

# POLS 318-500: Theories of International Relations

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Office Hours: Tuesday 9:00-10:15 a.m.

Office: 122 LASB (1st floor)

Web: [Course Website](#)

Class Hours: Friday 12:00-12:50 p.m.

Class Room: *MSC 2406AB*

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## Course Description

This is an upper-level course in International Relations (IR). The course offers an overview of the field of international relations. The primary purpose is to understand and evaluate the main theories, arguments, claims, and conjectures made by scholars in the field. The central question we will address is what are the main ways in which scholars organize and assess knowledge in the field? In the first half of the course, we will discuss the main theories used to understand international politics, including their application to central world events. In the second half, we go deeper on some specific issues such as international institutions, economic statecraft, and various aspects of international and national conflict including coercion, reputation, terrorism, modern technology and covert action.

## Course Objectives

1. Define, understand, and use concepts and terms relevant to the study of contemporary international relations.
2. Apply a body of factual knowledge directly relevant to understanding causes and effects of international conflict and cooperation.
3. Analyze empirical evidence to evaluate different points of view on historical and contemporary problems in world politics.
4. Critique and apply major theses about patterns of conflict and cooperation between nation-states.

## Online classes format

This course is offered in online format for two meetings per-week. Every lecture day (Monday and Wednesday) by 12:00 PM, I will upload a pre-recorded video with the day's lecture to the course [Youtube channel](#). After uploading the video, you will receive an email with a direct link to the relevant video. The link is defined in a way that only those receiving it by mail can view it, so don't look for it on the web.

In addition to all lecture videos, I will upload videos in which I will provide additional information on the mid-term and final tasks. Information about the other tasks for the course will be provided during the semester.

## Face-to-Face Discussion Section: Friday - 12:00-12:50pm

This course is offered in a *hybrid* format. Lectures are given in a virtual format, and the F2F component is a weekly meeting in which we review and discuss the material taught during the week. I will not teach new material in those sessions, they are intended as additional time to discuss the topics, and ask questions.

Attendance **will not be taken** for these meetings, however they are intended to help you - use it!!!

## Required Readings

There is no required textbook for this course. Instead, we will read multiple articles from various sources. Reading assignments for each week of class are listed in the *Course Schedule* section of this syllabus. Reading assignments should be completed prior to the relevant meeting. All assigned articles are available through Internet link included in the syllabus. Please note that some materials can only be accessed on computers connected to the University's network.

**Course Material Copyright:** The handouts used in this course are copyrighted. By "Handouts," I mean all materials generated for this class, which includes but are not limited to syllabi, slides, and tasks. Because these items are copyrighted, you do not have the right to copy handouts (or place them online), unless I expressly grant permission, which I have not. You do not have the right to electronically record (audio and/or video) any part of this class without the express, written consent of the instructor. You also do not have the right to post recordings of any portion of the class online or to distribute by other means.

## Attendance and Participation

Class attendance will count for *five (5) percent* of your final grade. Since this is an online class format, I have come-up with a different method for checking attendance. In each lecture, I will pause at some point and state a word/phrase that will be used for attendance for the specific lecture. After watching the video, you will go into the attendance form (link on Canvas and [Here](#)), enter your personal details (name and UIN), the date of lecture, and the relevant word of the day from that lecture. While I do not require you to watch the lecture at the day/time of class, I encourage you to do it as close as possible to avoid from confusion with sending me your attendance too late. You are allowed to have two **free unexcused absences**, meaning you can miss two recorded videos. After two absences, I will deduct one point from the 5 possible attendance points for each unexcused absence. Excused absences are not deducted from your grade. I will decide what counts as excused on a case-by-case basis, but in general absences will only be excused for good reasons. You must contact me **before** missing class. If you have more than 10 unexcused absences, you will receive an F in the course.

If you do have health problems that do not allow you to perform well in class, please email me ASAP. I am willing to work with you, but this is only possible if you come talk to me early enough.

## Grading Policies

Your grade for this course consists of the following:

**Mid-term task (20%):** This task is based on one/more of the topics that were discussed in the lectures and readings (up to week 7). It involves a short writing assignment and listening to a podcast episode. I will provide additional information on this task after week 3 (early February).

