

## Introduction to International Relations

February - June, 2021

### Course description

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

### Course objectives

This introductory course has the following objectives:

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

### > INSTRUCTOR

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

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### > OFFICE HOURS

Tuesdays 2-4pm by [Calendly appointment](#).



### > ADDRESS

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

Meeting ID: 606 301 1251

## Learning Goals

By the end of the course, students will have:

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

## Course Structure

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

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

A regular class will have the following components:

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

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

## Course Requirements and Grading

international history or from contemporary world politics.

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

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

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

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

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

## Key dates for your calendar

Essay #1 - March 10, 2021

Essay #2 - March 26, 2021

Essay #3 - April 16, 2021

Essay #4 - April 30, 2021

Essay #5 - May 19, 2021

Essay #6 - June 02, 2021

Final Exam - June 15, 2021

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

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

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

Participation: Students are expected to do the readings for each week in advance of the relevant discussion section and contribute to class discussion by engaging the issues that stem from the readings. The grading here will reflect student active engagement with the materials during sections. I expect your participation to make a quality contribution to our discussion and to our understanding of the concepts, theories, and issues at hand. This course will give you an opportunity to learn how to raise questions, make comments, and contribute to a meaningful debate. To participate, you can “raise your hand” during our lectures in Zoom and once I invite you to take the floor, pose questions and comments as if we were having an in-person class. You can also send questions using the chat tool in Zoom, although the experience of speaking up in public is one you should take up with gusto. If you feel insecure or unsure about participating, please do look me up in office hours as early as possible. Your participation grade will reflect the frequency and the quality of your questions and comments throughout the semester. Your grade will also reflect your performance as a facilitator in discussion sections. Every student will have a chance to be facilitator at least once during the term.

Facilitating sections: Starting in Lecture 10, two students will be responsible for framing the terms of the debate about the text assigned for the day. This is an individual assignment and you will know in advance when you are scheduled to facilitate sections. Everyone will facilitate one section once in the semester – there might be opportunities for volunteers to facilitate discussion more than once for those looking to improve their participation grade. Students need to submit their framing statement (about 300 words) over email to the instructor 24h in advance of class. An excellent framing statement will do one of the following: (a) instigate the class to explore the hypotheses or the theoretical extensions of the argument; (b) motivate the class to make connections between the current text and previous arguments seen in class; (c) lead students to think about internal contradictions in the argument or rival explanations; (d) motivate the class to think about potential shortcomings in the text; (e) initiate a conversation about the potential application of the argument to current events in world politics. The section leaders will offer their own perspectives and will also react to their colleagues’ comments during class. You will receive a guiding note on how to facilitate sections beforehand. The instructor will step in, but the expectation is that students will take a proactive role in ensuring the conversation flows. Your grade in this component will reflect: the quality of the framing statement; the quality of your interventions; how active and helpful you are in

handling and facilitating discussion in class. We will go over several examples of framing statements in class before anyone has to submit theirs. This component comprises 10% of your final grade in this course.

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

Your essay should contain the following:

- (1) An one-paragraph *introduction* stating why the topic you're about to write about is a relevant issue in world politics. If this is at all helpful, don't hesitate to treat the introduction as the space where you lay out the question your essay will seek to answer.
- (2) A *well-reasoned argument* that is rooted on the literatures covered in class that is clearly anchored in concepts or theories, and that explicitly tackles the main components of those concepts and theories.
- (3) An *empirical illustration* of the conceptual/theoretical elements above, drawing on examples to make your point.
- (4) A thoughtful discussion of the *implications* of your argument beyond the empirical illustration you have given.
- (5) A succinct *conclusion* that answers the puzzle or question you set out in the introduction.
- (6) The *references* used in your essay should appear in footnotes.

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

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

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

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

## Criteria for Marking Essays and the Exam

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

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

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

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

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

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

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

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

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

Zero: Work that features evidence of plagiarism.

