

Making Sense of World Politics
Government 1817 (Fall 2017)

Instructor: Peter Katzenstein
Telephone: 607-255-6257
E-mail: pjk2@cornell.edu
Office: White Hall 321

T, Th: 1:25-2:40pm.
Baker 200

Office hours: Sign-up sheets are posted on my office door each Monday morning for the coming week.

First things first. In this course, I try to teach students how to think critically. I hope you will enjoy learning how to do this. If you do, you will have gotten to the very core of your liberal arts education at Cornell.

Course website URL:

<http://www.blackboard.cornell.edu>. You should regularly consult this website. It will contain information about readings, lectures, sections, exams, the paper, and other relevant information. Your normal contact for anything related to this course is your TA. If your TA cannot help you, s/he will tell you to contact the Head TA, Lincoln Hines (rlh362@cornell.edu)

Objectives:

This course introduces students to some important theoretical approaches to the analysis of international relations and applies these approaches to a number of historical and contemporary issues. The course has two main objectives: (1) to demonstrate the importance of theory for describing and explaining international relations and (2) to make students think critically. This involves (a) distinguishing among different explanations as illustrated in the readings; (b) evaluating the strengths and weaknesses of different explanations; and (c) developing one's own analytical stance.

Teaching Assistants:

Lincoln Hines, Head TA (rlh362@cornell.edu); Debak Das (dd544@cornell.edu); Naomi Egel (npe6@cornell.edu); Erik Petri (enpetrie@gmail.com); Simon Velasquez (st523@cornell.edu). The office for all the TAs is White Hall B-12. TAs will post their office hours and announce them in section.

Lectures and Sections:

Lectures will be held Tuesdays and Thursdays, from 1:25-2:40pm. On many days, I will start lectures with about 10-15 minutes of open mic in which we will seek to apply the analytical approaches and concepts that we are learning to current events.

1817 is taught in a computer- and phone-free classroom. The TAs and I will enforce this rule strictly. Please spare all of us the embarrassment of asking you to leave the lecture hall. The TAs will decide how to handle this issue in the sections they teach. Lecture outlines will be posted by Sunday evening before the Tuesday and Thursday lectures. I encourage you to download and print the outlines so that you can take notes in the margins rather than scribbling furiously during class.

Sections will meet Wednesday-Friday during the first week of the semester. Section attendance is mandatory. Sections are vital for understanding the different theories, applying the theories to different issues, and evaluating different readings.

Reading Assignments and Managing the Reading List:

All readings are available on Blackboard. This is a major change from the past, when the Campus Store put together reading packages for this course. My teaching experience leads me to one unambiguous conclusion – students read more carefully when they work with hard copies and underline, take notes etc. It is too easy to scan and think one has absorbed the material when reading on a computer. This is especially true of the readings in this course. Readings are difficult and you need to study them carefully. You will need to study some of the readings several times. I URGE YOU TO PRINT OUT ALL READINGS AND TO WORK WITH HARD COPIES. NOT DOING

SO MAY RISK GETTING A SIGNIFICANTLY LOWER GRADE. I appeal here only to your own self-interest in doing well in this course, and I hope that you will be smart enough to follow this piece of advice.

In addition, there are two books that you should buy for this course. Robert McMahon's *The Cold War: A Very Short Introduction* is a simple, descriptive historical narrative that you need to read carefully in preparation for the second part of the course. Neither I nor the TAs will teach this book in lecture or sections. One part of the mid-term exam will deal exclusively with this reading. Daniel Drezner's *Theories of International Politics and Zombies* [DD] is a deliciously irreverent "text." I promise that this is the funniest and shortest textbook you will encounter in your college career. I am assigning different chapters for different days but I would urge you to take a couple of hours to read the whole thing at the outset. It will give you an overview of Part 1 of the course and some belly laughs to boot. You can purchase both books at the Campus store, around town, or on-line.

Henry Nau's *Perspectives on International Relations*, (CQ Press) is a fine, conventional text book. I have put a few copies on two-hours course reserve in Uris Library as an optional resource.