**Special topics tasks (3x5% = 15%):** There are three (3) survey tasks that you are required to complete during the semester. The tasks involve answering a survey that replicates existing work on IR theories. In order to receive all 5 points per task, you will have to complete the survey seriously (more information will be provided during the semester).

**Take-home Quizzes (3x5% = 15%):** There are three (3) quizzes that you are required to complete during the semester. You will answer a take-home quiz that is based on the readings for the following week.

**Final paper (40%):** In groups of **maximum 3 students**, you will write a term paper related to the topic of international relations. The final task requires you to choose one or more of the course topics/theories, write a paper that presents the topic, its main arguments and implications. Then, you will be required to analyze real-world cases that illustrate the theory and its arguments. Each student/group must approve their topic for the term paper by the date detailed in the course schedule section.

**Term paper presentation (5%):** You will prepare a professional presentation of your term paper. Since the class will not meet in-person, you will prepare this presentation *as-if* you are presenting your term paper to the class (more details will be provided during the semester).

**Attendance (5%):** as detailed in the section above.

### *Grading Scale*

Letter grades will be assigned as follows: all grades will be final and will not be changed unless the instructor has made a miscalculation.

A:  $\geq 89.5$

B:  $\geq 79.5 - < 89.5$

C:  $\geq 69.5 - < 79.5$

D:  $\geq 59.5 - < 69.5$

F:  $< 59.5$

### *Make-up Policy*

Students will be allowed (in most cases, see Student Rule 7) to make-up tasks, provided that they **email me within 24 hours of their absence**. In addition, they must show original evidence of a university-excused absence or a letter from their dean explaining their absence (Please note that I do not accept Xeroxed copies of medical excuses from students). For instructions on how to obtain a letter from your dean regarding your excused absence, refer to Student Rule 7.2: "The associate dean for undergraduate programs, or the dean's designee, of the student's college may provide a letter for the student to take to the instructor stating that the dean has verified the student's absence as excused" [Student Rule 7](#).

*Students with Disabilities*

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information visit <http://disability.tamu.edu>.

*Academic Dishonesty/Plagiarism statement*

As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with the definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of the person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism or any other form of academic misconduct, please consult the Aggie Honor System Office website <http://www.tamu.edu/aggiehonor> or the latest version of the Texas A&M University Student Rules, under the section "Scholastic Dishonesty." <http://rules.tamu.edu>. Always remember:

"An Aggie does not lie, cheat or steal, or tolerate those who do."

*Diversity statement*

The Department of Political Science supports the Texas A&M University commitment to diversity, and welcomes individuals from any racial, ethnic, religious, age, gender, sexual orientation, class, disability, and nationality. See, <http://diversity.tamu.edu/>. In the spirit of this vital commitment, in this course each voice in the classroom has something of value to contribute to all discussions. Everyone is expected to respect the different experiences, beliefs and values expressed by fellow students and the instructor, and will engage in reasoned discussion that refrains from derogatory comments about other people, cultures, groups, or viewpoints.

*Title IX Statement on Limits to Confidentiality*

Texas A&M University and the College of Liberal Arts are committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws provide guidance for achieving such an environment. Although class materials are generally considered confidential pursuant to student record policies and laws, University employees - including instructors - cannot maintain confidentiality when it conflicts with their responsibility to report certain issues that jeopardize the health and safety of our community. As the instructor, I must report (per Texas A&M System Regulation 08.01.01) the following information to other University offices if you share it with me, even if you do not want the disclosed information to be shared: Allegations of sexual assault, sexual discrimination, or sexual harassment when they involve TAMU

students, faculty, or staff, or third parties visiting campus.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In many cases, it will be your decision whether or not you wish to speak with that individual. If you would like to talk about these events in a more confidential setting, you are encouraged to make an appointment with the Student Counseling Service <https://scs.tamu.edu/>. Students and faculty can report non-emergency behavior that causes them to be concerned at <http://tellsomebody.tamu.edu>.

