

College of Charleston
POLITICAL SCIENCE 405
Capstone Seminar: Statecraft

Dr. Guoli Liu

Fall 2022

Maybank Hall 316, Tuesday and Thursday 10:50-12:05

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COURSE CONTENT AND LEARNING OBJECTIVES

This capstone seminar examines statecraft and US-China engagement. Statecraft is the art of conducting government and diplomacy. It is important to study the key challenges involving peace, development, and security that confront policymakers from the combined perspectives of history, politics, economics, and strategy. US engagement with China has been complex, multilayered and can be better understood historically over time, at different levels, and from a variety of disciplinary and substantive perspectives. Through critical multi-dimensional analysis, we will gain a better understanding of theories and practices of statecraft.

The capstone seminar is designed as a culminating experience for political science majors. It should enable you to put into practice the knowledge, values and skills you have developed as political science majors. The capstone experience includes: intensive reading and writing, independent research, an integrative experience, opportunity to apply theories and concepts to new problems and cases, and the opportunity to go beyond comprehending the views of others to articulate and defend one's own views. As John F. Kennedy wrote: "leadership and learning are indispensable to each other. This link between leadership and learning is not only essential at the community level. It is even more indispensable in world affairs. Ignorance and misinformation can handicap the progress of a city or a company, but they can, if allowed to prevail in foreign policy, handicap this country's security. In a world of complex and continuing problems, in a world full of frustrations and irritations, America's leadership must be guided by the lights of learning and reason or else those who confuse rhetoric with reality and the plausible with the possible will gain the popular ascendancy with their seemingly swift and simple solutions to every world problem." As a capstone seminar, we will use these debates about statecraft as a platform from which to explore your own research interests. This class is both an exploration of a particular content area and an exploration of how scholars (and then how you) pursue critical research questions. The assignments for the class will both allow you to **demonstrate knowledge about the research process** but also to follow through on that knowledge by **generating your own research questions** and answers and **display your skills in analysis and communication**.

The learning objectives are designed to (1) give us insights into diplomatic, political, economic, and security challenges of our time. (2) We will gain an improved ability to understand what issues have been fundamental to statecraft over time. (3) We will compare

arguments and theories offered by political thinkers in context, critically evaluating their arguments and why they may have put forward the ideas they championed. (4) We will place the contending ideas of statecraft into the context of current events in our world. (5) This seminar will enhance our understanding of the multiple challenges confronting U.S.-China relations, improve our skills of scientific research, and enrich our theoretical insights on the changing reality of national and global life with a focus on statecraft.

This course will also achieve the following Learning Outcomes: (1) Students will gain solid understanding of theories and practices of statecraft. (2) Students will improve critical thinking skills and enhance both analytical skills and oral presentations. (3) Students will improve research skills by conducting independent research on key political, diplomatic, and socioeconomic challenges of our time.

Prerequisites: Permission of the chairperson required for enrollment. Students must have successfully completed POLI 205 before enrollment. Students will normally have completed at least 27 semester hours in political science at the time of enrollment.

COURSE REQUIREMENT AND GRADING POLICY

You are expected to (1) complete and study carefully all required reading; (2) address significant questions and articulate well-informed positions on key issues, (3) write a critical analysis paper and present your perspectives to the class, and (4) conduct independent research for a paper and present the paper to the class. Because of the substantial amount of reading for this seminar, I strongly encourage you to start reading the required texts immediately and move ahead as quickly as possible.

You will be evaluated on the basis of your performance of “Analysis Paper on Engaging China” (10%), three quizzes on core readings (30%), class participation including two written reports (20%), a research proposal with annotated bibliography (10%), and a final research paper (30%). Careful preparation, critical reading, active class participation, and creative writing are essential for the success of this seminar.

