Carnegie Mellon University

Advanced International Relations

Tuesday/Thursday, 11:00am-12:20pm, Posner (POS) 147

Course Number: 84-726 (Spring 2026)

Instructor Information

Name	Joshua Schwartz, Ph.D.
Contact Info	joshschwartz@cmu.edu
Office Location / Hours	Posner Hall 370; Tuesday & Thursday 12:30-1:30pm or By Appointment

What Is This Course About?

Although there may appear to be a large gap between academic international relations (IR) theory and real-world foreign policy choices, the two are, in fact, closely related. Competing theories about how IR works drive fundamental disagreements about the optimal foreign policy. In this class, we will study the nexus between theory and policy. First, we will assess core debates in IR theory. These include the extent to which cooperation is possible versus conflict being inevitable; the importance of material "hard" power relative to other factors such as ideas and norms, international institutions, regime type, economics, and "soft" power; whether having a dominant state stabilizes or destabilizes the international system; and whether the causes of war and peace are best explained at the international level of analysis (characteristics of the international system that affect all states), state level of analysis (characteristics that vary across states), or individual level of analysis (characteristics that vary across leaders). Second, we will consider the implications of prominent IR theories for contemporary policy debates. Third, we will empirically evaluate these theories to assess the extent to which they should guide policy. Since this is a graduate-level seminar, students will take a leading role in class discussions. By the end of the semester, students will understand the central debates in IR theory, be better able to evaluate empirical evidence supporting theoretical claims, and be equipped to identify the links between theory and policy.

Learning Objectives

1. Understand key theoretical debates in IR
2. Critique prominent IR theoretical arguments and empirical claims
3. Test theoretical claims empirically to determine if they have any validity and the conditions under which they hold
4. Apply theoretical arguments to real-world policy events, challenges, and debates
5. Draw from academic work on IR to develop your own normative view about the optimal foreign policy
6. Hone speaking, research, and writing skills

Assignments/Grading

In-Class Participation (50%)

I hope you will learn something from me over the course of the semester, but just as importantly I believe you will learn much from each other (and I will learn from you). However, this requires that you attend and actively participate in class. Most importantly, in each class four students will be responsible for playing a certain "role" on a rotating basis. The four roles are:

- The Summarizer: This student will be responsible for summarizing the session's readings. This typically includes identifying a paper's research question, theoretical argument (including key definitions and mechanisms explaining the connection between the independent and dependent variable), empirical strategy, and empirical results. They should also explain the key connections between the readings. The summarizer will also be responsible for taking the first crack at answering clarifying questions other students have about the authors' arguments.
- The Critic: This student will be responsible for critically evaluating the session's readings from an academic perspective. What problems or limitations are there with the authors' definitions of key concepts, theoretical arguments, and/or empirical tests? They may draw on their own knowledge, the concepts we will discuss in the class's second session on "how to critically evaluate theories," and previous readings. The critic should also communicate a bottom-line conclusion about how valuable the authors' work is in their view.
- The Historian: This student will be responsible for raising two historical cases related to the session's theoretical argument that were not discussed by the readings—one that is broadly in accordance with it and one that is broadly contrary to the theory. They should briefly explain the specifics of the historical episode and precisely why it supports or contradicts the theory. The historian should also posit an explanation for why the theory held in one case but not another. Is there a factor or set of factors that make the theory either more or less likely to hold?
- The Policy Analyst: This student will be responsible for applying the authors' arguments and evidence to at least *two different* real-world policy debates, challenges, and/or contemporary events. How can we understand the policy debate/challenge or event through the perspective of the theory? What does the theory and evidence suggest about the best course of action moving forward or whether the actions already taken were optimal? The policy analyst should also communicate a bottom-line conclusion about whether the theory/evidence as applied to the policy problem/event is compelling or not in their view.

The in-class presentation associated with each role should be about 5-10 minutes. No written submission is required and presenting without slides is preferred. Students not playing one of these four "roles" should closely listen to these presentations and engage with them. For example, they should ask the summarizer clarifying questions they have about the readings, add additional criticisms the critic missed and/or rebut their argument if they believe it is flawed, and bring up other historical cases or policy issues the historian or policy analyst didn't highlight.