## Course Policies

- Minimum attendance 75%.
- All announcements for this course will be conducted over E-Class (“Avisos”). Make sure you acquaint yourself with it during the first week of class.
- One of the biggest challenges to remote classes during the current pandemic is keeping attention levels up. We will have plenty of opportunity to discuss best practices in class, but you should be acutely aware of the need to block those sources of distraction that can derail your learning process.
- Video or audio recordings are strictly prohibited, and those caught in violation of this rule will be reported to the Ethics Committee for disciplinary action.

- It is the policy of the School of International Relations at FGV that all cases of academic dishonesty – including plagiarism – be reported to the Ethics Committee. A detailed discussion on plagiarism will take place in class before submission of the first essay.
- The readings for this class will be made available in PDF format on E-class.

## Writing Center

Great writing is a skill that needs to be actively developed during college. The School of International Relations has a writing center where students can develop their writing skills in English and in Portuguese. You can schedule appointments during the academic year via Calendly or request an appointment On Demand.

If you want to schedule an appointment in Portuguese:

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

If you want to schedule an appointment in English:

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

Please check the intranet section on the Oficina de Escrita for more information.

## Wellness

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

The Programa de Apoio Emocional e Pedagógico (PAEP) offers FGV RI students the opportunity to schedule individual and confidential appointments with experienced psychologists to discuss different facets of college life. Students may choose between three types of appointments: (i) pedagogical support; (ii) emotional support; (iii) and help and advice on group dynamics, interviews and other elements of the internship application process, as well as on the challenges one may face as an intern and/or a trainee. The program is exclusive to FGV RI students. Please check the intranet section on the PAEP for information on how to schedule an appointment.

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

## Course Schedule

### Lecture 1 (Feb 23) – Course Overview and Transitioning to College Life.

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

### Lecture 2 (Feb 24) – The Academic Discipline of IR: How Social Scientists Make Sense of World Politics

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

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

## **The State and its Challengers**

### **Lecture 3 (Feb 26) – The State: Origins and Meaning**

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

- Hendrik Spruyt, “War, Trade, and State Formation”, in Robert E. Goodin, ed., *The Oxford Handbook of Political Science*, 32p.

### **Lecture 4 (March 2) – State Violence and Authority**

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

- Thomas J. Biersteker, “State, Sovereignty, and Territory,” in Walter Carlsnaes et al., eds., *Handbook of International Relations* (London: Sage, 2013), 27p.

### **Lecture 5 (March 3) – Power in International Relations: Strong States versus Weak States**

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

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

### **Lecture 6 (March 5) – Challengers to the State**

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

### **Lecture 7 (March 9) – Case study on the practice of sovereignty**

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

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

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

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

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

### **Lecture 8 (March 10) – Review Class and Essay #1 Due by 6pm.**

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

Essay #1 question: To what extent is the government of Brazil responsible for the transnational effects of deforestation in the Amazon? Discuss with reference to the concepts of state, sovereignty, territory, and non-state actors.

## The International System

### **Lecture 9 (March 12) – Anarchy**

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

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

### **Lecture 10 (March 16) – Order**

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

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

### **Lecture 11 (March 17) – Hierarchy**

- David Lake, "Legitimizing Power: the Domestic Politics of US International Hierarchy", *International Security* 38/2 (2013). Read pages 77-94 only.

### **Lecture 12 (March 19) – Hegemony**

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

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

### **Lecture 13 (March 23) – Polarity (I)**

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

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

### **Lecture 14 (March 24) – Polarity (II)**

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

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

### **Lecture 15 (March 26) – Review Class and Essay #2 Due by 6pm.**

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

Essay #2 question: Is the end of American primacy good news for Latin America? Discuss with reference to the concepts of anarchy, hierarchy, and polarity.