## Texas A&M University COVID-19 Response

### *Campus Safety Measures*

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University has adopted policies and practices for the Fall 2020 academic term to limit virus transmission. Students must observe the following practices while participating in face-to-face courses and course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.):

- Self-monitoring — Students should follow CDC recommendations for self-monitoring. **Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction.**
- Face Coverings — [Face coverings](#) (cloth face covering, surgical mask, etc.) must be properly worn in all non-private spaces including classrooms, teaching laboratories, common spaces such as lobbies and hallways, public study spaces, libraries, academic resource and support offices, and outdoor spaces where 6 feet of physical distancing is difficult to reliably maintain. Description of face coverings and additional guidance are provided in the [Face Covering policy](#) and [Frequently Asked Questions \(FAQ\)](#) available on the Provost website.
- Physical Distancing—Physical distancing must be maintained between students, instructors, and others in course and course-related activities.
- Classroom Ingress/Egress—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.
- To attend a face-to-face class, students must wear a face covering (or a face shield if they have an exemption letter). If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the [Student Conduct office](#) for sanctions. Additionally, the faculty member may choose to teach that day's class remotely for all students.

### *Personal Illness and Quarantine*

Students required to quarantine must participate in courses and course-related activities remotely and **must not attend face-to-face course activities**. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.

Students experiencing personal injury or illness that is too severe for the student to attend class qualify for an excused absence (See [Student Rule 7, Section 7.2.2.](#)) To receive an excused absence, students must comply with the documentation and notification guidelines outlined in Student Rule 7. While Student Rule 7, Section 7.3.2.1, indicates a medical confirmation note from the student's medical provider is preferred, **for Fall 2020 only, students may use the Explanatory Statement for Absence from Class form in lieu of a medical confirmation. Students must submit the Explanatory Statement for Absence from Class within two business days after the last date of absence.**

### *Learning during a pandemic*

Life absolutely sucks right now. **None of it is really okay.**

You most likely know people who have lost their jobs, have tested positive for COVID-19, have been hospitalized, or perhaps have even died. You all have increased (or possibly decreased) work responsibilities and increased family care responsibilities - you might be caring for extra people (young and/or old) right now, and you are likely facing uncertain job prospects (or have been laid off).

**I'm fully committed to making sure that you learn everything you were hoping to learn from this class.** If you tell me you're having trouble, I will not judge you or think less of you. If you need help or you feel you're behind, or not understanding anything, *talk to me!*

I want you to learn lots of things from this class, but I primarily want you to stay healthy, balanced, and grounded during this crisis.

### *Communication*

While we are not meeting in-person, you are encouraged to get in-touch with me for all class related issues. There are two methods of communication:

1. Office hours: I offer **on-line office hours**. In this time slot, I will be available to address any issues you may have via Zoom. While the link for office hours is open to all students, I will enable the Zoom feature for private rooms which will allow me to talk with any student *alone* if she/he desires it. The link to the meeting is available [Here](#) and on Canvas. I recommend watching [this Video](#) - it is both fun and offers some pointers on office hours.
2. Email: you can **always** email me with any concern you have (class-related or not). You can expect me to reply to emails within 24 hours during the work week. I will not reply to emails on the weekend, except for urgent matters. If the situation requires it, we can set-up a Zoom meeting and discuss the matter instead of via email. As with all business related correspondence, please include an appropriate salutation, identify yourself, and write in complete sentences.

### *Course Schedule and Readings*

Changes to Syllabus: I reserve the right to update/modify/clarify the syllabus with advance notification.

Expectations regarding readings: students will accomplish all reading assignment before the corresponding class, will prepare any questions they may have, and send the instructor.