As noted above, many of the readings are intellectually demanding and some will require more than one reading. I expect that you will spend *at least* as much time reading this material as the average 2,000 pages that are typically assigned in many other social science courses at Cornell. The most effective way for keeping up with the work in this course is to read the material for a particular week before I lecture on the assigned topic. Although lectures may refer to particular readings, I will assume that you have done the necessary work ahead of time. Before section, you should reread the material and review lecture notes so that you are well-prepared for discussion. Since you are expected to absorb a large number of concepts, ideas and theories — not just facts — it is very important that you keep up with the readings on a week-by-week basis. This is not a course you can master by cramming most of the work into a few days at the end of the semester.

Mid-Term, Paper and Final Examination:

There are three occasions during the semester when you will have the opportunity to demonstrate your mastery of the course material. Just before fall break, on October 5, there will be a two-part, in-class *mid-term examination*. The first part is based only on the McMahon reading. All the questions on this part of the exam will be factual. The second part of the exam will ask you to apply some combination of different analytical perspectives to World War I.

A ten-page *paper*, in the form of a review essay, is due on November 14th. A review essay is *not* a research paper. You are expected to take any one week from Part 2 of the course, summarize the main readings succinctly, and -- drawing on the paradigms discussed in Part 1 of the course -- reflect on, expand and/or critique the week's readings. You are, of course, encouraged to use arguments and illustrative evidence drawn from all lectures and course readings, including the Drezner book. Since this is not a research paper you are expected to draw *only* on the material assigned in this course. You need *not* and should *not* consult any books, articles, reviews or other materials. Instead, take full ownership of both the summary and the arguments that you wish to develop by reviewing and rethinking the material you have read or heard about in this class. If you are stymied, you can browse through readings BB 57-63 to help you come up with a viable topic for your paper.

Remember that in this paper there are no right or wrong answers, only good or bad arguments. On October 17th and October 31st, you must hand in written interim reports to your TA (missing either or both deadlines will mean that your final paper will be graded down). The first (October 17th) of these reports should list the week's readings you have chosen and give an initial outline and overview of your argument (2-3 pages). The second (October 31st) of the reports should be a partial (5-7 pages) draft indicating the progress that you are making in your thinking and writing. The final version of your paper is due on November 14th at class time. Apart from family emergencies or illness (the latter certified by Gannett), late papers will be downgraded. For every 12 hours your paper is late, you will be marked down by one grade (for example from an A- to a B+). In writing your paper, remember that your professor and TA are morons and do not know any of the paradigms or readings discussed in this course. You need to offer *brief* summaries of the readings and sketches of the paradigms / analytical perspective(s) you are dealing with. Make sure that you cite and/or quote relevant readings and lectures where appropriate. The reader of your paper will become impatient if you cite and/or quote too extensively. What matters is that your citations and quotations are well-chosen and relevant. You are required to submit all versions of your paper in both hard and electronic form.

The electronic version will be run through a special software program that verifies the authenticity of your work.

The *final examination* is scheduled to occur during exam period (December 6-14); I will announce the date in October. You can also check for yourself at <http://registrar.sas.cornell.edu/Sched/exams.html>.

The exam will test your familiarity with the full reading list. It will require you to summarize the main lines of argument presented by particular authors. You can accomplish this by (1) doing each reading selection individually; by (2) classifying reading selections according to their main theoretical argument; by (3) comparing reading selections/theoretical approaches within particular topics; and by (4) comparing reading selections/theoretical approaches across different topics. If you can classify, compare and contrast reading materials in the table below, you will have a good command of the material in this course. To help you in that task I URGE YOU TO REGULARLY USE THE MATRIX BELOW.

You can expect three kinds of questions on the final examination: Questions may ask you to (1) simply summarize the main points of particular reading selections; (2) contrast the arguments of different authors and evaluate them; and (3) develop a synthetic and coherent presentation of some of the material in the course. To answer the first two types of questions, you must learn to summarize each reading selection's main arguments accurately and concisely. To answer the third kind of question, you need to develop your own approach to the analysis of international politics.