Great Books Assignment (25%)

In consultation with me, students should choose a "great book" related to international relations that we did not read in the class. This need not be a very old book; just a relatively prominent one. For students who don't have one in mind, I will provide a list of possibilities. Students should then write an essay in which they play the *first three* of the roles noted above. First, they should summarize the argument, including a discussion of whether/how the book relates to the theories previously discussed in the course. Second, they should critically evaluate the book's theory and evidence. Third, they should apply the book's argument to two historical cases not referenced in the book—one supporting the argument and one contradicting it—and attempt to tease out what factor(s) explain when the theory is more and less likely to hold. The essay should include a thesis statement indicating how compelling the student believes the book's argument to be overall. The essay should be between 10-15 pages (double-spaced, 12-point font, and 1-inch margins all around). It is due on April 6 by 11:59pm on Canvas. On April 7, students will make a short (5-8 minute) presentation in class briefly outlining the main argument in the book, how it relates to previous course readings, and whether they found the argument/evidence compelling.

Grand Strategy Assignment (25%)

Pick any country. Your goal is to outline what you think that country's grand strategy *should* be. Doing so requires you clearly and specifically outline what your definition of grand strategy is (drawing on the readings, though you need not adopt their particular definition), what your country's primary strategic goal(s) should be (e.g., achieving hegemony, avoiding major power war, preventing nuclear proliferation, championing human rights), and what policies you will adopt to achieve them. Crucially, you should also discuss what academic theory or theories we previously discussed in the class underpin your recommendation, and why you think those are more compelling than competing alternatives. There is no written deliverable for this assignment. Instead, you will make an in-class presentation on April 21 or 23 that should be between 12 and 15 minutes. Slides for this presentation are encouraged.

Grading Scale

A (93-100%), A- (90-92%), B+ (87-89%), B (83-86%), B- (80-82%), C+ (77-79%), C (73-76%), C- (70-72%), D+ (67-69%), D (63-66%), D- (60-62%), R (under 60%).

Missing Class / Late Assignments Due to Extenuating Circumstances

Attending and participating in class discussions helps facilitate learning; not only for you, but also for your peers. Therefore, a major part of your grade is based on your attendance and active participation. Turning in assignments on time is also important for ensuring that no student(s) have an unfair advantage. It's also good practice for your future job. With that being said, your health, wellness, religious beliefs, professional advancement, etc. is important to me and I recognize you may occasionally need to miss class or turn in an assignment late due to extenuating circumstances. This includes (but isn't limited to) a physical or mental health crisis, family medical emergency, religious event, or job interview. If you need to miss class or cannot turn in an assignment on time due to one of these issues, then please try and let me know at least 48 hours in advance (except in the case of an emergency), and we can find an appropriate accommodation. In the case of unexcused late assignments, 5% will be taken off for each 24 hours late.

Overview of the Class Schedule

There are six main parts of the course and each sub-bullet point below reflects a topic we will spend a class discussing.

- **Background**
  - Preliminaries and the Connection Between Theory and Policy
  - How to Critically Evaluate Theories and the Levels of Analysis
- **International-Level Explanations for Conflict and Cooperation**
  - Neorealist Theory — The Importance of Anarchy and Balances of Power
  - Hegemonic Theory — The Importance of Preponderances of Power
  - Offense-Defense Theory & The Theory of the Nuclear Revolution — The Importance of Military Technology
  - Neoliberal Institutionalist Theory — The Importance of International Institutions and Organizations
  - Constructivist Theory — The Importance of Ideas and Norms
  - Theories of Soft Power, Legitimacy, and Strategic Restraint — The Importance of Hegemonic Choices
  - Bargaining Theory of War — The Importance of Miscalculation and Commitment Problems
- **State-Level Explanations for Conflict and Cooperation**
  - Democratic Peace Theory — The Importance of Regime Type
  - Suffragist Peace Theory — The Importance of Gender
  - Ideological Peace Theory — The Importance of Shared Domestic Political Beliefs
  - Commercial Peace Theory — The Importance of Economic Interdependence
  - Geriatric Peace Theory — The Importance of Population and Age
  - Theories of Prejudice — The Importance of Race and Racism
  - Theories of Bureaucratic Politics — The Importance of Non-Elected Actors
- **Individual-Level Explanations for Conflict and Cooperation**
  - Theories of Leader Characteristics — The Importance of Sex, Southern Honor Culture, and Hawkishness
  - Theories of Leader Psychology — The Importance of Narcissism, Face-to-Face Interactions, and Trust
  - Classical Realist Theory and Evolutionary Theory — The Importance of Human Nature
- **Great Books Assignment**
- **Grand Strategy Assignment**

Detailed Class Schedule

All readings are available for free as PDFs. Access them here or by going to the course Canvas page and navigating to the "Files" section.

