INR 6007 - Seminar in International Politics

College of Sciences - Department of Political Science

Spring 2019

UCF Catalogue Description. Introduces the student to the advances in international relations theory and research through a broad sampling of approaches and methods.

Course Goals/Objectives. To understand how field scholars think about international politics, with particular emphasis on the causes of war and peace.

Learning Outcomes. Understanding the primary theoretical approaches in the field of international politics, and how to assess them. By the end of this course students will be able to think and write logically and knowledgeably on the leading theories of international politics.

Credits: 3
Class Hours: 3
Lab and Field Work Hours: 0
Contact Hours: 3
Prerequisite(s): Admission to a graduate degree-seeking program or C.I.

Class Meets: Wednesdays 6:00 – 8:50 PM HPA1 363.

Instructor Contact: Michael.Mousseau@UCF.edu / 407-823-5093. I usually respond to emails within 24 hours.

Office & Office Hours: Howard Phillips Hall 302M, Tuesdays 1:00 – 3:00 & Wednesdays 3:00 – 5:00, and by appointment.

Books to Purchase or Rent:

- Kenneth Waltz, *Man, the State and War: A Theoretical Analysis*. New York: Columbia University Press,
- Kenneth Waltz, *Theory of International Politics*. Addison-Wesley Pub. Co., 1979.

Supplemental texts: Only a chapter or three are assigned:

- John Gerard Ruggie. *Constructing the World Polity*: *Essays on International Institutionalization*. Routledge,
- Robert O Keohane., *After Hegemony: Cooperation and Discord in the World Political Economy*. Princeton, NJ: Princeton University Press,
- Alexander Wendt, *Social Theory of International Politics*. New York: Cambridge University Press,

- Manus Midlarsky, ed., *Handbook of War Studies II.* Ann Arbor, MI: The University of Michigan Press,
- Jack S. Levy and William Thompson, *Causes of War*. Wiley-Blackwell, 2010.
- John A. Vasquez, *What Do We Know About War?* 2nd Edition. Lanham, MA: Rowman & Littlefield, 2012.
- John Mearshimer, *The Tragedy of Great Power Politics*. WW Norton, 2014 [2001].

Let Me Introduce Myself

Four On-line Essay Exams (65% / 5%, 20%, 20%, 20%)

There are four online essay-style exams during the semester, to gauge your progress in truly grasping the materials.

1. **When to take.** They are open from 00:01 AM to 11:59 PM on the days they are due, always a Friday.
2. **You will NOT know the question beforehand.** So be well-prepared *before* you open the exam.
3. **Question style**. Most exams will consist of one or two broad opened-ended thought questions regarding the materials covered in class since the previous exam. Example: "Drawing on seminars X and X, what are the implications of the phrase, 'the data do not speak for themselves?'.
4. **Length.** Minimum 500 to maximum 1000 words.
5. **Assessment**. There is no single "correct" answer. I read each essay carefully to assess if the student is familiar with the material and understands the important issues related with the question.
6. **How to prepare**. Take lecture notes by hand. After each lecture or reading section, stop and summarize what has been covered and think about it. What does it mean towards understanding the world? What are the implications for other content in this course? Be ready to answer any of the questions noted in each module.
7. **Coverage**. Each essay-exam seeks to determine your understanding of course materials only. No research or awareness of other materials is required. Of course you may seek to buttress your argument with outside materials. Usual citation standards apply (see citation rules).
8. **All citations must be hyper-linked** so I can access the material in its original page numbers. For citations unavailable on the web, you must submit a scanned copy with your submission.

Essay-exam Rules

1. **Do not discuss with your peers!** Remember this is an exam, so I trust that students will not discuss materials after an exam has been opened (in the 24 hours before they are due). Note that discussion with your peers is a violation of the UCF Golden Rules and can lead to expulsion from the university. Remember also that with Turnitin such violations are likely to be spotted.
2. **If your answer is not at all from course material, you get a zero.** I deeply discount content that is not informed from the course material. I call it my 'kindergarten' rule: if the answer could have been written without any knowledge of course material, the student gets a zero. So be sure to indicate awareness of the material.
3. **Wherever you refer to a passage in the course materials** you must cite the publication and page number (if using Kindle and no page number, cite the location number), or the course lecture title and date.