Grading:

This course is graded on a curve comparable to that for other large social science courses at Cornell. Each TA will grade on the same curve. Your final grade will consist of four components: mid-term (20%); paper (25%); final examination (40%); and section attendance and participation (15%). As mentioned above, if your paper is late you will be graded down by one grade for every 12 hours (for example from an A- to a B+). You may appeal any of your grades only after you have handed the head TA a two-page, double-spaced, neatly typed memorandum that explains why you think that you have been treated unfairly. As you will soon discover, the Government Department has some of the best TAs who are regularly winning coveted teaching awards in the Arts College. Your TA is your best teacher, advocate and mentor. The chances are very small indeed that you will feel aggrieved.

Scheduling:

The mid-term and final examination will each have one make-up exam. To take the make-up examination you will need the head TA's (not your TA's) written permission. This course adheres to the policy that instructors in classes with smaller enrollments should adjust to the exam schedule of courses with larger enrollments. I will of course accept a physician's report as a legitimate reason for seeking to reschedule an examination or missing a paper deadline. Incompletes will be given only because of circumstances beyond the student's control, such as serious illness or family emergencies. (A non-refundable airline ticket does not constitute "a circumstance beyond the student's control"). It is extremely unwise to book your travel before you know the exam date. I will not make any special allowance for your travel needs. For each of the two exams, the make-up will be held *after* the main exam.

Academic Integrity and Other University Policies:

Each student in this course is expected to abide by the Cornell University *Code of Academic Integrity*. This means that any written work you submit in this course will be your own. The Code of Academic Integrity and Acknowledging the Work of Others is found in the Policy Notebook for the Cornell Community. See <https://cornell-classic.univcomm.cornell.edu/provost/docs/0814-academic-integrity.pdf>. An additional document you may want to consult is posted at <http://cuinfo.cornell.edu/aic.cfm>. A Cornell tutorial called Recognizing and Avoiding Plagiarism can be found at <http://plagiarism.arts.cornell.edu/tutorial/index.cfm>. If you are in any doubt about how to cite material that you wish to use please consult your TA. Your enrollment in this course signifies that you have granted your permission to submit your written work to services that check the authenticity and originality of your work. You should also be aware of the fact that you may not turn in the same piece of work (or part thereof) for credit in multiple classes, either in the same semester or while at Cornell in general.

I respect and uphold Cornell University policies and regulations pertaining to: the observation of religious holidays; assistance available to the physically handicapped, visually and or/hearing impaired student; sexual harassment; and racial or ethnic discrimination.

Students with Disabilities: In compliance with the Cornell University policy and equal access laws, I am available to discuss appropriate academic accommodations that may be required for student with disabilities. Students are encouraged to register with Student Disability Services to verify their eligibility for appropriate accommodations. Students seeking accommodations should submit to me an accommodation letter from Student Disability Services within the first two weeks of the semester.

Religious Observances: Students may ask for reasonable and timely accommodations for sincerely held religious beliefs. Please review the syllabus closely to determine if your religion will present any scheduling conflicts with any of the assignments. You must inform the Head TA of any conflicts within the first two weeks of the semester.

Classroom Behavior: Students and faculty each have responsibility for maintaining an appropriate learning environment. Students will treat one another with respect and courtesy.

Copyright Material: Whether it is especially marked as copyright material or not, the instructor expressly prohibits students to sell any of the course material to any entity or person inside or outside of Cornell. Such a behavior constitutes a very serious form of academic misconduct. Neither the instructor nor Cornell will tolerate such conduct and reserve the right of seeking legal redress.

After all of these unavoidable preliminaries, let me end how I started, on a positive note. I hope you will enjoy learning how to think critically. If you do, you will have gotten to the heart of your liberal arts education at Cornell.

