**Small States in Peace and War**

(Version 2)

**Module:**

YSS4274: Small States in Peace and War

Semester 2, AY 2022 – 2023

Tuesdays and Fridays, 10:30 – 12:00; YCR-5

**Instructor:**

Steve Monroe, Assistant Professor of Political Science

Office: Elm RC2-02-01B

Email: [smonroe@yale-nus.sg.edu](mailto:smonroe@yale-nus.sg.edu)

Office Hours: 4:15 - 5:45, Tuesdays and Fridays, Elm RC2-02-01B.

Please sign up on Calendly:

calendly.com/yncsmonroe/prof-monroe-s-office-hours

**Overview and Learning Goals**

Is smaller better for peace and prosperity? This course explores the blessings and perils of state size across four themes: Development, Commerce, International Organizations and War. It grounds this exploration with insights on the political and economic consequences of size from ancient (*Thucydides*) and contemporary (*Nassim Nicholas Taleb*) thinkers, as well as work in economics, political science and history.

The module’s goals are three-fold:

* First, to expose students to prevailing and competing theories on how small (and big) states behave in domestic and international affairs.
* Second, to strengthen students’ capacity to critically engage with these theories.
* Finally, to learn about small states across time and space.

**Expectations and Assessment:**

* Attendance / Participation (15%)
* Map Quiz (5%): Due January 27th
* Op-Eds (2x) (25%)
  + Op-ed one: Due Feb 18th
  + Op-ed two: Due Apr 12th
* Research Paper (40%)
  + Due April 24th
* Reading Presentation (15%)

**Attendance / Participation (15%)**

Though I will take attendance each seminar, attendance alone is not enough to earn a high mark for class participation. I expect students to be engaged, attentive and respectful in class. This requires completing all of the assigned readings and preparing questions / comments before class.

An AD note, medical certificate, or prior permission from the course instructor is required for absences to be excused. **Students will also be given one free pass which they can use to excuse one absence from class or grant them a 24-hour extension on an assignment deadline (no questions asked).** More than three unexcused absences will result in a grade point penalty in their final participation grade.

In the middle of semester, students will be given a “first half” participation grade, worth half of their final participation grade.

We will value a step-up and step-back approach to participation in class. Listening and being attentive to one’s peers is just as valuable as contributing to class discussion. We will also recognize that there are gender, class, race and other factors that make some voices louder than others. Please give credit when credit is due, and be mindful that we all benefit from a more inclusive learning environment. Students will use gender inclusive language in class and in writing assignments.

**I expect every student to attend at least one office hours session before the end of Week 6 (February 17th). If you cannot make office hours** (4:15 - 5:45, Tuesdays and Fridays**), please let me know and we can find an alternative time to meet. Students must sign up and book a slot for office hours on Calendly before we meet.**

**Map Quiz (5%): January 27**

Students will have 10 minutes at the start of seminar to identify a list of small states across various regions. **I will provide a map with all the relevant geographic locations the week before the map quiz.** The quiz is closed-book.

**Op-Eds (25%)**

Students must write two Op-eds about at least one small state of their choice and a theme discussed in class. Op-eds must not be longer than 800 words and should be written for a generally informed audience.

**The first op-ed is due on Saturday February 18th at 11:59 PM.** This op-ed must discuss at least one small state in relation to one of the following themes: economic development, democracy, decentralization or diversity.

**The second op-ed is due on Friday April 12th at 11:59 PM.** This op-ed must discuss at least one small state in relation to one of the following themes: climate change, conflict, trade or international organizations.

Each op-ed will be graded out of fifty. Combined, the two op-eds represent 25 percent of a student’s final grade.

**Research Paper (40%)**

**A research paper is due at 11:59 pm Monday April 24th**. The paper must leverage independent research to examine one (or many) small states of the student’s choosing in relation to at least one of the themes discussed in class. Research papers can build directly off a student’s op-ed assignment (but they don’t have to). Research papers must not exceed 6,000 words (including references). Students are strongly encouraged to discuss their topic with Prof. Monroe.

**Reading Presentation (15%)**

Students will give a 15-minute presentation on the day’s reading, followed by 10 minutes for Q&A. **Readings in bold** are open for presentation. A sign-up sheet for presentation slots will be circulated on the first week of class. See Canvas for rubric.

