

GLBL ST 103: Governance and Conflict
 Winter 2020

(Last updated March 23, 2020. This syllabus is subject to change.)

Instructor: Professor Eric Min

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Office: Bunche Hall, Room 3254

Office Hours: Wednesdays, 2:00 - 4:00 PM
 or by appointment

Class: WG Young CS 50

Tuesdays/Thursdays

5:00 - 6:15 PM

Teaching Assistants:

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Refer to your TA's section syllabus for information on their office hours.

Sections:

	<i>Day</i>	<i>Time</i>	<i>Location</i>	<i>TA</i>
A	Tuesday	11:00 - 11:50 AM	Kaufman 153	Wyer
B	Tuesday	1:00 - 1:50 PM	Public Affairs 1329	Wyer
C	Tuesday	4:00 - 4:50 PM	Boelter 413	Wyer
D	Wednesday	10:00 - 10:50 AM	Haines A25	Otlan
E	Thursday	1:00 - 1:50 PM	Public Affairs 2319	Otlan
F	Thursday	4:00 - 4:50 PM	Public Affairs 1246	Otlan

Course Description and Learning Outcomes

There is no world government that wields power over all states around the planet. Despite that fact, states with different priorities, motivations, and goals have often managed to work together to face shared challenges and pursue common interests. At other times, incompatible interests, powerful weapons, and increasingly complex circumstances arising from globalization have posed serious threats to international security. Extreme cases of disagreement have escalated to destructive wars that seem irrational and wasteful. Whatever structures allow for cooperation between states do not always succeed in avoiding conflict.

When, why, and how do states succeed or fail to work together? (For that matter, why do we organize ourselves as states in the first place?) What role, if any, do international institutions play in shaping the prospects for peace or war? And how well can these institutions—many of which are decades old—handle new challenges emerging from globalization?

In this course, we will address these questions by investigating the politics of international cooperation and conflict. We will explore a variety of theoretical perspectives, ranging from historical reviews to contemporary social science and policy debates. By the end of the course, students will be able to:

- Understand the origins, processes, and limitations of global governance as it exists today
- Think critically about the causes, implications, and challenges of past and contemporary international cooperation and conflict
- Develop the analytical tools to read and assess scholarly work, which will facilitate future research projects including the senior thesis

GLBL ST 1 (Introduction to Global Studies) is a prerequisite for this course.

The concepts of global governance and conflict are massive and cannot be fully covered in a single quarter. We will only view the tip of the iceberg for the topics we do discuss, and many other important topics are left out. Nonetheless, by the end of the course, we will have a multidimensional understanding to the complexities of global governance with respect to managing cooperation and conflict.

Readings and Course Website

All readings will be available on the course website. Slides for the course will also be posted online the day before each lecture, on which you can take additional notes. I reserve the right to update slides between the time when they are posted on the CCLE site and when they are used in class. That said, most changes should be minor, and the final version will be placed online after lecture.

Course Requirements and Assessment

You will be assessed through the following, with these weights to your final grade:

- **Section attendance and participation (20%):** Sections meet once a week throughout the quarter and will feature discussion and/or activities connected to recent class readings. Students must attend sections, be active participants, and make meaningful contributions to the group white paper (see below). This is not only important to drive the section forward, though that is the main objective here. Contributing to discussions and projects is a useful skill for your upcoming classes in the Global Studies Program as well as all your future careers. If a student must miss a section for university business or due to an emergency, they may arrange to write a response paper to replace only one absence. There is no way to make up additional absences from section.
- **Midterm exam (20%):** The midterm will take place in class on Tuesday, February 11. There will be no make-up midterms unless a student must be away from campus on university business or due to an emergency.
- **Group white paper (30%):** In a group of four or five, you will write a single 14-to-15-page white paper on an issue of international governance and conflict. This paper will give you a chance to apply some of the insights from class to a contemporary issue, as well as an opportunity to cultivate important real-world skills in group collaboration. The assignment will be due on Monday, March 2. More guidance on this paper assignment will be provided in a separate document.
 - *Mock executive summary (5%):* You will write a 1-page mock executive summary indicating what main points you plan to make in the final white paper. You are not expected to have a finalized plan. This is a chance to get valuable feedback before you start writing. Proposals are due by *Friday, January 31, at 6:00 PM.*
 - *Final white paper (25%):* Your final white paper will be due by *Monday, March 2, at 6:00 PM.*
- **Final exam (30%):** The final will be given on Tuesday, March 17, from 6:30 PM to 9:30 PM. The location will be announced later in the quarter. There will be no make-up finals unless a student must be away from campus on university business or due to an emergency.