January 13: Preliminaries and the Connection Between Theory and Policy

- Stephen M. Walt, "The Relationship Between Theory and Policy in International Relations," *Annual Review of Political Science* (2005), Link, 21 pages.
- Stacie E. Goddard and Joshua D. Kertzer, "How to Put IR Theory Into Practice," *Foreign Affairs* (2025), Link, 9 pages.

January 15: How to Critically Evaluate Theories and the Levels of Analysis

- Jessica D. Blankshain and Andrew L. Stigler, "Applying Method to Madness: A User's Guide to Causal Inference in Policy Analysis," *Texas National Security Review* (2020), Link, 13 pages.
- J. David Singer, "The Level-of-Analysis Problem in International Relations," *World Politics* (1961), Link, 16 pages.
- Robert D. Putnam, "Diplomacy and Domestic Politics: The Logic of Two-Level Games," *International Organization* (1988), Link, Only pages 427-441.

International-Level Explanations for Conflict and Cooperation

January 20: Neorealist Theory — The Importance of Anarchy and Balances of Power

- Kenneth N. Waltz, *Theory of International Politics*, Addison-Wesley (1979), Access on Canvas, Chapters 5, 6, and 8 (only pages 161-170).
- Mark S. Bell and Kai Quek, "How Intractable is Security Dilemma Thinking?" *Journal of Conflict Resolution* (2025), Link, 16 pages.
- Optional Reading: Review Essays
    - Steven E. Lobell, "Structural Realism/Offensive and Defensive Realism," *Oxford Research Encyclopedias* (2010), Link.
    - Stephen M. Walt, "Realism and Security," *Oxford Research Encyclopedias* (2010), Link.

January 22: Hegemonic Theory — The Importance of Preponderances of Power

- William C. Wohlforth et al., "Testing Balance-of-Power Theory in World History," *European Journal of International Relations* (2007), Link, 25 pages.
- Mette Eilstrup-Sangiovanni, "The End of Balance of Power Theory?" *European Journal of International Relations* (2009), Link, Only pages 347-355 and 364-366.
- William C. Wohlforth, "The Stability of a Unipolar World," *International Security* (1999), Link, Only pages 5-9 and 23-28.
- Nuno P. Monteiro, "Unrest Assured: Why Unipolarity is Not Peaceful," *International Security* (2011), Link, 32 pages.
- Optional Reading: Review Essays
    - Carla Norrlof, "Hegemony, Hierarchy, and Unipolarity: Theoretical and Empirical Foundations of Hegemonic Order Studies," *Oxford Research Encyclopedias* (2017), Link.

    - David A. Lake, "Hierarchy and International Relations: Theory and Evidence," *Oxford Research Encyclopedias* (2017), Link.
    - "Roundtable on Theory of Unipolar Politics," *The Jervis Forum* (2015), Link.

January 27: Offense-Defense Theory & The Theory of the Nuclear Revolution — The Importance of Military Technology

- Robert Jervis, "Cooperation Under the Security Dilemma," *World Politics* (1978), Link, Only pages 167-174 and 187-214.
- Nuno P. Monteiro, *Theory of Unipolar Politics*, Cambridge University Press (2014), Access on Canvas, Only pages 78-103.
- Keir A. Lieber and Daryl G. Press, *The Myth of the Nuclear Revolution*, Cornell University Press (2020), Access on Canvas, Introduction and Chapters 2-3.
- Optional Reading: Review Essays
    - Francis J. Gavin et al., "Book Review Roundtable: The Meaning of the Nuclear Revolution 30 Years Later," *Texas National Security Review* (2020), Link.
    - Paul C. Avey, "Just Like Yesterday? New Critiques of the Nuclear Revolution," *Texas National Security Review* (2023), Link.
    - Thomas C. Schelling, *Arms and Influence*, Yale University Press (1966), Access on Canvas, Only pages 92-105.