**Grading Rubric**[[1]](#footnote-1)

A+ : 100-97

A : 96-93

A- :92-90

B+ :89-87

B: 86-83

B-: 82-80

C+: 79-77

C: 76-70

D+: 69-60

D: 59-51

F: <=50

*Excellent work* (A) proposes a highly interesting thesis, defends this thesis with especially persuasive argumentation, anticipates and responds to the most likely and most forceful objections to the thesis, expresses an elegant style of writing or speaking, and models highly original thinking. Work of this caliber indicates potential for graduate work at a top program.

*Good work* (B) proposes a reasonably interesting thesis, defends this thesis with adequate argumentation, anticipates and responds to unlikely or weak objections to the thesis, expresses a careful but not elegant style of writing or speaking, and/or models somewhat original thinking.

*Satisfactory work* (C) proposes a relatively uninteresting or overly ambitious thesis, defends this thesis with argumentation that does not withstand close scrutiny, fails to anticipate and respond to objections to the thesis, expresses an awkward or unclear style of writing or speaking, and/or models largely unoriginal thinking.

*Minimally acceptable work* (D) fails to propose an identifiable thesis, neglects adequate argumentation to defend claims, ignores potential objections, expresses a careless style of writing or speaking, and/or models entirely unoriginal thinking.

All assignments must be completed to receive a passing grade for the course.

Students will be graded on a flexible curve. No more than one third of students will receive an A or above for each assignment.

**Course Policies**

Classroom Etiquette

*Cellphone & electronics use during class*

All cellphones must be turned off and put away during class. Laptops are allowed for note taking only. Use of laptops and cellphones for non-educational purposes such as texting, chatting, emailing, Facebook, Instagram, watching videos, playing games, and surfing the internet while in class is disrespectful and distracting.

Being present in multiple spaces simultaneously will affect the quality of your learning and contribution to the class, and will also influence the learning experience of those around you. As an instructor, I reserve the right to call out improper use of electronics and to revoke laptop privileges of those who use electronics in ways that disrupt the classroom environment.

No recording in class is allowed without my expressed consent.

No electronic devices are allowed in the class during in-class exams and quizzes.

*Fostering an inclusive learning environment*

This course expects non-discriminatory language and conduct in the classroom and during group activities. We will be thoughtful in our speech and our silence. This sometimes requires the more vocal among us to step back and give others the opportunity to step into class discussions and group activities.

Please give credit where credit is due. In responding to other classmates’ comments, explicitly state who made what point, before moving on with your own response. Recognize that there are gender, class, and other structural factors at work that make some voices sound louder (and longer) than others. Amplifying your classmates’ point signals that you listen well and appreciates others’ contribution, and that other people are included in the discussion.

Keep your comments concise and make sure the questions you raise are questions, not long-winded comments.

*Content warnings*

We will read and discuss some difficult topics – poverty, conflict, climate change. The aim of this course is to understand how these outcomes arise. This requires reading texts and discussing subjects that will and should make you feel uncomfortable. I ask that you view and make this class a “brave space” – a space where we can respectfully and thoughtfully discuss important but uncomfortable topics, a space that pairs scientific inquiry with ethical sensitivity.

*Gender-inclusive language*

For academic discourse, spoken and written, students should use gender-inclusive language for human beings.

*Salutations and Other Expressions of Familiarity*

In academic discourses (in writing and in person), students are expected to address faculty with his/her academic titles: Professor or Doctor. Referring to faculty by their first names, or with other honorific terms such as “Ms.,” “Mrs.,” or “Ma’am”, or “Sir”, should only be done if the relevant faculty has explicitly stated his/her preference for this practice.

Physical expressions of familiarity such as winking, touching, and hugging are inappropriate in a faculty-student interaction.

Absences and tardiness

You are allowed one free pass of unexcused absence, wherein you will not incur penalty. Three unexcused absences will result in a third-letter reduction on the final course grade (i.e., from an A to an A-, B+ to B, etc). Five unexcused absences will result in a full-letter reduction on the final course grade. Eight unexcused absences will result in a failing grade for the course.

Please come to seminar on time. Arriving late can distract your classmates and professor. We will discuss at length the importance of controlling the controllables in class and life. Being on time, or warning the professor ahead of time if you are running late, is one such controllable. Three significant tardiness/early departures from class counts as one absence.

Late submissions

You are allowed one free pass of one-day (24-hour) penalty-free delayed submission of ONE individual assignment (i.e., either an op-ed or research paper). To use this free pass, you have to email me in advance of the deadline that you will be using your free pass for this submission.