The most significant assignment will be your independent research project. It is designed to give you the opportunity to apply the research and writing skills you have developed as political science majors. You must go beyond what other researchers have done and conduct an original analysis. The research paper should be a serious, substantial piece of independent research (12-15 pages, double-spaced). The topic is to be chosen by you, and you are encouraged to use this opportunity to investigate an issue in which you have substantial interest. You can contact me as often as necessary to formulate a topic and discuss the progress of your research. The proposal should indicate what question you intend to address, why the question is significant or interesting, and how you intend to answer it. The preliminary list of sources should be a fairly comprehensive bibliography. The paper is expected to be a scholarly paper, with all that the phrase entails: footnotes, bibliography, a coherent structure, and familiarity with relevant literature. It is important to cite all sources accurately. For your paper references and citations, please carefully study and follow the “Department of Political Science Citation Guide” (available at

<http://polisci.cofc.edu/documents/12policitationguide.pdf>). Although your final paper is due at the end of the semester, you will need to begin working on it immediately. Thus, there are a series of benchmarks throughout the semester to ensure that you make adequate progress. A one-page research paper proposal is due by **September 13**. Research proposal with annotated bibliography is due on **October 18**. By that point in the semester you should have located most of the materials you will be using. The draft paper is due on **November 10**. Research presentation will be completed on **November 15-17**. The final version of the paper is due on **December 1**. Please plan well in advance, work hard, and complete your paper on time.

This course will work successfully if everyone is well prepared and actively participates in discussion. The readings are designed to provoke, and discussion will focus on the readings and the issues they raise. Contributions to seminar discussion should be informed by the assigned material, although you are of course encouraged to bring to discussion knowledge, ideas, and opinions you have acquired outside the class. It is also essential that students tolerate competing views and treat each other with respect.

<u>Grading Scale:</u>	A	93-100	A-	90-92
	B+	88-89	B	83-87
	B-	80-82	C+	78-79
	C	73-77	C-	70-72
	D+	68-69	D	63-67
	D-	60-62	F:	Below 60

Our class is an in-person class with some sessions online. Class attendance and participation are mandatory. A significant part of the class is administered through OAKS, the College of Charleston's learning management system. To access OAKS go to <http://my.cofc.edu> and login to My Charleston. The OAKS icon is the acorn located in the upper righthand corner of the screen. We will have a **weekly checklist** highlighting the key readings, study guides, quizzes, and key assignments.

Community of Learning

Learning is something you do, not something that is done to you. I expect you to be active participants in the learning process. The success of our class is contingent on students reading the assigned readings before coming to class and to be willing to engage me and your classmates in thoughtful discussion.

You will get the most out of this class by completing the readings, participating in the various opportunities for discussion of the topics (many of those discussions are a required component of your grade) and to thoughtfully engage each other in critical examinations of the topics. Each of you brings invaluable knowledge and experiences to this class and you should draw on those assets to explore the topics we cover in this class. At the same time, be willing to accept the notion that the knowledge you have is incomplete and/or your perceptions, assumptions and views of the world might also be incomplete, flawed or misguided. Being willing to do this is hard but it is critical to the learning process

and the potential for experiencing intellectual growth and development. The class will be as good as you make it—so, let's make it great.

Recording of Classes (via ZOOM)

Some class sessions will be recorded via both voice and video recording for classmates who are affected by COVID-19. By attending and remaining in this class, the student consents to being recorded. Recorded class sessions are for instructional use only and may not be shared with anyone who is not enrolled in the class.

Honor Code and Academic Integrity: <http://deanofstudents.cofc.edu/honor-system/pdf/honor-code-sample-language-for-syllabi.pdf>

“Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when suspected, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student's actions are related more to misunderstanding and confusion will be handled by the instructor. The instructor designs an intervention or assigns a grade reduction to help prevent the student from repeating the error. The response is recorded on a form and signed both by the instructor and the student. It is forwarded to the Office of the Dean of Students and placed in the student's file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XXF in the course, indicating failure of the course due to academic dishonesty. This status indicator will appear on the student's transcript for two years after which the student may petition for the XX to be expunged. The F is permanent.

You can find the complete Honor Code and all related processes in the Student Handbook at: <http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php>.”

Disability/Access Statements:

Any student eligible for and needing accommodations because of a disability is requested to speak with the professor during the first two weeks of class or as soon as the student has been approved for services so that reasonable accommodations can be arranged.

REQUIRED TEXTS

The following required textbooks are available from the College Bookstore and/or online. For each important topic especially for the topics that you are conducting independent research, you must go beyond our required reading to search for additional library sources. The **selected references** at the end of this syllabus are helpful.