January 29: Neoliberal Institutionalist Theory — The Importance of International Institutions and Organizations

- Robert O. Keohane, *After Hegemony: Cooperation and Discord in the World Political Economy*, Princeton University Press (1984), Access on Canvas, Chapter 1 (only pages 5-11) and Chapter 6.
- John J. Mearsheimer, "The False Promise of International Institutions," *International Security* (1994), Link, Only pages 5-7 and 13-26.
- Robert O. Keohane and Lisa L. Martin, "The Promise of Institutionalist Theory," *International Security* (1995), Link, 13 pages.
- John J. Mearsheimer, "A Realist Reply," *International Security* (1995), Link, Only pages 85-87.
- Optional Reading: Review Essays
    - Xinyuan Dai, Duncan Snidal, and Michael Sampson, "International Cooperation Theory and International Institutions," *Oxford Research Encyclopedias* (2017), Link.
    - Arthur A. Stein, "Neoliberal Institutionalism," *Oxford Research Encyclopedias* (2009), Link.
    - Harold K. Jacobson, "International Institutions and System Transformation," *Annual Review of Political Science* (2000), Link.

February 3: Constructivist Theory — The Importance of Ideas and Norms

- Alexander Wendt, "Anarchy Is What States Make Of It: The Social Construction of Power Politics," *International Organization* (1992), Link, 35 pages.
- Dale C. Copeland, "The Constructivist Challenge to Structural Realism: A Review Essay," *International Security* (2000), Link, 26 pages.
- Martha Finnemore, *The Purpose of Intervention*, Cornell University Press (2003), Access on Canvas, Chapter 3, 33 pages.

- Optional Reading: Review Essays
    - Friedrich Kratochwil and Hannes Peltonen, "Constructivism," *Oxford Research Encyclopedias* (2017), Link.
    - Martha Finnemore and Alexander Wendt, "When 'Old' Constructivism Was New: Reflections on Classical Constructivism," *Perspectives on Politics* (2024), Link.
    - Martha Finnemore and Kathryn Sikkink, "Taking Stock: The Constructivist Research Program in International Relations and Comparative Politics," *Annual Review of Political Science* (2001), Link.

February 5: Theories of Soft Power, Legitimacy, and Strategic Restraint — The Importance of Hegemonic Choices

- G. John Ikenberry, *After Victory: Institutions, Strategic Restraint, and the Rebuilding of Order After Major Wars*, Princeton University Press (2001), Link, Chapters 1 (only pages 3-7), 2, and 6.
- Stacie E. Goddard, "When Right Makes Might: How Prussia Overturned the European Balance of Power," *International Security* (2008), Link, 33 pages.
- Optional Reading: Review Essays
    - Kyle M. Lascurettes and Michael Poznansky, "International Order in Theory and Practice," *Oxford Research Encyclopedias* (2021), Link.

February 10: Bargaining Theory of War — The Importance of Miscalculation and Commitment Problems

- James D. Fearon, "Rationalist Explanations for War," *International Organization* (1995), Link, 32 pages.
    - Note: Skip the math (unless you're so inclined) and focus on the logic of the argument
- Jonathan Kirshner, "Rationalist Explanations for War?" *Security Studies* (2000), Link, Only pages 147-150.
- Charles A. Duelfer and Stephen Benedict Dyson, "Chronic Misperception and International Conflict: The U.S.-Iraq Experience," *International Security* (2011), Link, 28 pages.
- Michael K. McKoy and David A. Lake, "Bargaining Theory and Rationalist Explanations for the Iraq War," *International Security* (2011), Link, 7 pages.
- Alex Weisiger, *Logics of War: Explanations for Limited and Unlimited Conflicts*, Cornell University Press (2013), Link, Introduction, Chapter 1 (only pages 34-39), and Chapter 3.
- Optional Reading: Review Essays
    - Erik A. Gartzke and Paul Poast, "Empirically Assessing the Bargaining Theory of War: Potential and Challenges." *Oxford Research Encyclopedias* (2017), Link.
    - Dan Reiter, "Exploring the Bargaining Model of War," *Perspectives on Politics* (2003), Link.