### **Week 1**

Wednesday, January 20th: **Introduction**

- Course procedures.
- Canvas.
- Course Website.
- Poast, Paul (2020). "So, What do IR scholars actually do?". Podcast episode. [Spotify Link](#)

Friday, January 22nd: **No Class**

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### **Week 2**

Monday, January 25th: **Fundamentals of Theory construction**

- McClelland, Charles. "The function of theory in international relations." *Journal of Conflict Resolution*, 4:3 (1960), 303-336. ([Article Link](#))

Wednesday, January 27th: **Theories of International Relations - The basics**

- Singer, David J. "The level-of-analysis problem in international relations". *World Politics*, 14 (1961), 77-92. ([Article Link](#))
- Colgan, Jeff. "Where is International Relations Going? Evidence from Graduate Training". *International Studies Quarterly*, 60:1 (2016), 486-498. ([Article Link](#))

Friday, January 29nd: **Week 2 Discussion & Review**

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### **Week 3**

Monday, February 1st: **Material theories - Realism, Neorealism**

- Walt, Stephen M. "International relations: one world, many theories." *Foreign policy* (1998): 29-46. ([Article Link](#))

Wednesday, February 3rd: **The Security dilemma and Power Transition Theory**

- Jervis, Robert. "Cooperation under the security dilemma". *World Politics* (1978), 167-214. ([Article Link](#))

Friday, February 5th: **Week 3 Discussion & Review**

**Sunday, February 7th: Submit Quiz #1 by midnight.**

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### **Week 4**

Monday, February 8th: **Liberalism and Domestic Politics**

- Moravcsik, Andrew. "Taking Preferences Seriously: A Liberal Theory of International Politics." *International Organization*, 51:4 (1997), 513-553. ([Article Link](#))

- Putnam, Robert. "Diplomacy and Domestic Politics: The Logic of two-level games." *International Organization*, 42:3 (1988), 427-460. ([Article Link](#))

Wednesday, February 10th: **Domestic Politics and IR**

- Koch, Michael. "Governments, partisanship, and foreign policy: The case of dispute duration." *Journal of Peace Research*, 46:6 (2009), 799-817. ([Article Link](#))
- Auerswald, David. "Inward bound: Domestic institutions and military conflicts." *International Organization*, 53:3 (1999), 469-504. ([Article Link](#))

Friday, February 12th: **Week 4 Discussion & Review**

- Submit Survey Task #1 **by midnight**.
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**Week 5**

Monday, February 15th: **Rationalism**

- Fearon, James. "Rationalist Explanations for War." *International Organization*, 49:3 (1995), 379-414. ([Article link](#))
- Fuhrmann, Matthew and Sechser, Todd. "Signaling Alliance Commitments: Hand-Tying and Sunk Costs in Extended Nuclear Deterrence." *American Journal of Political Science*, 58:4 (2014), 919-935. ([Article Link](#))

Wednesday, February 17th: **Constructivism**

- Hopf, Ted. "The Promise of Constructivism in International Relations Theory." *International Security*, 23:1 (1998), 171-200. ([Article Link](#))
- Nunez-Mietz, Fernando G., and Garcia Iommi, Lucrecia. "Can Transnational Norm Advocacy Undermine Internalization? Explaining Immunization Against LGBT Rights in Uganda." *International Studies Quarterly*, 61:1 (2017), 196-209. ([Article Link](#))

Friday, February 19th: **Week 5 Discussion & Review**

**Sunday, February 21st: Submit Quiz #2 by midnight.**

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**Week 6**

Monday, February 22nd: **Political Psychology**

- Hafner-Burton, Emily, Haggard, S., Lake, D., and Victor, D. "The Behavioral Revolution and International Relations." *International Organization*, 71:S1 (2017), S1-S31. ([Article Link](#))
- Levy, Jack. "Prospect Theory and International Relations: Theoretical Applications and Analytical Problems." *Political Psychology*, 13:2 (1992), 283-310. ([Article Link](#))

Wednesday, February 24nd: **World leaders and elites**

- Horowitz, Michael and Fuhrmann, Matthew. "Studying Leaders and Military Conflict: Conceptual Framework and Research Agenda." *Journal of Conflict Resolution*, 62:10 (2018), 2072-2086. ([Article Link](#))
- Hermann, Margaret. "Explaining Foreign Policy Behavior Using the Personal Characteristics of Political Leaders." *International Studies Quarterly*, 24:1 (1980), 7-46. ([Article Link](#))