1. Steve Smith, Amelia Hadfield, and Tim Dunne, *Foreign Policy: Theories, Actors, Cases*. Third edition. New York: Oxford University Press, 2016.
2. Lauren, Paul Gordon, Gordon A. Craig, and Alexander L. George, *Force and Statecraft: Diplomatic Challenge of Our Time*. Sixth Edition. New York: Oxford University Press, 2021.
3. Anne F. Thurston, *Engaging China: Fifty Years of Sino-American Relations*. New York: Columbia University Press, 2021.
4. Jack Snyder, "One World, Rival Theories," *Foreign Policy*, (November/December 2004), pp. 54-62.
5. Michael W. Doyle, "Liberalism and World Politics," *The American Political Science Review*, Vol. 80, No. 4 (December 1986), pp. 1151-1169.
6. Alexander Wendt, "Anarchy Is What States Make of It: The Social Construction of Power Politics," *International Organization*, Vol. 46, No. 2 (Spring 1992), pp. 391-425.
7. Robert D. Putnam, "Diplomacy and Domestic Politics: The Logic of Two-Level Games," *International Organization*, Vol. 42, No. 3 (Summer 1988), pp. 427-460.
8. Robert Jervis, "Cooperation Under the Security Dilemma," *World Politics*, Vol. 30, No. 2 (January 1978), pp. 167-214.
9. G. John Ikenberry, Andrew J. Nathan, Susan Thornton, Sun Zhe, and John J. Mearsheimer, "A Rival of America's Making? The Debate Over Washington's China Strategy," *Foreign Affairs*, March/April 2022, <https://www.foreignaffairs.com/print/node/1128405>.
10. Stephen M. Walt, "An International Relations Theory Guide to the War in Ukraine: A consideration of which theories have been vindicated—and which have fallen flat," <https://foreignpolicy.com/2022/03/08/an-international-relations-theory-guide-to-ukraines-war/>, accessed March 9, 2022.
11. Bill Wanlund, "U.S. Foreign Policy in Transition." *CQ Researcher*, Vol. 29, No. 12 (March 29, 2019): 1-61. <http://library.cqpress.com/cqresearcher/cqresrrr2019032900>.
12. Warren I. Cohen, *America's Response to China: A History of Sino-American Relations*. Sixth edition. New York: Columbia University Press, 2019. (eBook)

13. Susan Lawrence et al, *China-U.S. Relations*. Congressional Research Service Report R45898. Washington, DC: Library of Congress, September 3, 2019. <https://fas.org/sgp/crs/row/R45898.pdf>.
14. David M. Lampton, *Following the Leader: Ruling China, From Deng Xiaoping to Xi Jinping*. Berkeley: University of California Press, 2014.
15. Graham Allison, Nathalie Kiersznowski, and Charlotte Fitzek, *The Great Economic Rivalry: China vs the U.S.* Harvard Kennedy School Belfer Center for Science and International Affairs, March 2022. https://www.belfercenter.org/sites/default/files/files/publication/GreatEconomicRivalry_Final.pdf.
16. Guoli Liu and Joanna Drzewieniecki eds., *Russian Studies, Political Science, and the Philosophy of Technology*. Lanham, MD: Lexington Books, 2022.
17. *The New York Times*, <https://www.nytimes.com> online access through <http://libguides.library.cofc.edu/az.php?a=n>.
18. *Foreign Affairs*, <https://www.foreignaffairs.com/> online access through <https://pascal-cofc.library.cofc.edu/>

The following scholarly journals and magazines may provide useful resources for your independent work. For complete access to the digital contents of these newspapers and journals, go to the CofC Libraries site <https://library.cofc.edu/>. Use the “Ask Us” (online chat) service <http://answers.library.cofc.edu/> if you need assistance accessing these or any other sources.

American Political Science Review
Comparative Politics
International Organization
International Studies Quarterly
Journal of Conflict Resolution
Journal of Politics
Political Science Quarterly
Journal of Contemporary China
TIME
The Wall Street Journal

Asian Survey
Foreign Policy
International Security
China Quarterly
Journal of Peace Research
Perspectives on Politics
World Politics
Journal of Chinese Political Science
The Economist
The Washington Post

COURSE OUTLINE AND READING ASSIGNMENTS

1. Introduction and Statecraft
Foreign Policy, Introduction.
Force and Statecraft, Introduction, Chapter 1.

Cohen, Prefaces and Prologue.