You are not alone in your writing adventures. The Undergraduate Writing Center is a valuable resource that provides free feedback and support on writing. The Center offers walk-in consultations, but you are strongly recommended to go to <http://uwc.ucla.edu> to make an appointment.

Grading Scale

Grades will be determined using the following scale, where x represents your grade:

Score	Letter	GPA	Score	Letter	GPA
$94 \geq x$	A	4.0	$74 \leq x < 77$	C	2.0
$90 \leq x < 93$	A-	3.7	$70 \leq x < 73$	C-	1.7
$87 \leq x < 90$	B+	3.3	$67 \leq x < 70$	D+	1.3
$84 \leq x < 87$	B	3.0	$63 \leq x < 67$	D	1.0
$80 \leq x < 83$	B-	2.7	$60 \leq x < 63$	D-	0.7
$77 \leq x < 80$	C+	2.3	$x < 60$	F	0.0

The x notation is meant to indicate that there will be no rounding of grades. If you get an 89.9, that is a B+.

In most cases, grades are not curved or adjusted in any way. Final grades will only be raised upward in order to ensure that at least 35% of the class gets an A or A-. If more than 35% of grades are an A or A-, no adjustments will be made. This policy will never cause your grade to go down; it will either help or not matter.

Course Policies

General Conduct: Lecture attendance is encouraged but not required. That said, section attendance is required, and you should arrive at both lectures and sections on time. E-mails should be composed with proper punctuation and salutations. Messages that are unprofessional in nature may not receive a response. Written assignments should use professional language. Comments in class should be respectful of other students. Statements and disagreements, whether in lecture, section, or written work, should be expressed using evidence and reasoned arguments instead of hostility. Any statements or actions that harass or discriminate on the basis of gender, race, sexual orientation, religion, and the like are unacceptable.

Faculty are required under the UC Policy on Sexual Violence and Sexual Harassment to inform the Title IX Coordinator—a *non-confidential* resource—should they become aware that you or any other student has experienced sexual violence or sexual harassment.

Academic Accommodations Based on a Disability: Students needing academic accommodations based on a disability should contact the Center for Accessible Education (CAE) at (310) 825-1501 or in person at Murphy Hall A255. Please do so within the first two weeks of the term as reasonable notice is needed to coordinate accommodations. For more information, visit <http://www.car.ucla.edu>.

Use of Laptops, Tablets, and Phones: Laptops, and tablets are permitted for note-taking during this course. In exchange for trusting you to use these devices, I ask that you not use them as distractions. It is very strongly recommended that you turn off your Wi-Fi connection during class to eliminate that temptation. I maintain the right to change this policy for either individual students or the entire class if these tools become problems during lectures. Phones are not permitted and should be put away in silent mode.

Academic Dishonesty: As stated in the UCLA Student Conduct Code, violations or attempted violations of academic dishonesty include (but are not limited to) cheating, fabrication, plagiarism, multiple submissions, or facilitating any of the above. See <https://www.deanofstudents.ucla.edu/Individual-Student-Code> for more details. If you are ever unsure about whether something counts as academic dishonesty, chances are that it does, but always feel free to ask me as soon as possible. UCLA takes academic dishonesty very seriously and does not accept ignorance as a defense. Being caught for academic dishonesty not only affects your GPA, but will and must be reported to the Dean's Office and the Office of Student Conduct. This may lead to suspension, revocation of financial aid or scholarships, and/or dismissal. If you are having problems with coursework, there are clear and much better alternatives to academic dishonesty. Please come talk to me or consult the available student resources at <https://firsttogo.ucla.edu/Resources-for-Students/Campus-Resource>.

Late Work: Late work loses one full letter grade (10%) for each 24 hours they are submitted after the deadline. After 72 hours, assigned work will receive a zero. On group work, this policy will apply to all members regardless of circumstance.

Make-up Exams: There will be no make-up exams unless a student must be away from campus on university business or due to an emergency. The student must provide documentation.

Regrading: Regrade requests must involve a specific potential error. They cannot be general appeals for a second look, involve issues of illegible writing, or object to the form and/or content of the assignment or exam.