Otherwise, deadlines are nonnegotiable, and they are listed on the syllabus which you receive at the beginning of the semester. If you fail to meet deadlines in this class, you will incur an incremental grade penalty of 1/3 of a letter-grade (i.e., a drop from A- to B+) for every 24-hour period after the time the assignment was due.

All your written assignments will be submitted as attachments (saved as .doc, .docx, or .pdf documents) to be uploaded unto Canvas.

Emergencies

In the off chance that you encounter emergencies such as a death in the family or a severe illness that requires surgery or hospitalization, and you need more time to complete your assignment, you will need to speak to the AD of your residential college and attain an AD note.

Students with Special Needs

Yale-NUS College is committed to providing reasonable accommodations for students with special needs. Any student with a doctor-documented need for special academic accommodations is requested to contact the AD of his/her Residential College as early in the semester as possible.

Academic integrity

Students found guilty of plagiarism or other forms of academic dishonesty will be subject to failing the course in addition to disciplinary action according to the college’s policies. Consult the student handbook for further details. The library website has a useful 5-minute tutorial on avoiding plagiarism: <http://library.yale-nus.edu.sg/plagiarism/>

A brief summary of offenses: **Plagiarism** is defined as using material created by others – in part or in whole – without properly attributing authorial and publication references for the correct sources. Plagiarism can occur in written assignments and presentations. **Cheating** is defined as use of unauthorized notes, study aids, and other non-approved sources for an examination, submission of another person’s work to meet requirements for a course, and submission of identical or similar papers for credit in more than one course without prior permission from the course instructors. **Fabrication** is defined as falsifying or inventing any information, data, or citation, presenting data that were not gathered in accordance with standard guidelines as if they were gathered in accord with those guidelines, and failing to include an accurate account of the method by which the data were gathered or collected. **Attribution error** is defined as misrepresenting sources as stating and arguing things that they did not actually say.

Writing Support

This is a writing intensive module. Writing is hard, and one that requires steady, consistent writing and research, and multiple rounds of revision. My recommendation is to start working on your drafts early in the semester and to make an appointment with the Writers’ Center, even if you consider yourself a skilled writer. I will not read earlier versions of the drafts, but you can bring your drafts to the Writers’ Center and seek guidance. To make an appointment with the Writers’ Center, please visit: <http://writerscentre.yale-nus.edu.sg>

Office hours and email

Please come to my office hours or email me if you have any questions or concerns about the class. My office hours are listed on the first page of this syllabus, and are the same every week. You can make appointments using the link I provided on the first page. Remember that as part of your participation grade, I expect every student is expected to attend at least one Office Hours session before the recess break (by Friday 16 September).

**Required Books**

* Gerring, John, and Wouter Veenendaal. *Population and politics: The impact of scale*. Cambridge University Press, 2020.​
* Herbst, Jeffrey. States and Power in Africa: Comparative Lessons in Authority and Control. Princeton University Press, 2014.
* Jesse, Neal G., and John R. Dreyer. Small States in the International System: At Peace and at War. Lexington Books, 2016.
* Katzenstein, Peter. Small States in World Markets: Industrial Policy in Europe.  Cornell University Press, 1985.
* Long, Tom. A Small State’s Guide to Influence in World Politics. Oxford University Press, 2022.

Week 1: What is a small state? Why should we care?

1. **Introduction (January 10)**
   1. Veenendaal and Corbett. 2015. Why small states offer important answers to large questions. Comparative Political Studies. **Only Pg.528 – 532.**
   2. Mahbubani, Kishore. 2017. “[Qatar: Big lessons from a small country.”](https://www.straitstimes.com/opinion/qatar-big-lessons-from-a-small-country) The Straits Times.
   3. Kausikan, Bilahari. 2018. “[Why Small Countries Should Not Behave Like A Small Country](https://blogs.ntu.edu.sg/paralimes/2018/03/26/bilahari-smallcountries/)." Para Limes.
   4. Ng, Sarah. 2022. “[Existential Crisis for tiny state’: S’pore UN ambassador on sovereignty at UN meeting on Ukraine](https://www.straitstimes.com/world/europe/spore-ambassador-stresses-importance-of-sovereignty-at-un-emergency-meeting-on-ukraine).” The Straits Times. Read article and listen to Ambassador Gafoor’s speech.
2. **What are small states? Why do they matter for politics? (January 13)**
   1. Gerring and Veenendaal, 2020. *Population and Politics*. Chapter 1: Scaling the Political World
   2. Thorhallsoon, Baldur. 2018. “Studying small states: A review.” *Small States & Territories*, Vol 1, No 1, pp. 17 – 34.
   3. Long, Tom. 2022. *A Small State’s Guide to Influence in World Politics. Introduction*. Pp. 1 – 15.