State-Level Explanations for Conflict and Cooperation

February 12: Democratic Peace Theory — The Importance of Regime Type

- Kenneth A. Schultz, "Do Democratic Institutions Constrain or Inform? Contrasting Two Institutional Perspectives on Democracy and War," *International Organization* (1999), Link, Only pages 233-239.
- Sebastian Rosato, "The Flawed Logic of Democratic Peace Theory," *American Political Science Review* (2003), Link, 16 pages.
    - Note: A benefit of this article is that it summarizes different theoretical arguments for the democratic peace.
- David Kinsella, "No Rest for the Democratic Peace," *American Political Science Review* (2005), Link, 5 pages.
- Branislav L. Slantchev, Anna Alexandrova, and Erik Gartzke, "Probabilistic Causality, Selection Bias, and the Logic of the Democratic Peace," *American Political Science Review* (2005), Link, 4 pages.
- Michael R. Tomz and Jessica L.P. Weeks, "Public Opinion and the Democratic Peace," *American Political Science Review* (2013), Link, 14 pages.
- Optional Reading: Review Essays
    - Dan Reiter, "Is Democracy a Cause of Peace?" *Oxford Research Encyclopedias* (2017), Link.
    - James Lee Ray, "Does Democracy Cause Peace?" *Annual Review of Political Science* (1998), Link.

February 17: Suffragist Peace Theory — The Importance of Gender

- Joslyn Barnhart et al., "The Suffragist Peace," *International Organization* (2020), Link, 34 pages.
- Kristin L. Hoganson, *Fighting for American Manhood: How Gender Politics Provoked the Spanish-American and Philippine-American Wars*, Yale University Press (1998), Link, Only pages 1-21, 35-37, 43-first sentence of 47, 50-57, 68-70, and 78.
- Michael Tomz, Jessica L.P. Weeks, and Keren Yarhi-Milo, "Public Opinion and Decisions About Military Force in Democracies," *International Organization* (2020), Link, 21 pages.
- Optional Reading: Review Essays
    - Megan Threlkeld, Review of The Suffragist Peace, *H-Diplo* (2023), Link.
    - Sabrina Karim, Review of The Suffragist Peace, *Perspectives on Politics* (2025), Link.
    - Dara Day Cohen and Sabrina M. Karim, "Does More Equality for Women Mean Less War? Rethinking Sex and Gender Inequality and Political Violence," *International Organization* (2022), Link.

February 19: Ideological Peace Theory — The Importance of Shared Political Beliefs

- Mark L. Haas, *The Ideological Origins of Great Power Politics*, Cornell University Press (2005), Link, Chapters 1 and 4, 77 pages.
- Steven B. Redd, Review of The Ideological Origins of Great Power Politics, *Perspectives on Politics* (2007), Link, 2 pages.
- Charles L. Glaser et al., "Correspondence: Can Great Powers Discern Intentions?" *International Security* (2015), Link, 19 pages.

February 24: Commercial Peace Theory — The Importance of Economic Interdependence

- Dale C. Copeland, "Economic Interdependence and War: A Theory of Trade Expectations," *International Security* (1996), Link, 37 pages.
- Henry Farrell and Abraham L. Newman, "Weaponized Interdependence: How Global Economic Networks Shape Coercion," *International Security* (2019), Link, 38 pages.
- Optional Reading: Review Essays
    - Hyo Joon Chang and Scott L. Kastner, "Economic Interdependence and Conflict," *Oxford Research Encyclopedia* (2017), Link.

February 26: Geriatric Peace Theory — The Importance of Population and Age

- Mark L. Haas, *The Geriatric Peace: Population Aging and the Decline of War*, Oxford University Press (2025), Access on Canvas, Chapters 1, 2, and 7

March 3 and 5: No Class (Spring Break)

March 10: Theories of Prejudice — The Importance of Race and Racism

- Zoltán I. Búzás, "The Color of Threat: Race, Threat Perception, and the Demise of the Anglo-Japanese Alliance," *Security Studies* (2013), Link, 34 pages.
- Zoltán I. Búzás, "Racism and Antiracism in the Liberal International Order," *International Organization* (2021), Link, 21 pages.
- Optional Reading: Review Essays
    - Bianca Freeman, D.G. Kim, and David A. Lake, "Race in International Relations: Beyond the Norm Against Noticing," *Annual Review of Political Science* (2022), Link.