Requests for regrades should submit the issue to their TA. The request should (1) be submitted within 72 hours of the work being returned, (2) include the original graded work, and (3) come with a document at least one paragraph long but no longer than one page that presents the rationale. This document should not be used to provide a new or more developed response that was not evident in the original work. Any requests that do not follow these requirements will be rejected.

The work will be graded by another TA or Professor Min, and this new grade will be final. Keep in mind your grade may fall, stay the same, or rise.

Switching Sections: To try switching, go to the CCLE page and make a post on the “Discussion forum for switching sections.” Once you find someone who can switch, contact Sandy Valdivieso at idps@international.ucla.edu; she will make the switch for you. Provide your UIDs and sections in your message. *Do not make a formal switch by un-enrolling from the class or section.* If you do, someone on the wait list will automatically take your spot, and you will be knocked out of the class. *As long as a wait list exists, we will not re-enroll any students who un-enroll from the course.*

Office Hours: On most weeks, I will have office hours on Wednesdays between 2:00 PM and 4:00 PM. I welcome and encourage you to attend my and/or your TA’s office hours. If you cannot make these scheduled office hours, feel free to contact me so that we can try to find a time that does work.

E-mails: During the regular work week, I will respond to e-mails within 24 hours. I will not do so during the weekend unless it is a personal emergency. Your TAs will follow a similar policy. E-mails are only appropriate for briefs questions or comments. Anything more substantive should be discussed in person during office hours. Before sending a question about the course itself, review the syllabus to make sure that answer is not already provided.

Other Personal Issues: Life can throw surprises that make it hard to focus on schoolwork. If you are experiencing a personal problem that is affecting your participation in this class, come speak with me. Please do not wait until the end of the quarter or after the quarter to talk about issues that impacted your academic performance. If you are not comfortable talking about these issues with me, please consider reaching out to the other student resources on campus, most of which are listed at <https://firsttogo.ucla.edu/Resources-for-Students/Campus-Resource>. Services exist to address counseling, student wellness, equity, sexual harassment, financial stress, and more. We all want you to succeed.

Course Schedule

This schedule is subject to change. Any and all changes will be posted online and announced in class.

The course is roughly divided into three parts, each of which tackles a different set of questions.

- Part 1 (Weeks 1 – 3): What are the origins and building blocks of global governance? Why do they exist and have any authority?
- Part 2 (Weeks 4 – 7): How do these building blocks enforce rules when they are challenged or broken? Why do these building blocks sometimes fail to prevent violent conflict? In what ways do they impact the trajectory of violent conflict?
- Part 3 (Weeks 7 – 10): How effective are these building blocks at dealing with emerging challenges from globalization which could impact the likelihood of conflict? Are these building blocks still relevant today?

Tuesday, January 7: Introduction

After going over the course syllabus, we will start laying the groundwork for the rest of the course. In particular, what do we mean by “global governance”? How is it different from a “global government”? We will continue to address this question in more specific terms throughout the quarter.

- Patrick, Stewart. 2014. “The Unruled World: The Case for Good Enough Global Governance.” *Foreign Affairs* 93(1): 58-73.

Thursday, January 9: Anarchy and the state

Nation-states are the key actors in today’s global politics. Importantly, they exist in an environment where no higher authority rules over them—that is, in anarchy. What is a state, and why has it become the primary unit of analysis? We will fly through a quick history of the (Western-centric) international system, examine the historical and legal origins of the state, and understand how states exist in an international anarchic environment.

- Cassese, Antonio. 2012. “States: Rise and Decline of the Primary Subjects of the International Community.” In *Oxford Handbook of the History of International Law*, eds. Bardo Fassbender and Anne Peters. Oxford: Oxford University Press.
- Montevideo Convention on the Rights and Duties of States.

Tuesday, January 14: Different views of global governance

States interact with one another and organize into groups. (If they did not, this class would not exist.) But how and why do they do so? Are states purely guided by desires for survival and power? Or do states have natural interests to cooperate? And are these interests based solely on material factors or are they socially constructed? We will discuss these various perspectives.

- Slaughter, Anne-Marie. 2011. “International Relations, Principle Theories.” In *Max Planck Encyclopedia of Public International Law*, ed. Rüdiger Wolfrum. Oxford: Oxford University Press.