**Part I: Small States and Domestic Politics**

Week 2: State Size and Prosperity

1. **The Perils of Geography (January 17th)** 
   1. Herbst. 2000. States and Power in Africa (Chapters: Introduction, 1, 2) (pg. 1 – 57)
   2. World Bank Group. 2016. [World Bank Engagement with Small States: Taking Stock.](https://thedocs.worldbank.org/en/doc/244361475521083722-0290022016/original/SmallStatesStocktakingpaper2016.pdf) (Executive Summary, Chapter 1, Chapter 2; pg. ix – 24).
2. **Is Smaller Better for Economic Development? (January 20th)**
   1. Herbst. 2000. States and Power in Africa (Chapter 5) (pg. 139 – 172)
   2. **Easterly, William and Kraay, 2000. Small states, small problems? Income, growth, and volatility in small states. *World Development* 28 (11): 2013 – 2027.**

Week 3: Size and Governance

Happy Chinese New Year! No class on January 24th

1. **The Decentralization Debate (January 27th)**
   1. Veenendaal and Corbett. 2015. Why small states offer important answers to large questions. Comparative Political Studies. **Only Pg.537 – 543 (Example 2).**
   2. **Post, Alison and Nicholas Kuipers. 2022. City size and public service access: evidence from Brazil and Indonesia. *Perspective on Politics.***
   3. Dell, Melissa, Nathan Lane, and Pablo Querubin. "The historical state, local collective action, and economic development in Vietnam." *Econometrica* 86, no. 6 (2018): 2083-2121.
   4. Taleb, Nassim Nicholas. 2013. Anti-Fragile. Things that gain from Disorder. “Lenin in Zurich” (pg. 85 – 90); “Small may be ugly, it is certainly less fragile” (pg. 278 – 280).

**Map Quiz!**

Week 4: Size and Governance (Part II) and Democracy

1. **Size and (Good) Governance (January 31st)**
   1. Jugl, Marlene. 2019. Finding the Golden Mean: Country size and the Performance of National Bureaucracies, *Journal of Public Administration Research and Theory*. 118 – 132.
   2. **Congond Fors, Heather. 2014. Do island states have better institutions? *Journal of Comparative Economics. 34 – 60.***
   3. Veenendaal and Corbett. 2020. Clientelism in small states: how smallness influences patron-client networks in the Caribbean and the Pacific. *Democratization.* 61 – 80.
2. **Size and Democracy: Part I (February 3rd)** 
   1. Schmitter, Philippe C., and Terry Lynn Karl. "What democracy is... and is not." *Journal of democracy* 2, no. 3 (1991): 75-88.
   2. Diamond, Larry, and Svetlana Tsalik. "Size and democracy: The case for decentralization." *Developing democracy: Toward consolidation* (1999): 117-160.
   3. Veenendaal and Corbett. 2015. Why small states offer important answers to large questions. Comparative Political Studies. **Only Pg.532 – 537 (Example 1).**

Week 5: Size and Democracy (Part II) and Diversity

1. **Size and Democracy: Part II (February 7th)**
   1. Gerring and Veenendaal, 2020. *Population and Politics*. Chapter 5: Representativeness (pg. 108 – 131); Chapter 8: Contestation (pg. 184 – 212).
   2. **Corbett, Jack, Wouter Veenendaal, and Lhawang Ugyel. 2017. “Why Monarchy Persists in Small States: The Cases of Tonga, Bhutan, and Liechtenstein.” Democratization 24(4): 689-706.**
2. **Size and Diversity: Part I (February 10th)** 
   1. Tham, Yuen-C. 2022. “Two-party system like those in the UK, US unlikely in Singapore, says Ong Ye Kung.” Straits Times.
   2. Gerring and Veenendaal, 2020. *Population and Politics*. Chapter 3: Cohesion (pg. 65 – 83).
   3. Dong, Wook Lee, and Rogers, Melissa Zielger. 2019. “Interregional Inequality and the Dynamics of Government Spending.” *Journal of Politics.* 81, number 2*. Pg. 487 – 504.*