March 12: Theories of Bureaucratic Politics — The Importance of Non-Elected Actors

- Stephen D. Krasner, "Are Bureaucracies Important? (Or Allison Wonderland)" *Foreign Policy* (1972), Link, Only pages 159-161 and 167-178.
- Elizabeth N. Saunders, "Leaders, Advisors, and the Political Origins of Elite Support for War," *Journal of Conflict Resolution* (2018), Link, 27 pages.
- Tyler Jost, "Decision By Design: Leaders, Bureaucracies, and International Crisis Performance," *International Studies Quarterly* (2025), Link, 12 pages.
- Austin Carson, Eric Min, and Maya Van Nuys, "Racial Tropes in the Foreign Policy Bureaucracy: A Computational Text Analysis," *International Organization* (2024), Link, Only pages 189-197.
- Optional Reading: Review Essays
    - Richard Clark, Lindsay R. Dolan, and Tyler Jost, "Bureaucratic Influence in International Politics," *Annual Review of Political Science* (forthcoming), Link.
    - Christopher M. Jones, "Bureaucratic Politics and Organizational Process Models," *Oxford Research Encyclopedia* (2010), Link.

Individual-Level Explanations for Conflict and Cooperation

March 17: Theories of Leader Characteristics — The Importance of Sex, Southern Honor Culture, and Hawkishness

- Joshua A. Schwartz and Christopher W. Blair, "Do Women Make More Credible Threats? Gender Stereotypes, Audience Costs, and Crisis Bargaining," *International Organization* (2020), Link, 20 pages.
- Allan Dafoe and Devin Caughey, "Honor and War: Southern US Presidents and the Effects of Concern for Reputation," *World Politics* (2016), Link, 33 pages.
- Michaela Mattes and Jessica L.P. Weeks, "Reacting to the Olive Branch: Hawks, Doves, and Public Support for Cooperation," *International Organization* (2022), Link, 18 pages.
- Optional Reading: Review Essays
    - Michael C. Horowitz and Matthew Fuhrmann, "Studying Leaders and Military Conflict: Conceptual Framework and Research Agenda," *Journal of Conflict Resolution* (2018), Link.
    - Stephen Benedict Dyson and Thomas Briggs, "Leaders and Foreign Policy: Surveying the Evidence," *Oxford Research Encyclopedias* (2017), Link.
    - Daniel Krcmaric, Stephen C. Nelson, and Andrew Roberts, "Studying Leaders and Elites: The Personal Biography Approach," *Annual Review of Political Science* (2020), Link.

March 19: Theories of Leader Psychology — The Importance of Narcissism, Face-to-Face Interactions, and Trust

- John P. Harden, "All the World's Stage: US Presidential Narcissism and International Conflict," *International Studies Quarterly* (2021), Link, 10 pages.
- Todd Hall and Keren Yarhi-Milo, "The Personal Touch: Leaders' Impressions, Costly Signaling, and Assessments of Sincerity in International Affairs," *International Studies Quarterly* (2012), Link, 13 pages.
- Brian C. Rathbun, "Before Hegemony: Generalized Trust and the Creation and Design of International Security Organizations," *International Organization* (2011), Link, 27 pages.
- Optional Reading: Review Essays
    - Joshua D. Kertzer and Dustin Tingley, "Political Psychology in International Relations: Beyond the Paradigms," *Annual Review of Political Science* (2018), Link.

March 24: Classical Realist Theory and Evolutionary Theory — The Importance of Human Nature

- Thucydides, *History of the Peloponnesian War* (5th Century BC), "The Melian Dialogue," Access on Canvas. 14 pages.
- Bradley A. Thayer, "Bringing in Darwin: Evolutionary Theory, Realism, and International Politics," *International Security* (2000), Link, 28 pages.
- Duncan S.A. Bell, Paul K. MacDonald, and Bradley A. Thayer, "Correspondence: Start the Evolution Without Us," *International Security* (2001), Link, 12 pages.
- Brian C. Rathbun and Caleb Pomeroy, "See No Evil, Speak No Evil? Morality, Evolutionary Psychology, and the Nature of International Relations," *International Organization* (2022), Link, 29 pages.