Thursday, January 16: International organizations

Regardless of the underlying motivation (discussed in the previous lecture), states create organizations to address issues that could potentially devolve into worse forms of tension or conflict. What are some of these organizations, and what do they do? Are they just a sum of their individual members, or something different? There is no way we can cover all organizations, so we will focus on the most prominent and influential ones, including the United Nations system.

- Koremenos, Barbara, Charles Lipson, and Duncan Snidal. 2001. “The Rational Design of International Institutions.” *International Organization* 55(4): 761-799.
 - Read pages 761-796 and see the table on the top of page 797.
- Abbott, Kenneth W. and Duncan Snidal. 1998. “Why States Act through Formal International Organizations.” *Journal of Conflict Resolution* 42(1): 3-32.
- Morris, Justin. 2018. “Origins of the United Nations.” In *Oxford Handbook on the United Nations (Second Edition)*, eds. Thomas G. Weiss and Sam Daws. Oxford: Oxford University Press.

Tuesday, January 21: Treaties

International law primarily rests upon two pillars. One of these is quite formal: treaties. What exactly is a treaty? How are they created and transformed into law? Why do they have any power? Why are states willing to sign and respect treaties that could clash with their own interests? We will explore the place of treaties in the maintenance of global governance.

- Fitzmaurice, Malgosia. 2014. “The Practical Working of the Law of Treaties.” In *International Law (Fourth Edition)*, ed. Malcolm D. Evans. Oxford: Oxford University Press.
- Hathaway, Oona A. 2005. “Between Power and Principle: An Integrated Theory of International Law.” *University of Chicago Law Review* 72(2): 469-536.

Thursday, January 23: Customary international law and norms

International law primarily rests on two pillars. The other one of these is quite informal: customary international law (CIL). What is CIL? Why do states adhere to CIL when it is customary—that is, when it is not formally written down? Is it really “law” at all? We will investigate the foundations of CIL and why/whether it has any real leverage, and how norms play a large role in shaping CIL.

- Goldsmith, Jack L. and Eric A. Posner. 1999. “A Theory of Customary International Law.” *University of Chicago Law Review* 66(4): 1113-1177.
 - Read up to page 1139 (“III. Case Studies”).
- Finnemore, Martha and Kathryn Sinkkink. 1998. “International Norm Dynamics and Political Change.” *International Organization* 52(4): 887-917.

Tuesday, January 28: Compliance and enforcement

States do not always comply with their own formal or informal commitments. In such cases, other states and organizations can try to enforce these commitments by increasing pressure and costs for non-compliance in a variety of ways. When and why do states choose to (not to) comply with agreements they have made? How can outside parties attempt to regain compliance, and how effective are these methods? We will explore some of the more prominent options.

- Lektzian, David and Mark Souva. 2011. "Economic Sanctions." In *Routledge Handbook of American Foreign Policy*, eds. Steven W. Hook and Christopher M. Jones. New York: Routledge.
- Hafner-Burton, Emilie M. 2008. "Sticks and Stones: Naming and Shaming the Human Rights Enforcement Problem." *International Organization* 62(4): 689-716.

Thursday, January 30: Peaceful dispute settlement

States often have diverging interests and must find ways to resolve these disagreements. Dispute settlement is an umbrella term for a variety of tools that exist for this purpose. We will review the various options states have to address their grievances. We will spend some time discussing a key institution in this arena: the International Court of Justice (ICJ).

- Shannon, Megan. 2009. "Preventing War and Providing Peace: International Organizations and the Management of Territorial Disputes." *Conflict Management and Peace Science* 26(2): 144-163.
- Mani, Rama and Richard Ponzio. 2018. "Peaceful Settlement of Disputes and Conflict Prevention." In *Oxford Handbook on the United Nations (Second Edition)*, eds. Thomas G. Weiss and Sam Daws. Oxford: Oxford University Press.
- Ku, Charlotte. 2018. "International Court of Justice." In *Oxford Handbook on the United Nations (Second Edition)*, eds. Thomas G. Weiss and Sam Daws. Oxford: Oxford University Press.

Tuesday, February 4: Rational reasons to fight

War, both interstate and intrastate, is one of the most intensely destructive human activities. War is so costly in lives and resources that it seems completely senseless and illogical, especially in retrospect. Why could some aspect of the international order not settle a disagreement before turns into armed conflict? What influences the initiation of war? We will review a series of “rationalist explanations” for why war is a logical, political, and strategic activity.