Week 6: Size and and Diversity (Part II)

1. **Size and Diversity: Part II (February 14th)** 
   1. Chandra, Kanchan, and Steven Wilkinson. "Measuring the effect of “ethnicity”." *Comparative Political Studies* 41, no. 4-5 (2008): 515-563. (Stop at page 536).
   2. Lijphart, Arend. "Consociational democracy." *World politics* 21, no. 2 (1969): 207-225.
   3. Campbell, John L., and John A. Hall. "National identity and the political economy of small states." *Review of international political economy* 16, no. 4 (2009): 547-572.
2. **Checking In: Case Study (February 17th)**
3. Madhoo, Yeti Nisha, and Shyam Nath. "Ethnic diversity, development and social policy in small states." *UNRISD Research Paper* 2 (2013). Pages: 1 – 49.
4. Hesse-Bayne, Lebrechtta Nana Oye, and Tres-Ann Kremer. "Women and Political Parties in Five Small States of the Commonwealth Caribbean." (2018). Pages 1 – 36.

Students will receive “first-half” participation grade.

**Op-Ed one is due on February 18th at 11:59 pm**

**Enjoy your semester break! (February 20th – 24th)**

**Part II: Small States and International Politics**

Week 7: Climate Change

1. **Domestic Politics (February 28th)** 
   1. Ferguson, Bernard. 2021. “Climate Change Is Destroying My Country. The Nations Causing It Must Help,” *New York Times.*<https://www.nytimes.com/2021/06/23/magazine/climate-change-impact-bahamas.html>
   2. Colgan, Jeff, Jessica Green, and Thomas Hale. 2020. “Asset Revaluation and the Existential Politics of Climate Change” *International Organization* pp: 1-25.
   3. Thomas, Adelle, April Baptiste, Rosanne Martyr-Koller, Patrick Pringle, and Kevon Rhiney. "Climate change and small island developing states." *Annual Review of Environment and Resources* 45, no. 6 (2020): 1-6
2. **International Politics (March 3rd)** 
   1. Baldacchino, Godfrey. "Seizing history: development and non-climate change in Small Island Developing States." *International Journal of Climate Change Strategies and Management* (2017): 217 – 228.
   2. **Deitelhoff, Nicole, and Linda Wallbott. "Beyond soft balancing: small states and coalition-building in the ICC and climate negotiations." *Cambridge Review of International Affairs* 25, no. 3 (2012): 345-366.**
   3. Betzold, Carola. "‘Borrowing power to influence international negotiations: AOSIS in the climate change regime, 1990–1997." *Politics* 30, no. 3 (2010): 131-148.

Week 8: Small States in the International Arena

1. **Small States in International Relations Theory (March 7th)** 
   1. Jesse and Dreyer. 2016. Small States in the International System: At Peace and at War. Section I. Theory (pg. 1 – 57).
   2. Thucydides, The Peloponnesian War, The Melian Dialogue (Book 5, Chapter 17). Translated by Richard Crawley. <http://academics.wellesley.edu/ClassicalStudies/CLCV102/Thucydides--MelianDialogue.html>
   3. Eyal, Jonathan. 2021. Lithuania v China – a David and Goliath battle over weaponization of trade. *The Straits Times.*
2. **Small States in International Relations Theory (Part II) (March 10th)** 
   1. **Baldacchino, G., 2009. Thucydides or Kissinger? A critical review of smaller state diplomacy. *The diplomacies of small states*, pp.21-40.**
   2. Goh, Evelyn. 2007. Great Powers and Hierarchical Order in Southeast Asia: Analyzing Regional Security Strategies. International Security, Volume 32, Number 3. Pp 113 – 157.
   3. Walt. Stephen. 2012. The curious case of small Gulf states. *Foreign Policy*. <https://foreignpolicy.com/2012/11/12/the-curious-case-of-small-gulf-states/>