Friday, February 26th: **Week 6 Discussion & Review**

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**Week 7**

Monday, March 1st: **International Political Economy**

- Milner, Helen. "The Political Economy of International Trade." *Annual Review of Political Science*, 2 (1999), 91-114. ([Article Link](#))
- Mansfield, Edward and Mutz, Diana. "Support for Free Trade: Self-Interest, Sociotropic Politics, and Out-Group Anxiety." *International Organization*, 63:3 (2009), 425-457. ([Article Link](#))

Wednesday, March 3rd: **Economic statecraft - Sanctions and Foreign Aid**

- Allen, Susan. "The Determinants of Economic Sanctions Success and Failure." *International Interactions*, 31:2 (2005), 117-138. ([Article Link](#))
- Bueno de Mesquita, Bruce and Smith, Alistair. "Foreign Aid and Policy Concessions." *Journal of Conflict Resolution*, 51:2 (2007), 251-284. ([Article Link](#))

Friday, March 5th: **Week 7 Discussion & Review**

- Submit Mid-term task by **midnight**.
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**Week 8**

Monday, March 8th: **International Treaties**

- Simmons, Beth. "Treaty Compliance and Violation." *Annual Review of Political Science*, 13 (2010), 273-296. ([Article Link](#))
- Leeds, B.A. "Do Alliances Deter Aggression? The Influence of Military Alliances on the Initiation of Militarized Interstate Disputes." *American Journal of Political Science*, 47:3 (2003), 427-439. ([Article Link](#))

Wednesday, March 10th: **International Institutions**

- Allee, Todd and Scalera, Jamie. "The Divergent Effects of Joining International Organizations: Trade Gains and the Rigors of WTO Accession." *international Organization*, 66:2 (2012), 243-276. ([Article Link](#))
- Fuhrmann, Matthew and Lupu, Yonatan. "Do Arms Control Treaties Work? Assessing the Effectiveness of the Nuclear Nonproliferation Treaty." *International Studies Quarterly*, 60:3 (2016), 530-539. ([Article link](#))

Friday, March 12th: **Week 8 Discussion & Review**

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**Week 9**

Monday, March 15th: **Democratic Peace Theory**

- Maoz, Zeev and Russett, Bruce. "Normative and Structural Causes of the Democratic Peace, 1946-1986." *American Political Science Review*, 87:3 (1993), 624-638. ([Article Link](#))

- Bueno de Mesquita, Bruce, Morrow, J., Siverson, R., Smith, A. "An Institutional Explanation of the Democratic Peace." *American Political Science Review*, 93:4 (1999), 791-807. ([Article Link](#))

Wednesday, March 17th: **Democratic Peace Theory - Special topics**

- Submit Survey Task #2 by **midnight**.
- Tomz, Michael and Weeks, Jessica. "Public Opinion and the Democratic Peace." *American Political Science Review*, 107:4 (2013), 849-865. ([Article Link](#))
- Reiter, Dan and Stam, Allen. "Democracy, War Initiation, and Victory." *American Political Science Review*, 92:2 (1998), 377-389. ([Article Link](#))

Friday, March 19th: **Spring Break - No class**

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**Week 10**

Monday, March 22nd: **Audience Costs Theory**

- Fearon, James. "Domestic Political Audiences and the Escalation of International Disputes." *American Political Science Review*, 88:3 (1994), 577-592. ([Article Link](#))
- Potter, Phillip and Baum, Matthew. "Looking for Audience Costs in all the Wrong Places: Electoral Institutions, Media Access, and Democratic Constraint." *Journal of Politics*, 76:1 (2014), 167-181. ([Article Link](#))

Wednesday, March 24th: **Audience Costs - The public angle**

- Tomz, Michael. "Domestic Audience Costs in International Relations: An Experimental Approach." *International Organization*, 61:4 (2007), 821-840. ([Article Link](#))

Friday, March 26th: **Week 10 Discussion & Review**

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**Week 11**

Monday, March 29th: **Deterrence, Reputation and Resolve**

- Lupton, Danielle. "Signaling Resolve: Leaders, Reputations, and the Importance of Early Interactions." *International Interactions*, 44:1 (2018), 59-87. ([Article Link](#))
- Weisiger, Alex and Yarhi-Milo, Keren. "Revisiting Reputation: How Pat Actions Matter in International Politics." *International Organization*, 69:2 (2015), 473-495. ([Article Link](#))

- **Last day** to approve final paper topic with instructor.