Lisa Parshall and Frederic Fleron, "Methodological Pluralism and Analytical Eclecticism in Political Science: The Logic of Political Inquiry," in Liu and Drzewieniecki, pp. 405-435.

Following the Leader, Introduction.
(August 23-26, 2022)

2. The Historical Evolution of Statecraft
Foreign Policy, Chapter 1.
Force and Statecraft, Chapters 2-3.
Following the Leader, Chapter 1.
Liu and Drzewieniecki, Chapters 1-2.
(August 29-September 2)

3. Post-World War II International System
Force and Statecraft, Chapters 4-6.
Liu and Drzewieniecki, Chapters 3-5.
(September 5-9)

Quiz 1 on Thursday, September 8.

4. Contending Theoretical Perspectives: Realism and Liberalism
Foreign Policy, Chapters 2-3.
Force and Statecraft, Chapters 7-9.
Jack Snyder, "One World, Rival Theories."
Michael W. Doyle, "Liberalism and World Politics."
Frank C. Zagare, "Perfect Deterrence Theory," in Liu and Drzewieniecki, pp. 335-398.
(September 12-16)

One-page research paper proposal is due by Tuesday, September 13.

Analysis Paper on "Engaging China" due on Thursday, Sept. 15.

5. Constructivism and Other Theoretical Perspectives
Foreign Policy, Chapters 4-5.
Alexander Wendt, "Anarchy Is What States Make of It: The Social Construction of Power Politics."
(September 19-23)
6. Foreign Policy Analysis
Foreign Policy, Chapters 6-8,
Robert D. Putnam, "Diplomacy and Domestic Politics: The Logic of Two-Level Games."
(September 27 and 29)

Quiz 2 on Thursday, September 29.

7. Foreign Policy and Comparative Politics
Foreign Policy, Chapters 9-10.
Liu and Drzewieniecki, Chapters 12-14.
(October 3-7))
8. Coercive Diplomacy and Crisis Management
Force and Statecraft, Chapters 10-11.
Following the Leader, Chapter 7.
Robert Jervis, "Cooperation Under the Security Dilemma."
Vesna Danilovic, "Uncovering the Causal Mechanism in a Crucial Case Study: The Crimean War," in Liu and Drzewieniecki, pp. 359-386.
(October 10-14)

The first participation is due on Tuesday, October 11.

9. Statecraft and Engaging China
Engaging China, Chapters 1-5.
China-U.S. Relations.
America's Response to China.
Following the Leader, Chapters 2-3.
Ikenberry, Nathan, Thorton, Sun, and Mearsheimer, "A Rival of America's Making? The Debate Over Washington's China Strategy."
(October 17-21)

Research proposal with annotated bibliography is due on October 18.

10. On the Ground, People-To-People Cooperation
Engaging China, Chapters 8-10.
Following the Leader, Chapters 4-6.
(October 24-28)

Quiz 3 on Thursday, October 27.

11. Economic Statecraft
Engaging China, Chapters 6-7.
U.S.-China Relations, pp. 19-26.
Graham Allison, Nathalie Kiersznowski, and Charlotte Fitzek, *The Great Economic Rivalry: China vs the U.S.*
(October 31-November 4)
13. Peace and Security
Foreign Policy, Chapter 11.
Engaging China, Chapters 11-12.
Wanlund, "U.S. Foreign Policy in Transition."

U.S.-China Relations, pp. 27-38.
William Leiss, "Eco-Dominion," in Liu and Drzewieniecki, pp. 219-240.
(November 7-11)

Fall Break, November 7-8, 2022

Draft Research Paper due on Thursday, November 10, 2022

14. **Research Paper Presentation**
(November 15-17)

Thanksgiving Holidays, November 23-27, 2022

15. Conclusion and the Future of Statecraft
Force and Statecraft, Chapter 12, Conclusion.
Engaging China, Chapters 13-14.
Following the Leader, Conclusion
David Foley, "The Future of Janus-Faced Russia and Its Continuing Structural Legacy," in Liu and Drzewieniecki, pp. 169-196.
(November 28-December 2)

Final research paper is due on Thursday, December 1, 2022.