PARADIGMS

Realism Marxism Constructivism Liberalism Domestic Politics

TOPICS

- 1 Presentations
- 2 World War I
- 3 9/11, Iraq
- 4 Cold War Origin
- 5 Cuba
- 6 Cold War End
- 7 Weapons
- 8 Interventions
- 9 Ukraine and ISIS
- 10 Trade and Investment
- 11 Globalization/Finance
- 12 Internationalization/Oil
- 13 Regions
- 14 Imperium

CLASS SCHEDULE

(BB-Blackboard; DD-Drezner)

<u>Date</u>	<u>Topic</u>	<u>Readings</u>
8/22	1. Overview	DD: 1-32.
8/24	2. Theory	BB: 1.
8/29-31	3,4. Realism (1) and (2)	DD: 33-45. BB: 2-4.
9/05-07	5,6.Marxism (1) and (2)	BB: 5-6.
9/12-14	7,8.Constructivism (1) and (2)	DD: 67-76. BB: 7-10.
9/19	9.Liberalism	DD: 47-60. BB: 11-12.
9/21	10.Domestic Politics	DD: 77-85. BB: 13-15.

9/26	11. World War I	DD: 99-107. BB: 16-19.
9/28	12. 9/11, Iraq, Afghanistan	BB: 20-21.
10/03	13. Open Forum (1)	BB: 22.
10/05	14. Mid-Term Examination	
10/12	15. Origin of the Cold War	BB: 23-25.
10/17	16. Cuba Paper 1.0 due	DD: 87-97. BB: 26-28.
10/19	17. End of the Cold War	BB: 29-31.
10/24	18. Nuclear Weapons	BB: 32-35.
10/26	19. Interventions	BB: 36-37.
10/31	20. Ukraine and ISIS Paper 2.0 due	BB: 38-42.
11/02	21. Trade and Investment	BB: 43-45.
11/07	22. Globalization and Finance	BB: 46-49.
11/09	23. Internationalization and Oil	BB: 50-52.
11/14	24. TA Debate; Final Paper due	
11/16	25. Global and International Regions	DD: 61-66. BB: 53-55.
11/21	26. Open Forum (2)	
11/28	27. Explanations	BB: 56.
11/30	28. American Imperium	DD: 109-14. BB: 57-63.

LIST OF READINGS PUT ON BLACKBOARD

1. Why We Fight Over Foreign Policy (Nau)
2. Reductionist and Systemic Theories (K. Waltz)
3. Great Power Politics (J. Mearsheimer)
4. Tragedy of Offensive Realism (J. Kirshner)
5. Global Hegemony (S.R. Gill and D. Law)
6. The Rise and Demise of the World Capitalist System (I. Wallerstein)
7. Constructing International Politics (Wendt)
8. Clash of Civilizations? (S. Huntington)
9. Civilizations in World Politics (P. Katzenstein)
10. Good Muslim, Bad Muslim (M. Mamdani)
11. Trading State (R. Rosecrance)
12. International Liberalism Reconsidered (Keohane)
13. The Jacksonian Tradition (W.R. Mead)
14. Same War—Different Views (P. Katzenstein)
15. The Political Economy of Trade (Milner)
16. World War I (Yoder)
17. Civil-Military Relations and the Cult of the Offensive (J. Snyder)
18. Domestic Conflict and World War I (M. Gordon)
19. Commercial Liberalism under Fire (Ripsman and Blanchard)
20. History and September 11 (F. Fukuyama)
21. Keeping Saddam in the Box (J. Mearsheimer and S. Walt)
22. Many Theories (S. Walt)

23. Sources of Soviet Conduct (X)
24. The Failure of Success (G.F. Kennan)
25. Communist Bloc Expansion (D.J. Macdonald)

26. Cuban Missile Crisis (G. Allison)
27. Cuban Missile Crisis at 50 (G. Allison)
28. Constructing National Interests (J. Weldes)

29. The Long Peace (J.L. Gaddis)
30. Theories of War in an Era of Leading-Power Peace (R. Jervis)
31. Understanding Change (R. Koslowski and F. Kratochwil)

32. Spread of Nuclear Weapons (K.N. Waltz)
33. More Will be Worse (S. Sagan)
34. The Nuclear Taboo (N. Tannenwald)
35. Sex and Death (C. Cohen)

36. Intervention in Vietnam and Central America (N. Chomsky)
37. Norms of Humanitarian Intervention (M. Finnemore)

38. Why the Ukraine Crisis is the West's Fault (J. Mearsheimer)
39. Moscow's Choice (M. McFaul) *and* How the West has Won (S. Sestanovich)
40. How Much of a State is the Islamic State? (Q. Mecham)
41. Why the Islamic State Won't Become a Normal State (L. Rubin)
42. The Jihadi Threat to International Order (B. Mendelsohn)