4. **Use 1.5 spaced, Arial 14-point, with normal 1-inch margins** (from edge of the page). This allows me to grade your papers and add comments within Webcourses.
5. **Do not list.**
6. **Do not enter links** (other than links to cited sources).
7. **Turn your essay in** using turnitin.com on Webcourses.

Exam Tips

1. **Write clearly.** A well-written paragraph is easier to understand than a poor-written one. It is often a good idea to provide examples or apply analogies, or refer to specific events to illustrate your point.
2. **Use your own words.** No credit is given for phrases cut-pasted from the PDF notes. So **do not rely on lecture catch phrases!** As a rule, any answer that is not universally understandable is not an adequate answer. For instance, 'Why do trees have leaves'? The answer 'for photosynthesis' is not a universally understandable explanation and therefore not considered a good answer even as it may be verbatim from course material. The answer 'the leaves convert sunlight into carbon dioxide that trees need to grow' is a universally understandable explanation, so it indicates you understand the material.
3. **Carefully explain your reasoning.** Otherwise I may not understand your point! To make your answer clear, it is often a good idea to provide examples or apply analogies.
4. **Do not memorize the material**. You can memorize 3 + 4 = 7, but it is a lot easier to understand the basic rules and logic of addition; then you can add anything. The same goes for understanding politics: seek to grasp the basic insights and patterns of global politics covered in the course. Then you can answer any question on the exams. Also, I will not ask details that have no larger logic in the course content. I do not care which date the Treaty of Westphalia was signed, but I do care about what may have motivated the participants to sign this treaty. The exam is open-book, so you can always check your notes for details if you want them.
5. If you are not sure of an answer but are aware of the material and have some idea, **feel free to express that you are not sure**, and what you are thinking and why. There is no right answer: I am interesting in assessing your awareness and thinking.
6. **Do not think thought questions are opinion questions**. Thought questions require expressions of having thought about, and therefore understanding of, the material. Answers to thought questions are assessed by offered facts and reason, not the ability to express an opinion.

Participation (15%)

Assessment includes quality as well as quantity of questions and participation. Quality is indicated by the student's apparent awareness of the required reading material, relevance of questions to the topic at hand, and thoughtfulness of contributions. Please do not quote material at length: use your own words.

TIP: Arrive at each seminar with notes that outline the main points of each section of each reading. You might also identify themes in the readings and organize your thoughts about them. Remember that it is usually best to read the material for each week in the order listed.

Literature Review (20%)

Select an empirical research question covered in class that interests you. Identify all the relevant published research that has sought to answer this question, up to the time of writing. If you have done

your research well, as you organize your paper you will realize at least one implication to be drawn (probably more than one). For instance, you may realize certain key (sub) questions that have not been investigated; or patterns in findings that no one has noticed (findings depend on datasets used, or measures adopted?). Draw on at least one implication as a unifying theme of your paper. This theme will then serve as a guideline for what to exclude, include but lightly (EG: "a number of studies using a different definition, however, disagree (Morgan XXXX; Brown XXX; Green XXX)"), or discuss in greater detail. There is no right or wrong way to decide what to include: a literature review is part art form, as it is matter of the writer's judgment and ability. Without doubt, however, knowing the research well is the key to a good review.

**I can review a maximum 2-page outline of the structure/thesis of your planned review, complete with all citations (in parentheses and bibliography, not included in the 2-page word count), if received no less than 3 weeks before the paper's due date.

Please Follow These Rules:

1. Title page should contain the following information on separate lines: Title, author, date, and "Prepared for submission to INR 6007 International Politics"
2. Note course Citation Rules & Procedures.
3. Use 1.5 spaced, Arial 14-point, with normal 1-inch margins (from edge of the page). This allows me to grade your papers and add comments in Canvas.
4. Expected length is 2,500 to 3,500 words (maximum), about the length of a literature review in a typical research article. This is 9 - 12 pages.
5. Use 0.3 inch tabs, no space between paragraphs, and do not indent first paragraph in a section.
6. Number your pages.
7. Use your word processing system's "paragraph keep with next" function to keep headings from appearing at the bottom of pages with no following text.
8. Make sure your paper looks nice and clean!
9. Turn in an electronic copy only, using the online procedures on the course Canvas page.

