz, *On War*, pp. 75-139, 148-170, 177-201, 204-222, 224-272

History: U.S. Grant, *Memoirs and Selected Letters*, Library of America ed. (Washington: Library of America, 1990) *Personal Memoirs of U.S. Grant Vol. II*, Chaps. XLVII-L, LII, LIV-LVI.

Week 10: Organizational Behavior & Civil-Military Relations

Theory: S. Huntington, *The Soldier and the State* (Cambridge: Belknap, 1957), chap. 1, 4 (pp. 7-19, 80-97)

Theory and History: J. Snyder, "Civil-Military Relations and the Cult of the Offensive, 1914 and 1984" *International Security* 9, no. 1 (Summer 1984): 108-146.

Theory: R. Brooks, *Shaping Strategy*, part Chap. 1 (pp.1-6), part 2, (15-54), chap. 5 (142-194) [NOTE: pay attention to this reading, as we will return to it next week]

History: L. Jaffe, *The Development of the Base Force* (Washington: Office of the Secretary of Defense, 1993), pp. 1-50, online at: <http://www.dtic.mil/doctrine/doctrine/history/baseforc.pdf>. [NOTE: Jaffe's piece is shorter than it appears and is functionally only 25 pages]

Policy: S. Vogel, "Defense Officials Again Sound Alarm on Sequestration," *Washington Post*, 12 February 2013, http://www.washingtonpost.com/politics/defense-officials-again-sound-alarm-on-sequestration/2013/02/12/6c19f8ec-7554-11e2-95e4-6148e45d7adb_story.html.

Week 11: The Politics of Strategy

Theory & History: B. Posen, *The Sources of Military Doctrine*, chap. 1, 2, 5 (pp. 13-80, 141-178)

History: M. Howard, *The Continental Commitment* (London: Temple Smith, 1972) pp. 74-146. [NOTE: The Howard reading is shorter than it appears.]

History & Policy: A. Homolar, "How to Last Alone at the Top: US Strategic Planning for the Unipolar Era," *Journal of Strategic Studies* 34, no. 2 (April 2011), pp. 189-217 [NOTE: students may wish to check their notes on Jaffe's *Developing the Base Force* as a parallel to this piece]

Week 12: Alliances

Theory: P. Schroeder, "Alliances, 1815-1945: Weapons of Power and Tools of Management" in Klaus Knorr, ed., *Historical Problems of National Security*, (Lawrence, KS: Univ. of Kansas Press, 1976), pp. 227-262.

Theory: G. Snyder, "The Security Dilemma in Alliance Politics," *World Politics* 36, no. 4 (July 1984), pp. 461-489, 494-495.

History: M. Stoler, *Allies and Adversaries* (Chapel Hill: UNC Press, 2006), SKIM Chapter 1, READ Chaps. 4-6.

History: M. Sheetz, "Exit Strategies: American Grand Designs for postwar European Security," *Security Studies* 8, no. 4 (1999), pp. 1-36 ONLY.

History: V. Cha, "Powerplay: Origins of the US Alliance System in Asia" *International Security* 34, no. 3 (Winter 2009-2010): 158-196.

Policy: J. Bosco, "Entrapment and Abandonment in East Asia," *The National Interest*, July 8, 2013, online at: <http://nationalinterest.org/commentary/entrapment-abandonment-asia-8697..>

Week 13: The Nuclear Revolution & International Security

Theory: R. Jervis, *The Meaning of the Nuclear Revolution* (Ithaca: Cornell UP, 1989), pp. 1-45, 74-106.

History: F. Gavin, *Nuclear Statecraft* (Ithaca: Cornell UP, 2013), Chap. 2, 3, 6. (pp. 30-74, 120-134).

Theory, History, Policy: V. Narang, "Posturing for Peace?" *International Security* 34, no. 3 (Winter 2009-2010): 38-78.

Policy: E. Edelman and R. Joseph, "The Obama Administration's Risky Disarmament Agenda," *Washington Post*, 21 June 2013, http://www.washingtonpost.com/opinions/the-obama-administrations-risky-disarmament-agenda/2013/06/21/fd6a54da-d9ff-11e2-a9f2-42ee3912ae0e_story.html.