- Optional Reading: Review Essays
    - Rose McDermott and Christian Davenport, “Toward an Evolutionary Theory of International Relations,” *Oxford Research Encyclopedias* (2017), Link.
    - Patrick James, “Classical Realism,” *Oxford Research Encyclopedias* (2022), Link.
    - Norrin M. Ripsman, “Neoclassical Realism,” *Oxford Research Encyclopedias* (2027), Link.

March 26: Work on Great Books Assignment + In-Class Movie Day

March 31: Work on Great Books Assignment + In-Class Movie Day

April 2: Great Books Presentations

April 7: Grand Strategy — From Theory to Policy

- Nina Silove, “Beyond the Buzzword: The Three Meanings of Grand Strategy,” *Security Studies* (2018), Link, 31 pages.
- Marina E. Henke, “Best Practices in Grand Strategy Design,” *Texas National Security Review* (2025), Link, 11 pages.
- Paul C. Avey, Jonathan N. Markowitz, and Robert J. Reardon, “Disentangling Grand Strategy: International Relations Theory and U.S. Grand Strategy,” *Texas National Security Review* (2018), Link, 22 pages.

April 9: No Class (Spring Carnival)

April 14: No Class (Work on Grand Strategy Assignment)

April 16: No Class (Work on Grand Strategy Assignment)

April 21: Grand Strategy Presentations

April 23: Grand Strategy Presentations

Respect, Diversity, and Inclusion

I am committed to ensuring that my classroom is a friendly and inclusive learning environment that will serve students from all diverse backgrounds and perspectives. Although I encourage rigorous debate, you should always treat each other with respect, and I commit to doing so as well. The diverse perspectives, areas of expertise, and lived experiences we bring to the classroom is something I view as a great strength that will help facilitate learning. I do not permit bullying or harassment under any circumstances. Do not hesitate to reach out to me with any concerns you may have, and there will never be any backlash of retaliation permitted for raising concerns. CMU also offers resources through the Center for Student Diversity and Inclusion.

Learning Resources Offered by CMU

CMU offers various programs via the Student Academic Success Center to support student learning outside the traditional course structure.

Mental Health Resources Offered by CMU

Taking care of your mental health, in addition to your physical health, is critically important. If you're struggling with anxiety, depression, or anything else, then I'd urge you to seek support. CMU offers Counseling and Psychological Services (CaPS). Visit their website or call them at 412-268-2922 for 24/7 support. You can also call the Re:solve Crisis Network at 888-796-8226 or the National Suicide Prevention Lifeline at 800-273-8255.

Accommodations for Students with Disabilities

If you have a disability and have an accommodations letter from the Disability Resources office, I encourage you to discuss your accommodations and needs with me as early in the semester as possible. I will work with you to ensure that accommodations are provided as appropriate. If you suspect that you may have a disability and would benefit from accommodations but are not yet registered with the Office of Disability Resources, I encourage you to contact them at access@andrew.cmu.edu.

Academic Integrity

Academic dishonesty will not be tolerated because it is antithetical to learning. See CMU's Policy on Academic Integrity for more information.

Policy on the Use of Artificial Intelligence for Assignments

Just as the internet revolutionized how students completed their assignments, generative artificial intelligence (GAI) tools—such as ChatGPT—are likely to do the same. For that reason, I don't believe a blanket ban on the use of GAI in this class is appropriate. In my view, we need to learn how to most effectively use these tools to enhance learning rather than ban them. Therefore, you may feel free to use ChatGPT to generate ideas for assignments or conduct research, *but you must cite your use of it, or it will be considered academic misconduct.* I would also strongly caution you against relying too much on ChatGPT, as it is quite prone to misstating academic arguments and historical events, as well as making up sources. While you may use ChatGPT to generate ideas or conduct research (as long as you cite it), *your writing must be your own*. Do not use ChatGPT to write your essay or memo, or that will be considered academic misconduct.