- Fearon, James D. 1995. “Rationalist Explanations for War.” *International Organization* 49(3): 379-414.
- Panda, Ankit. 2013. “Rationalist Explanations for War in the East China Sea.” *The Diplomat* (December 12). <https://thediplomat.com/2013/12/rationalist-explanations-for-war-in-the-east-china-sea/>. Accessed December 18, 2019.

Thursday, February 6: Mediation

Just as international actors have tools to (attempt to) resolve disagreements without armed conflict, they also have tools to try bringing armed conflict to an end. One of the most important options is to facilitate diplomatic negotiations between the warring parties. How does third-party mediation work? What complications can arise depending on who serves as the mediator?

- Wallensteen, Peter and Ivak Svensson. 2014. “Talking peace: International mediation in armed conflicts.” *Journal of Peace Research* 51(2): 315-327.
- Walter, Barbara F. 1997. “The Critical Barrier to Civil War Settlement.” *International Organization* 51(3): 335-364.

Tuesday, February 11: Midterm exam

The midterm will take place at the same time as normal lectures. It will involve a combination of multiple-choice and short answer questions. The exam will include all material covered thus far in the course.

Thursday, February 13: Peace operations and military intervention

Mediation involves the facilitation of diplomatic communication. However, another more dramatic way international actors can address conflicts is to send in their own military resources and forces. What factors account for when and why the United Nations (one of the most important actors in peace and security) intervenes in conflicts? When is it effective, if at all?

- Betts, Richard K. 1994. "The Delusion of Impartial Intervention." *Foreign Affairs* 73(6): 20-33.
- Fortna, Virginia P. 2004. "Does Peacekeeping Keep Peace? International Intervention and the Duration of Peace After Civil War." *International Studies Quarterly* 48(2): 269-292.
- Valentino, Benjamin A. 2011. "The True Costs of Humanitarian Intervention: The Hard Truth about a Noble Notion." *Foreign Affairs* 90(6): 60-73.

Tuesday, February 18: Post-conflict justice and stability

Conflicts do not simply end once hostilities cease. People may seek justice for grievances that accumulated over the course of a war. What kinds of options exist for seeking justice after a conflict ends? Does international involvement—either in creating the original agreement or leading subsequent trials and tribunals—increase or decrease the likelihood of renewed conflict?

- Snyder, Jack and Leslie Vinjamuri. 2003/4. "Trials and Errors: Principle and Pragmatism in Strategies of International Justice." *International Security* 28(3): 5-44.
- Krasner, Stephen D. 2001. "A World Court That Could Backfire." *The New York Times* (January 15).
- Jo, Hyeran and Beth A. Simmons. 2016. "Can the International Criminal Court Deter Atrocity?" *International Organization* 70(3): 443-475.

Thursday, February 20: Terrorism

The terrible attacks on September 11, 2001 immediately and violently threw terrorism into the global spotlight in an unprecedented manner. Since then, terrorism has only continued to evolve and become an ever-present problem across many states. Why does terrorism happen? How does the fact that terrorists are nonstate actors affect their strategies and complicate our ability to respond? How have the tools of global governance attempted to deal with this issue, and how effective have they been?

- Cronin, Audrey K. 2002/03. “Behind the Curve: Globalization and International Terrorism.” *International Security* 27(3): 30-58.
- Tankel, Stephen. 2017. “Sixteen years after 9/11, are we any better at fighting terrorism?” *Monkey Cage* (September 11).

Tuesday, February 25: Nuclear weapons

Nuclear weapons have existed since 1945 and are the most destructive weapon humans have created. Only two have ever been detonated, but the risk of further use—and existential wipeout—has long persisted. Why do certain states have nuclear weapons? What risk do they really pose? Will we ever be able to get rid of them? And should we?

- Ward, Alex. 2018. “This is exactly how a nuclear war would kill you.” *Vox* (October 19). <https://www.vox.com/future-perfect/2018/10/19/17873822/nuclear-war-weapons-bombs-how-kill>. Accessed December 18, 2019.
- Sagan, Scott D. and Kenneth N. Waltz. 2010. “Is Nuclear Zero the Best Option?” *The National Interest* 109(September/October): 88-96.

Thursday, February 27: Climate change and the environment

While climate change has been an enduring concern, its urgency and public prominence have intensified in the last few years. Climate change not only creates general existential risks for the planet but can also create new reasons for conflicts to take place. Why is it so difficult to address these environmental issues? What kinds of conflict directly arise from climate change? We will view the last question through the lens of water.