Week 14: Peacemaking

Theory & History: F. Ikle: *Every War Must End*, (New York: Columbia UP, 2005), 2nd Rev. Ed., pp. 8-17, 59-105.

Theory & History: H. Goemans, *War and Punishment* (Princeton: Princeton UP, 2000), pp. 19-52.

History: M. Sarotte, *1989* (Princeton: Princeton UP, 2009), pp. 1-10, 48-68, 78-87, 103-115, 142-195.

Policy: H. Haqqani, "Don't Talk with the Taliban," *New York Times*, 27 June 2013, <http://www.nytimes.com/2013/06/28/opinion/dont-talk-with-the-taliban.html>.

OTHER GREAT BOOKS YOU SHOULD BE AWARE OF

Kenneth Waltz, *Theory of International Politics*

Robert Gilpin, *War and Change in World Politics*

EH Carr, *The Twenty Years Crisis*

Annette Baker Fox, *The Power of Small States*

Thomas Schelling, *Power and Influence*

Stephen Van Evera, *The Causes of War, Volume 1*

Elizabeth Kier, *Imagining War*

James Scott, *Seeing Like a State*

John Mearsheimer, *The Tragedy of Great Power Politics*

Daryl Press, *Calculating Credibility*

Mancur Olson, *The Rise and Decline of Nations*

Stephen Walt, *Origins of Alliances*

Daryl Press, *Calculating Credibility*

Robert Jervis, *The Logic of Images*

Valerie Hudson et al., *Sex and World Peace*

Robert Keohane, *After Hegemony*

Nina Tannenwald, *The Nuclear Taboo*

Scott Sagan, *Moving Targets*

William T.R. Fox, *The Superpowers*

G. John Ikenberry, *After Victory*

Bernard Brodie, *The Absolute Weapon*

Bernard Brodie, *Sea Power in the Machine Age*

Bernard Brodie, *Strategy in the Missile Age*

Robert Pape, *Bombing to Win*

Stephen Rosen, *Winning the Next War*

Stephen Biddle, *Military Power*

Beth Simmons, *Mobilizing for Human Rights*

Morton Halperin, *Bureaucratic Politics*

Graham Allison, *The Essence of Decision*

Lisa Martin, *Coercive Cooperation*

Thomas J. Christensen, *Useful Adversaries*

AFK Organski, *World Politics* (2nd edition)

Michael Walzer, *Just and Unjust Wars*

Martha Finnemore, *The Purpose of Intervention*

Christopher Layne, *The Peace of Illusions*

Margaret Keck and Kathryn Sikkink, *Activists Beyond Borders*

Arnold Wolfers, *Discord and Collaboration*

Robert Keohane and Joseph Nye, *Power and Interdependence*

Norman Angell, *The Great Illusion*

Harold Nicholson, *The Congress of Vienna*

Margaret Macmillan, *1919*

David Fromkin, *A Peace to End All Peace*

Klaus Schwabe, *Woodrow Wilson, Revolutionary Germany, and Peacemaking*

Barbara Tuchman, *The Guns of August*

Annika Mumbauer, *Origins of the First World War*

Zara Steiner, *The Lights that Failed*

Robert Ross, *Negotiating Cooperation*

William Stueck, *The Road to Confrontation*

Frank Gavin, *Gold, Dollars, and Power*

James Hershberg, *Marigold*

Patrick Tyler, *A Great Wall*

Tony Judt, *Postwar*

Saburo Ienaga, *The Pacific War*

Fredrik Lovevall, *Embers of War & Choosing War*

Gaines Post, *Dilemmas of Appeasement*

A. Doak Barnett, *China and the Great Powers*

William Langer, *European Alliances and Alignment*

Samuel Williamson, *The Politics of Grand Strategy*

Philip Zelikow and Condoleezza Rice, *Germany Unified and Europe Transformed*

Paul Kennedy, *Rise and Fall of the Great Powers*

William McNeill, *The Pursuit of Power*

Russell Weigley, *The American Way of War*

Russell Weigley, *Eisenhower's Lieutenants*

Michael Howard, *War and European History*