Second participation report is due on Friday, December 2, 2022.

POLI 405: Statecraft

Analysis Paper on “Engaging China”

This assignment provides you with an opportunity to (a) enhance your ability to evaluate the key perspectives on a critical issue of US Engagement with China and develop a position of your own, (b) use a variety of sources as evidence in support of an argument, and (c) further develop your effective writing skills.

You can choose one of the following topics based on a chapter in Anne F. Thurston, *Engaging China: Fifty Years of Sino-American Relations* (New York: Columbia University Press, 2021). You should start with the reading for your topic and summarize the key arguments. After a critical evaluation of the competing perspectives, you must develop your own position on the issue under review. Beyond the materials for this class, you need to use at least **six** additional library sources. All papers must include a complete list of references in a standard format. Please make sure that you give full credit to the authors of source materials. For your references and citations, please carefully study and follow the “Political Science Citation Guide” (available at <http://polisci.cofc.edu/documents/12policitationsguide.pdf>).

Please select your topic no later than **September 1, 2022**. No more than two people can have the same topic. The paper should be typed, double spaced, between 5-6 pages. The paper is due by **Thursday, September 15**. Please submit your paper as a MS Word or PDF file to the Dropbox under Grades in OAKS. If you do not receive a confirmation of your submission in 24 hours, please assume that your paper is not received and submit it again both to OAKS and send it as attachment to liug@cofc.edu.

1. Engaging China: Fifty Years of Sino-American Relations
2. The Logic & Efficiency of Engagement: Objectives, Assumptions, and Impacts
3. Mismanaging China’s Rise: The South China Sea Dispute and the Transformation of Sino-American Relations from Strategic Partners to Strategic Rivals
4. A Half Century of Engagement: The Study of China and the Role of the China Scholar Community
5. The American Dream and the China Dream: Unpeaceful Evolutions
6. U.S.-China Retrospective: Forty Years of Commercial Relations

7. A Perspective on Chinese Economics: What Have We Learned? What Did We Fail to Anticipate?
8. Strategic Adaptation: American Foundations, Religious Organizations, and NGOs in China
9. U.S.-China Relations: A Public Health Perspective
10. Thinkers, Builders, Symbols, Spies? Sino-U.S. Educational Relations in the Engagement Era
11. U.S.-China Military Relations: From Enmity to Entente and Maybe Back Again
12. China's Periphery: A Rift Zone in U.S.-China Relations
13. Forty-Plus Years of U.S.-China Diplomacy: Realities and Recommendations
14. Engagement with China: A Eulogy and Reflections on a Gathering Storm

Participation and Engagement Report

Fall 2022

Active class participation by everyone is very important for the success of our seminar. The participation and engagement report is designed to encourage you to actively and constructively contribute to our joint academic endeavor. You are required to submit two written reports. The first report is due on **October 11**. The second report is due on **December 2, 2022**. Please limit each report to a **total of four pages**.

Rubric for Evaluating Discussion and Participation

	Exemplary	Accomplished	Developing	Beginning
	<i>(10 points)</i>	<i>(8 points)</i>	<i>(6 points)</i>	<i>(4-2 points)</i>
Demonstrates Application and Comprehension of Study Materials	Demonstrates grasp of key concepts and ideas.	Demonstrates grasp of most concepts and ideas.	Demonstrates a shallow/superficial grasp of the material.	Shows no understanding or familiarity with content.
Supporting Evidence	Provides ample examples as supporting evidence.	Provides some evidence to support opinions.	Offers inadequate levels of support.	No evidence or examples offered to support opinions.
Clarity of Ideas	Ideas are expressed clearly and appropriate vocabulary is used.	Some signs of disorganization with expression.	Ideas are not clearly articulated such that the message is difficult to discern.	Posts and/or comments read more like Facebook or Twitter feeds.

The participation report is a summary of your contribution to the class. Please include the following in your report:

1. Comments and questions about the required readings;
2. A summary of your comments and engagement in class;
3. Concise discussion of relevant academic issues and current events;
4. Additional readings that you have done for the class;
5. Additional comments and suggestions about the class;

6. Comments about the paper presentations by classmates.
7. What are the strengths and weaknesses of our textbooks? Please comment on all main textbooks that you have read. Please answer this question in more details in your second participation report.
8. What is the most interesting journal article beyond our required readings that you have read for the seminar? Please feel free to examine any scholarly work that you find most interesting and significant for your study.
9. An objective of your report is for you to review your Capstone experience. You can carefully examine your main objectives, progress, and future work/study plan as a political science major.