43. Politics of Transnational Economic Relations (R. Gilpin)
44. The MNC and the Law of Uneven Development (S. Hymer)
45. Foreign Expansion (T. Moran)

46. American Power after the Financial Crisis (Kirshner)
47. Why U.S. Financial Hegemony Will Endure (Danzman and Winecroft)
48. The Quiet Coup (Johnson)
49. Understanding the Crisis (Helleiner)

50. Fueling the Fire (Colgan)
51. America's Energy Edge (Blackwill and O'Sullivan)
52. Let Them Drown (Klein)

53. World of Regions (P. Katzenstein)
54. Trade in Human Body Parts (T. Harrison)
55. Jihad vs. McWorld (B. Barber)

56. Beyond Paradigms (R.Sil and P. Katzenstein)

57. Unipolar World (W.C. Wohlforth)
58. Liberal Internationalism 3.0 (G.J. Ikenberry)
59. Not Fade Away (R. Kagan)
60. Blowback (C. Johnson)
61. Irresistible Empire (V. de Grazia).
62. Anti-Americanisms and Polyvalence (P. Katzenstein and R. Keohane)
63. The Misleading Mystique (C. Reus-Smit)

SOURCES OF READINGS

READING 1: Why We Fight Over Foreign Policy / Henry R. Nau/ *Policy Review* 142 (April-May 2007), pp.25-42.

READING 2: Reductionist and Systemic Theories / Kenneth Waltz. / *Theory of International Politics*, Addison-Wesley, pp.60-78.

READING 3: Introduction / John J. Mearsheimer / *The Tragedy of Great Power Politics*, Norton, pp.1-28.

READING 4: Tragedy of Offensive Realism / Jonathan Kirshner/ *European Journal of International Relations* 18, 1: 53-75.

READING 5: Global Hegemony and the Structural Power of Capital / Stephen R. Gill and David Law / *International Studies Quarterly* 33, 4 (December 1989): 475-99.

READING 6: Selections from The Rise and Future Demise of the World Capitalist System: Concepts for Comparative Analysis / Immanuel Wallerstein / *Comparative Studies in Society and History* 16, 4 (September 1974), pp. 387-415.

READING 7: Constructing International Politics / Alexander Wendt / *International Security* 20, 1 (Summer), pp. 71-81.

READING 8: The Clash of Civilizations? / Samuel P Huntington. / *Foreign Affairs*, Summer 1993, pp.22-49.

READING 9: Civilizations in World Politics: Beyond East and West / Peter J. Katzenstein / Public lecture, Peking University, March 28, 2011.

READING 10: Good Muslim, Bad Muslim: A Political Perspective on Culture and Terrorism. /Mahmood Mamdani / *Critical Views of September 11*, New Press, pp.44-60.

READING 11: Selections from *The Rise of the Trading State: Commerce and Conquest in the Modern World* / Richard Rosecrance / Basic Books, 1986, pp.22-43.

READING 12: International Liberalism Reconsidered / Robert O. Keohane / in John Dunn, ed., *The Economic Limits to Modern Politics* New York: Cambridge University Press, 1990, pp. 165-94.

READING 13: The Jacksonian Tradition and American Foreign Policy / Walter Russell Mead / *The National Interest*, 5 (Winter 1999/2000): 1-25.

READING 14: Same War, Different Views: Germany, Japan, and the War on Terrorism / Peter J. Katzenstein / *Current History*, December 2002, pp. 427-435.

READING 15: The Political Economy of International Trade / Helen V. Milner / *Annual Review of Political Science* 1999, 2, pp. 91-114.

READING 16: World War I / Amos Yoder / *World Politics and the Causes of War since 1914*, University Press of America, pp.27-54.

READING 17: Civil-Military Relations and the Cult of the Offensive, 1914 and the Cult of the Offensive / Jack Snyder / *International Security*, Vol. 9, No. 1 (Summer 1984).

READING 18: Domestic Conflict and the Origins of the First World War: The British and German Cases / Michael R Gordon / *The Journal of Modern History* , Vol. 46, No. 2 (Jun., 1974), pp. 191-226.