### **Great Power Politics**

#### **Lecture 16 (April 6) – Power politics**

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

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

#### **Lecture 17 (April 7) – Balancing versus Bandwagoning**

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

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

#### **Lecture 18 (April 9) – Hegemonic stability theory**

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

#### **Lecture 19 (April 13) – Great-Power Concerts**

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

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

#### **Lecture 20 (April 14) – Review Class**

In this review class the instructor will pose key questions about the preceding classes to wrap up the current unit and help you polish your essay, which is due on Friday, April 16th.

## Cooperation under anarchy

### **Lecture 21 (April 16) – Class Postponed**

Essay #3 Due on April 16<sup>th</sup> by 6pm.

Essay #3 question: Under what conditions are the United States and China likely to go to war against one another?

### **Lecture 21 (April 20) – Mitigating the security dilemma**

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

### **Lecture 22 (April 23) – Interdependence in world politics**

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

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

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

### **Lecture 24 (April 28) – Collective security**

- Paul Kennedy, 'The Troubled Advance to a New World Order', in *The Parliament of Man* (Penguin 2006), 3-47. Passar os olhos nas páginas 3-31, e ler com atenção 32-47.
- Capítulo 7 da Carta das Nações Unidas.  
<http://www.unesco.org.br/publicacoes/docinternacionais/1945-CartadasNacoesUnidas.pdf>

### **Lecture 25 (April 30) – Review Class and Essay #4 Due by 6pm.**

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

Essay #4 question: What obstacles the international community faces in trying to cooperatively cope with the COVID-19 pandemic ?

## Domestic Politics in IR

### **Lecture 26 (May 04) – Domestic politics and IR**

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

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

#### **Lecture 27 (May 05) – Audience cost**

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

#### **Lecture 28 (May 07) – Selectorate theory**

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

#### **Lecture 29 (May 11) – Selectorate theory**

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

#### **Lecture 30 (May 12) – Leaders**

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

#### **Lecture 31 (May 14) – Public Opinion**

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

#### **Lecture 32 (May 18) – Lobbies and Interest Groups**

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

#### **Lecture 33 (May 19) - Review Class and Essay #5 Due by 6pm.**

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

Essay #5 question: To what extent China's autocratic regime is an obstacle to its ability to operate as a great power?

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

#### **Lecture 34 (May 21) – Perception and misperception in world politics**

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

#### **Lecture 35 (May 22 – 09h-10h50) – How your values and ideology shape how you process information about the international system?**

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

#### **Lecture 36 (May 25) – Nationalism and social identity**

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

#### **Lecture 37 (May 26) – Moral Values and Foreign Policy Attitudes**

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

#### **Lecture 38 (May 28) – Gender and perception**

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

#### **Lecture 39 (June 1) – Race and perception**

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

#### **Lecture 40 (June 2) – Review Class and Essay #6 Due by 11.59pm.**

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

Essay #6 question:

Um dos fatores que modera a postura da China em relação a Taiwan é a possibilidade de uma intervenção militar dos Estados Unidos para defender a ilha. Por esse motivo, as preferências do público norte-americano tendem a influenciar o futuro da Ásia. Pesquisa recente revela que, num cenário de uso da força contra Taiwan por parte da China, 41% do público americano apoiaria uma intervenção para proteger o aliado. Discuta como esse resultado pode ser interpretado à luz dos valores morais e dos estereótipos de gênero e raça. O ensaio ideal responderá às seguintes questões: de que forma os valores morais do público americano explicam apoio ou oposição à mobilização de tropas dos Estados Unidos para proteger Taiwan de um ataque chinês? De que forma os estereótipos de gênero afetam a disposição do público americano a apoiar o uso de tropas para proteger um país governado por uma presidente mulher? De que forma os estereótipos de raça afetam a disposição do público americano a apoiar o uso de tropas a favor de um país asiático contra um ataque de outro país asiático?

#### **Lecture 41 (June 9)**

- Revision for the final exam.

#### **Lecture 42 (June 11)**

- Revision for final exam.

#### **Final exam**

Questions will be posted on E-Class on Monday 14th June at 8am. You must submit your responses by Weds 16th June at 8am.

#### **Reaval (Date to be defined)**