Appendix A

Political Science Handbook for Majors, College of Charleston

http://polisci.cofc.edu/documents/handbook/Handbook%20for%20Majors_Website2019.pdf

Mission Statement: The Department of Political Science is committed to the rigorous study of politics, power, and place, expanding opportunities for learning and service, career preparation and civic participation locally and globally.

Learning Outcomes:

Knowledge: Students are able to identify and explain theories, institutions and processes related to power, place and politics

Skills: Students are able to critically analyze texts, communicate effectively, critically assess the views of others, defend their own views and apply appropriate methodological and theoretical approaches

Engagement: Students demonstrate a habit of engagement with the world and an understanding of the value of civic participation locally, nationally and globally

Appendix B

Selected References for Your Research and Analysis Papers

A. Theoretical Perspectives and Methodological Approaches

1. John S. Ahlquist and Margaret Levy, "Leadership: What It Means, What It Does, and What We Want to Know about It," *Annual Review of Political Science*, Vol. 14 (2011): 1-24.
<https://www.annualreviews.org/abs/doi/10.1146/annurev-polisci-042409-152654>.
2. Madeleine Albright, with Bill Woodward, *Fascism: A Warning*. New York: Harper, 2018.
3. Graham T. Allison and Philip D. Zelikow. *Essence of Decision: Explaining the Cuban Missile Crisis*. 2nd ed. New York: Addison-Wesley Longman, 1999.
4. Aristotle, *The Politics*. Translated by William Ellis. Buffalo, NY: Prometheus Books, 1986.
5. Robert Axelrod, *The Evolution of Cooperation*. New York: Basic Books, 1984.
6. Robert Axelrod, *The Complexity of Cooperation: Agent-Based Models of Competition and Collaboration*. Princeton: Princeton University Press, 1997.
7. James Alt, Margaret Levi, and Elinor Ostrom eds., *Competition and Cooperation: Conversations with Nobelists about Economics and Political Science*. New York: Russell Sage Foundation, 1999.
8. David A. Baldwin, *Economic Statecraft*. New Edition. Princeton, NJ: Princeton University Press, 2020.
9. Thierry Balzacq, Peter Dombrowski, and Simon Reich eds., *Comparative Grand Strategy: A Framework and Cases*. New York: Oxford University Press, 2019.
10. David Barash and Charles P. Webel, *Peace & Conflict Studies*. Fourth edition. Thousand Oaks, CA: SAGE, 2018.
11. Eric Beerbohm, "Is Democratic Leadership Possible?" *American Political Science Review* 109, no. 4 (November 2015): 639-652.

12. Timothy Besley and Marta Reynal-Querol, "Do Democracies Select More Educated Leaders?" *American Political Science Review* 105 (3) (2011): 552-566.
13. Blackwill, Robert D. and Thomas Wright, *The End of World Order and American Foreign Policy*. Council on Foreign Relations Special Report No. 86. May 2020. https://cdn.cfr.org/sites/default/files/report_pdf/the-end-of-world-order-and-american-foreign-policy-csr.pdf.
14. Michael Brecher and Frank P. Harvey eds., *Millennial Reflections on International Relations*. Ann Arbor: University of Michigan Press, 2002.
15. George W. Breslauer, *Khrushchev and Brezhnev as Leaders: Building Authority in Soviet Politics*. London: George Allen & Unwin, 1982.
16. George W. Breslauer, *Gorbachev and Yeltsin as Leaders*. New York: Cambridge University Press, 2002.
17. Archie Brown, *The Gorbachev Factor*. New York: Oxford University Press, 1996.
18. Archie Brown, *The Myth of the Strong Leader: Political Leadership in the Modern Age*. New York: Basic Books, 2014.
19. Hedley Bull, *The Anarchical Society: A Study of Order in World Politics*. New York: Columbia University Press, 1977.
20. James McGregor Burns, *Leadership*. New York: Harper and Row, 1978.
21. James McGregor Burn, *Transforming Leadership*. New York: Grove Press, 2003.
22. William J. Burns, *The Back Channel: A Memoir of American Diplomacy and the Case for Its Renewal*. New York: Random House, 2019.
23. Peter Burnham, Karin Gilland Lutz, Wyn Grant, and Zig Layton-Henry, *Research Methods in Politics*. Second edition. New York: Palgrave and Macmillan, 2008.
24. Daniele Caramani ed., *Comparative Politics*. Fourth edition. New York: Oxford University Press, 2017.
25. Greg Cashman and Leonard C. Robinson, *An Introduction to the Causes of War: Patterns of Interstate Conflict from World War I to Iraq*. Lanham: Rowman & Littlefield, 2007.