Wednesday, March 31st: **Coercion, Compellence and Military Power**

- Horowitz, Michael and Reiter, Dan. "When Does Aerial Bombing Work? Quantitative Empirical Tests, 1917-1999." *Journal of Conflict Resolution*, 45:2 (2001), 147-173. ([Article Link](#))
- Allen, Susan. "Time Bombs: Estimating the Duration of Coercive Bombing Campaigns." *Journal of Conflict Resolution*, 51:1 (2007), 112-133. ([Article Link](#))

Friday, April 2nd: **No class**

- Submit Survey Task #3 by **midnight**

## Week 12

Monday, April 5th: **Territorial Disputes**

- Vasquez, John. "Why do Neighbors Fight? Proximity, Interaction, or Territoriality." *Journal of Peace Research*, 32:3 (1995), 277-293. ([Article Link](#))
- Wright, Thorin and Diehl, Paul. "Unpacking Territorial Disputes: Domestic Political Influences and War." *Journal of Conflict Resolution*, 60:4 (2016), 645-669. ([Article link](#))

Wednesday, April 7th: **Microfoundations of Territorial Disputes**

- Johnson, Dominic and Toft, Monica. "Grounds for War: The Evolution of Territorial Conflict." *International Security*, 38:3 (2014), 7-38. ([Article Link](#))
- Manekin, Devorah, Grossman, Guy, and Mitts, Tamar. "Contested Ground: Disentangling Material and Symbolic Attachment to Disputed Territory." *Political Science Research and Methods*, 7:4 (2019), 679-697. ([Article Link](#))

Friday, April 9th: **Week 12 Discussion & Review**

**Sunday, April 11th:** Submit Quiz #3 by midnight.

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## Week 13

Monday, April 12th: **Terrorism - Causes**

- Pape, Robert. "The strategic logic of suicide terrorism." *American political science review*, 97:3 (2003): 343-361. ([Article Link](#))
- Chenoweth, Erica. "Terrorism and democracy." *Annual Review of Political Science*, 16 (2013): 355-378. ([Article Link](#))

Wednesday, April 14th: **Terrorism effects and counter-terrorism**

- Getmansky, Anna and Zeitzoff, Thomas. "Terrorism and Voting: The Effect of Rocket Threat on Voting in Israeli Elections", *American Political Science Review*, 108:3 (2014), 588-604. ([Article link](#))
- Mir, Asfandyar, & Moore, Dylan "Drones, surveillance, and violence: Theory and evidence from a us drone program." *International Studies Quarterly*, 63:4 (2019), 846-862. ([Article Link](#))

Friday, April 16th: **Week 13 Discussion & Review**

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## Week 14

Monday, April 19th: **Modern Warfare**

- Horowitz, Michael. "Do Emerging Military Technologies Matter for International Politics?" *Annual Review of Political Science*, 23 (2020), 385-400. ([Article Link](#))
- Kostyuk, Nadiya, and Wayne, Carly. "The Microfoundations of State Cybersecurity: Cyber Risk Perceptions and the Mass Public." *Journal of Global Security Studies* (2020). ([Article Link](#))

Wednesday, April 21st: **Covert Action and Foreign Policy**

- Poznansky, Michael. "Stasis or Decay? Reconciling Covert War and the Democratic Peace." *International Studies Quarterly*, 59:4 (2015), 815-826. ([Article Link](#))
- Myrick, Rachel. "Why So Secretive? Unpacking Public Attitudes toward Secrecy and Success in US Foreign Policy," *The Journal of Politics*, 82:3 (2020): 828-843. ([Article Link](#))

Friday, April 23rd: **Week 14 Discussion & Review**

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**Monday, May 3rd** - submit final paper and presentation by **midnight**.