READING 19: Commercial Liberalism under Fire: Evidence from 1914 and 1936/ Norrin M.Ripsman and Jean-Marc F.

Blanchard/ *Security Studies*, Vol. 6, Issue 2, 1996.

READING 20: History and September 11 / Francis Fukuyama / from *Worlds in Collision*, Palgrave, pp.27-36.

READING 21: Keeping Saddam Hussein in the Box / J. Mearsheimer and S. Walt/ *The New York Times* (February 2, 2003). p. 15.

READING 22: International Relations: One World, Many Theories / Stephen M. Walt / *Foreign Policy*, Spring 1998, pp. 29-44.

READING 23: The Sources of Soviet Conduct / X / *Foreign Affairs*, July 1947, pp. 566-582.

READING 24: The Failure in Our Success / George F. Kennan / *New York Times*, March 14, 1994: A17.

READING 25: Communist Bloc Expansion in the Early Cold War: Challenging Realism, Refuting Revisionism / Douglas J MacDonal / *International Security*, 20, 3 1995/96, pp. 152-88.

READING 26: Conceptual Models and the Cuban Missile Crisis / Graham T Allison / *American Political Science Review*, 63, 3 (1969).

READING 27: The Cuban Missile Crisis at 50 / Graham Allison / *Foreign Affairs* 91, 4, pp. 11-16.

READING 28: Constructing National Interests / Jutta Weldes / *European Journal of International Relations*, 2, 3 (Sept 1996), pp. 275-318.

READING 29: The Long Peace: Elements of Stability in the Postwar International System / John Lewis Gaddis / *International Security*, 10, 4 (Spring 1986), pp. 99-142.

READING 30: Theories of War in an Era of Leading-Power Peace/ Robert Jervis/ *American Political Science Review* 96 (2002), pp. 1-14.

READING 31: Understanding Change in International Politics / Rey Koslowski and Friedrich V. Kratochwil / *International Organization*, 48 (1994), pp. 215-247.

READING 32: Selections from: The Spread of Nuclear Weapons: More May be Better / Kenneth N Waltz. / *Adelphi Papers*, 171 (London: International Institute for Strategic Studies, 1981).

READING 33: Selections from: More Will be Worse / Scott D. Sagan/ *The Spread of Nuclear Weapons: A Debate* (pp.47-86)/ W.W. Norton, 1995, pp. 47-93.

READING 34: The Nuclear Taboo: The US and the Normative Basis of Nuclear Non-Use / Nina Tannenwald / *International Organization*, 53, 3 (Summer 1999), pp. 433-68.

READING 35: Sex and Death in the Rational World of Defense Intellectuals/ Carol Cohn/ *Signs*, 12, 4 (September 1987), pp. 687-718. .

READING 36: Intervention in Vietnam and Central America: Parallels and Differences / Noam Chomsky / *Monthly Review*, 37, 4 (September 1985).

READING 37: Constructing Norms of Humanitarian Intervention / Martha Finnemore / in Peter J. Katzenstein, Ed., *The Culture of National Security: Norms and Identity in World Politics*, Columbia U Press, 1996, pp. 153-85.

READING 38: Why the Ukraine Crisis Is the West's Fault / John J. Mearsheimer / *Foreign Affairs* 93, 5: 77-89.

READING 39: Moscow's Choice / Michael McFaul / *Foreign Affairs* 93, 6, pp. 167-71 and How the West Has Won/

Stephen Sestanovich / *Foreign Affairs* 93, 6, pp. 171-75.

READING 40: How Much of a State is the Islamic State? / Quinn Meacham / *The Washington Post Monkey Cage* May 15, 2015 (6pp). https://www.washingtonpost.com/news/monkey-cage/wp/2015/02/05/how-much-of-a-state-is-the-islamic-state/?utm_term=.2843f2ee407b.

READING 41: Why the Islamic State won't Become a Normal State / Lawrence Rubin / *The Washington Post Monkey Cage* July 9, 2015 (4pp). https://www.washingtonpost.com/news/monkey-cage/wp/2015/07/09/why-the-islamic-state-wont-become-a-normal-state/?utm_term=.bf4b4904d6a0.