- Hardin, Garrett. 1968. “The Tragedy of the Commons.” *Science* 186(3859): 1243-1248.
- Petersen-Perlman, Jacob D., Jennifer C. Veilleux, and Aaron T. Wolf. 2017. “International water conflict and cooperation: challenges and opportunities.” *Water International* 42(2): 105-120.
- Gleick, Peter H. 2014. “Water, Drought, Climate Change, and Conflict in Syria.” *Water, Climate, and Society* (July): 331-340.

Tuesday, March 3: Inequality

It is undeniable that globalization has dramatically increased overall global wealth and well-being. Nevertheless, many of these gains have been distributed quite unevenly, creating wider gaps between the rich and poor. How did globalization exacerbate inequality? In what ways does rising inequality create problems for global governance? Is it the responsibility of the international community to address this, or do we simply let the “free market” do what it does?

- Muller, Jerry Z. “Capitalism and Inequality: What the Right and the Left Got Wrong.” *Foreign Affairs* 92(2): 30-51.
- Fine, David, James Manyika, Pal Erik Sjatil, Tilman Tacke, Marim Tadjedine, and Maggie Desmond. 2019. “Inequality: A persisting challenge and its implications.” Discussion paper, McKinsey Global Institute.
 - Read pages iv-26, 43-53.
- Winkler, Hernan. 2019. “The effect of income inequality on political polarization: Evidence from European regions, 2002-2014.” *Economics & Politics* 31(1): 137-162.

Thursday, March 5: Gender

The tools and ideas of global governance have historically been dominated by men—to the extent that issues of gender were ignored and considered to be unimportant. Recent social and scholarly movements have pushed back against these assumptions. How do feminist theories reshape the ways in which we view global governance? Is global governance gendered? In what ways, if any, do things change when women are in charge of traditionally male-dominated positions of global governance?

- Henshaw, Anita. 2017. “Gender and Foreign Policy.” In *Oxford Encyclopedia of Foreign Policy Analysis*, ed. Cameron Thies. Oxford: Oxford University Press.
- Shair-Rosenfield and Reed M. Wood. 2017. “Governing Well after War: How Improving Female Representation Prolongs Post-conflict Peace.” *Journal of Politics* 79(3): 995-1009.

Tuesday, March 10: The internet and cybersecurity

Wikileaks, the Arab Spring, the Sony Entertainment hack, Russian meddling in 2016, internet trolls, and more. The digital revolution has opened a completely new and less regulated arena that allows for both more coordination and conflict—each with potentially massive consequences. How can we deal with these cyberthreats, particularly when many of the most important actors are tech corporations rather than states?

- Wheeler, Tarah. 2018. “In Cyberwar, There Are No Rules.” *Foreign Policy* 230: 34-41.
- Slack, Chelsea. 2016. “Wired yet Disconnected: The Governance of International Cyber Relations.” *Global Policy Volume* 7(1): 69-78.
- Cimpanu, Catalin. 2019. “A decade of hacking: The most notable cybersecurity events of the 2010s.” *ZDNet* (December 12). <https://www.zdnet.com/article/a-decade-of-hacking-the-most-notable-cyber-security-events-of-the-2010s/>. Accessed December 19, 2019.
 - Just skim this to see the consequences of what we are talking about.

Thursday, March 12: The future of global governance and concluding remarks

Recent trends have posed a challenge to the global order that has existed since 1945. Some examples include—among many other factors—the rise of China, the surprising vote on Brexit, and the apparent decline of the United States leadership in global affairs. What does it all mean? Where is this headed? Can the current tools of global governance handle these changes, or will something different take its place? We will close the course by discussing the future of the current state-centric international order.

- Bull, Hedley. 2002. “The Decline of the States System?” In *The Anarchical Society: A Study of Order in World Politics (Fourth Edition)*. New York: Columbia University Press.
- Wright, Thomas. 2018. “The Return to Great-Power Rivalry Was Inevitable.” *The Atlantic* (September 12).

Tuesday, March 17: Final exam (6:30 PM - 9:30 PM)

Please note that the time for the final exam is different from typical lectures. The final exam will involve a combination of multiple-choice and short answer questions and will be cumulative. The location will be announced later in the quarter.