Week 9: Small States in the International Organizations

1. **Part I (March 14th)**
   1. Suilleabhain, Andrea. Small States at the United Nations: Diverse Perspectives, Shared Opportunities. International Peace Institute. 1 – 24.
   2. PM Lee Hsien Loong’s speech at the 30th Anniversary of the Forum of Small States (FOSS). <https://www.pmo.gov.sg/Newsroom/PM-Lee-Hsien-Loong-at-the-30th-Anniversary-of-the-Forum-of-Small-States>
2. **Part II (March 17th)** 
   1. **Waltz, Susan. 2001. "Universalizing human rights: The role of small states in the construction of the universal declaration of human rights." *Hum. Rts. Q.* 23 (2001): 44 - 72.**
   2. ~~Olsson, Lousie. 2020. PRIO’s Peace in a Pod: Women, Peace and Security in the UN Security Council. Podcast. Episode 16 (34 minutes).~~ [~~https://podcasts.apple.com/us/podcast/16-women-peace-and-security-in-the-un-security-council/id1526145263?i=1000499403675~~](https://podcasts.apple.com/us/podcast/16-women-peace-and-security-in-the-un-security-council/id1526145263?i=1000499403675)
   3. John Stuart Mill. On Non-Intervention (consider adding)

Week 10: Small States in the Shadow of Empire

1. **Past (March 21st)** 
   1. **Knapman, Bruce. 1985. Capitalism's Economic Impact in Colonial Fiji, 1874 - 1939: Development or Underdevelopment? *The Journal of Pacific History*. Vol 20, No. 2 (Pg. 66 – 83).**
   2. Herbst, Jeffrey. *State and Power in Africa.* The Europeans and the African Problem (pp. 58 – 96).
   3. Immerwahr, Daniel. 2019. *How to hide an Empire*. Chapter 3. Everything you always wanted to know about Guano but were afraid to ask.
2. **Present (March 24th)** 
   1. Paul, TV. 2019. When balance of power meets globalization: China, India and the small states of South Asia. *Politics*. Vol 39 (1). 50 – 63.
   2. Baruah, M. Darshana. 2022. “What Island Nations Have to Say on Indo-Pacific Geopolitics.” Carnegie Endowment for International Peace.
   3. Cheong, Danson. 2022. “Why small Pacific islands matter in big power rivalry.” *The Straits Times.*
   4. Cave, Damien. 2022. “Why China Is Miles Ahead in a Pacific Race for Influence.” *New York Times*.

Week 11: Small States and Trade

1. **Part I (March 28)**
   1. Katzenstein, Peter. 1985. *Small States in World Markets*. Chapter 1 Introduction (pg. 17 – 38).
   2. Alesina, Alberto and Spolaore, Enrico. 2003. *The Size of Nations.* Introduction. (pg. 1 – 15). <- SM in the future trim to page 10.
   3. Spuryt, Hendrik. *The Sovereign State and Its Competitors: An Analysis of Systems Change*. Chapter 8: The Victory of the Sovereign State (pg. 153 – 180).

**These readings are tough. Consider dropping Spuryt.**

1. **Part II (March 31st)**
   1. Katzenstein, Peter. *Small States in World Markets*. Chapter 2. Flexible Adjustment in the Small European States (pg.39 – 79).
   2. **Campbell, John and Hall, John. *The Paradox of Vulnerability: States, Nationalism and the Financial Crisis.* Chapter 1: Groundwork. (pg. 1 – 26).**
   3. McCann, Dermot. 2001. Small States in Globalizing markets: The End of National Economic sovereignty? *Journal of International Law and Politics*, 34 (1), 281 – 298. (optional)

Consider adding Long Chapter 6 – Small States in a Global Economy

Week 12: Small States and War

1. **Part I (April 4th)**
   1. Jesse and Dreyer. 2016. Small States in the International System: At Peace and at War. Section III. Small States at War: The Gamut of Policy Alternatives and Outcomes (pg. 87 - 138).
   2. Long, Tom. 2022. A Small State’s Guide to Influence in World Politics. *Small State Security* (pg. 80 – 94).

Good Friday (April 7th). No Class!

Week 13: Small States and War (Part II)

1. **Small States and War: Part II (April 11th)**
   1. Jesse and Dreyer. 2016. Small States in the International System: At Peace and at War. Section III. Small States at War: The Gamut of Policy Alternatives and Outcomes (pg. 139 - 181).
   2. Long, Tom. 2022. A Small State’s Guide to Influence in World Politics. *Small State Security* (pg. 95 – 111)

Need to bring up his chapter and theory earlier in the class. Instead of Spruyt or even earlier as a part of IR theory.

**April 14th: No Class! Have a wonderful summer!**

1. This rubric has been adapted from an earlier version by Jeffrey Stout. [↑](#footnote-ref-1)