READING 42: The Jihadi Threat to International Order / Barak Mendelsohn / *The Washington Post Monkey Cage* February 5, 2015 (6pp). https://www.washingtonpost.com/news/monkey-cage/wp/2015/05/15/the-jihadi-threat-to-international-order/?utm_term=.6d3090895ff0.

READING 43: The Politics of Transnational Economic Relations / Robert Gilpin / *International Organization*, 25, 3 (1971), pp. 398-419.

READING 44: The Multinational Corporation and the Law of Uneven Development / Stephen Hymer / in *Economics and World Order: From the 1970s to the 1990s*, Macmillan, 1972.

READING 45: Foreign Expansion as an Institutional Necessity for US Corporate Capitalism: The Search for a Radical Model / Theodore H Moran / *World Politics*, 25, 3 (1973), pp. 369-86.

READING 46: *American Power after the Financial Crisis* / Jonathan Kirshner / Cornell University Press, pp. 1-17.

READING 47: Why U.S. Financial Hegemony Will Endure / Sarah Bauerle Danzman and W. Kindred Winecoff / *Symposium Magazine*. <http://www.symposium-magazine.com/why-u-s-financial-hegemony-will-endure/> Accessed 05-25-16.

READING 48: The Quiet Coup / Simon Johnson / *The Atlantic Online*, May 2009, pp. 1-12.

READING 49: Understanding the 2007-2008 Global Financial Crisis: Lessons for Scholars of International Political Economy / Eric Helleiner / *Annual Review of Political Science* 2011 (vol. 14): 67-87.

READING 50: Fueling the Fire: Pathways from Oil to War / Jeff D. Colgan / *International Organization* 38, 2 (Fall 2013), pp. 147-80.

READING 51: America's Energy Edge: The Geopolitical Consequences of the Shale Revolution / Robert D. Blackwill and Meghan L. O'Sullivan / *Foreign Affairs* 93, 2, pp. 102-14.

READING 52: Let Them Drown / Naomi Klein / *London Review of Books* 38, 11 (June 2, 2016): 11-14.

READING 53: *A World of Regions* / Peter J. Katzenstein / Cornell University Press, excerpts chps. 1, 7.

READING 54: Globalization and the Trade in Human Body Parts / Trevor Harrison / *Canadian Review of Sociology and Anthropology*, 36, 1 (1999), pp. 21-35.

READING 55: Selections from *Jihad vs. McWorld: How Globalization and Tribalism are Reshaping the World* / Benjamin R Barber / Random House, 1995, pp. 3-20.

READING 56: *Beyond Paradigms: Analytic Eclecticism in the Study of World Politics* / Rudra Sil and Peter J. Katzenstein / Palgrave, pp. 24-43.

READING 57: US Strategy in a Unipolar World / William C Wohlforth. / from *America Unrivaled*, Cornell University

Press, pp.98-118.

READING 58: Liberal Internationalism 3.0: America and the Dilemmas of Liberal World Order./ G. John Ikenberry/*Perspectives on Politics*, 7 (2009), pp. 71-87, doi:10.1017/S1537592709090112.

READING 59: Not Fade Away: The Myth of American Decline/ Robert Kagan/ *The New Republic*, January 2012.
Accessed 06-12-12 at <http://www.tnr.com/article/politics/magazine/99521/america-world-power-declinism>.

READING 60: Selection from *Blowback: The Costs and Consequences of American Empire* / Chalmers Johnson / Henry Holt, 2000, pp. 3-33.

READING 61: Introduction: The Fast Way to Peace. / Victoria de Grazia. / *Irresistible Empire*, Harvard University Press, 2005, pp. 1-14.

READING 62: Conclusion: Anti-Americanisms and Polyvalence/ P. Katzenstein and R. Keohane / from *Anti-Americanisms in World Politics*, Cornell University Press, 2007, pp. 306-16.

READING 63: The Misleading Mystique of America's Material Power / Christian Reus-Smit / *Australian Journal of International Affairs*, 57: 3, 2003. pp. 423-430.