26. Steve Chan, *Looking for Balance: China, the United States, and Power Balancing in East Asia*. Stanford: Stanford University Press, 2012.
27. Steve Chan, *Thucydides's Trap? Historical Interpretation, Logic of Inquiry, and the Future of Sino-American Relations*. Ann Arbor: University of Michigan Press, 2020.
28. Cheng Chen, *The Return of Ideology: The Search for Regime Identities in Postcommunist Russia and China*. An Arbor: University of Michigan Press, 2016.
29. Benjamin J. Cohen, *Currency Statecraft: Monetary Rivalry and Geopolitical Ambition*. Chicago: The University of Chicago Press, 2019.
30. Confucius, *The Analects*. <http://classics.mit.edu/Confucius/analects.html>.
31. Cox, Michael. *The Post Cold War World : Turbulence and Change in World Politics since the Fall*, Taylor & Francis Group, 2018.
<https://ebookcentral.proquest.com/lib/cofc/detail.action?docID=5614580>.
32. Michael S. Cummings ed., *American Political Thought*. Seventh edition. Los Angeles: SAGE and CQ Press, 2015.
33. Robert A. Dahl, *Democracy and Its Critics*. New Haven: Yale University Press, 1989.
34. J. Tyler Dickovick and Janathan Eastwood, *Comparative Politics: Integrating Theories, Methods, and Cases*. New York: Oxford University Press, 2019.
35. Keith Dowding, *The Philosophy and Methods of Political Science*. Palgrave Macmillan, 2016.
36. Michael W. Doyle, *Ways of War and Peace: Realism, Liberalism, and Socialism*. W. W. & Norton, 1997.
37. Michael W. Doyle and Nicholas Sambanis, *Making War and Building Peace: United Nations Peace Operations*. Princeton: Princeton University Press, 2006.
38. Tim Dunne, Milja Kurki, and Steve Smith eds., *International Relations Theories: Discipline and Diversity*. Third edition. New York: Oxford University Press, 2013.
39. William Archibald Dunning, *A History of Political Theories: Ancient and Mediaeval*. New York: The Macmillan company, 1923.
<https://babel.hathitrust.org/cgi/pt?id=uc1.31158001157774&view=1up&seq=>

[9&skin=2021](#)

40. William Archibald Dunning, *A History of Political Theories: from Luther to Montesquieu*, 1921. New York: The Macmillan company,
<https://babel.hathitrust.org/cgi/pt?id=uc2.ark:/13960/t0rr1sc6x&view=1up&seq=7&skin=2021>
41. William Archibald Dunning, *A History of Political Theories: from Rousseau to Spencer*, New York: The Macmillan company, 1933. Permanent URL
<https://hdl.handle.net/2027/mdp.39015002401027>
42. Harry Eckstein, Frederic J. Fleron, Jr., Erik P. Hoffmann, and William M. Reisinger, *Can Democracy Take Root in Post-Soviet Russia? Explorations in State-Society Relations*. Lanham: Rowman & Littlefield, 1998.
43. Robert Elgie, *Political Leadership in Liberal Democracies*. London: Palgrave, 1995.
44. Robert Elgie, *Studying Political Leadership: Foundations and Contending Accounts*. Basingstoke: Palgrave Macmillan, 2015.
45. Peter B. Evans, Harold K. Jacobson, and Robert D. Putnam eds., *Double-edged Diplomacy: International Bargaining and Domestic Politics*. Berkeley: University of California Press, 1993.
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