Guidelines for a Literature Review

1. A good literature review is broken into sections and, perhaps, sub-sections. At the start of each section identify its purpose: let the reader know what kinds of studies are in the section.
2. This literature review is supposed to be your original work. This means you do not claim the literature has some characteristic simply because someone said so. If you agree with someone's claim you can say so, but you must clearly identify the originator of it (otherwise you are plagiarizing).
3. Write as if you are submitting to a journal. This means, among other things, that you do not write, "as we said in class . . ."!
4. In most cases it is not appropriate to refer to theories or research programs by using someone's name. Just because we have an article in class that argues X theory does not mean that the author of this particular paper is the originator of X theory.
5. Avoid meaningless coverage. For instance, do not write: "George claims X increases probability of Y; Harold counters that X is not sufficient for explaining Y". This is not informative. What is informative is *why* Harold disagrees.
6. Do not assert something as true merely because somebody you think is famous says it is true. Of course, you can mention a point of view or a claim, and cite the author who makes the claim. But this is not the same thing as asserting the claim as true.
7. Do not assert something as true merely because you think it is true. No one cares what you think: it is evidence and argument that matters, not your opinion.

General Tips for a Good Paper

1. All good papers are organized into sections with primary headings, and maybe subsections with secondary headings, and sometimes even subsections of a subsections called tertiary headings. The use of headings is up to the writer; their purpose is to let the reader know where they are in the reading (the major sections of the paper should be explained in the introduction). To inform the reader where h/she is in a paper, primary, secondary, and tertiary headings should be distinguishable. See APSA Style Manual examples on page 12.
2. The introduction is not a place to fill space and be cute. The purpose of the introduction is to draw interest (why does the topic matter?), identify the purpose of the paper and the conclusions drawn, and outline the paper structure. The latter is essential: All papers need to give readers a mapping. A common technique is to have as the first sentence of (perhaps) the last paragraph of the introduction as follows: "This paper is organized as follows. First . . ." Make sure all the primary headings (not necessarily the titles of them) are noted here as first, second, etc.
3. In the conclusion section you should first review the motivation of the paper and the organization you adopted, summarize the highlights, and draw your leading implication(s) regarding where scholars should go next.
4. Most good paragraphs start with a sentence that captures the main point of the paragraph. The rest of the paragraph explicates the main point; try to end with a sentence that summarizes it.
5. Paragraphs over two-hundred and fifty words (excluding footnotes) are often too long.
6. Make generous use of examples to illustrate your points. Analogies too may be helpful.
7. Write in an active prose. For instance, "This paper argues . . ." or "I argue . . " are far better than "In this paper, I will argue. . ."
8. Do not write as if talking to your instructor. For instance, do not write: "In my literature review, I mainly focus . . ."
9. Do not use the words "proven" or "disproven" unless you are referring to a logical proof. Use instead terms such as "for" and "against", "supportive", corroborates", etc.
10. Don't use jargon or catch phrases, like "play the democracy card." All words and sentences must be universally understandable; if they are not then you must explain them.
11. Avoid rhetorical questions unless you answer them.
12. Once you think you have it right, do something else for few days. After that, at your next reading you may be amazed at how incomprehensible parts of your paper are. A good paper is re-drafted dozens of times, with some gaps in time between some drafts.
13. You may save time and produce a better paper by first outlining it, and then outlining each section. Then, stick to this outline.
14. When wondering how to explain something, just do an outline as if you are explaining it in words. I find the result often makes the best way to structure a paragraph or section.
15. The University Writing Center (UWC) offers writing support to UCF students from first-year to graduate in every discipline. Trained peer consultants provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix papers or to make better writers, but to teach writers strategies to navigate complex situations for writing, both in and outside the University. Consultations are available for individuals and small groups. To make the best use of the UWC, visit far enough before your due date to allow yourself time to revise

15. after your consultation, browse the writing resources on our website, and arrange a regular weekly appointment if you'd like long-term help. You may schedule a 45-minute appointment by phone or by using the TutorTrac scheduler on our website; walk-in consultations are also available. In addition, the UWC seeks graduate and undergraduate tutors from all majors; contact

the UWC to learn more about peer writing consulting and ENC 4275/5276: Theory & Practice of Tutoring Writing, our three-credit tutor-education course. http://uwc.ucf.edu/

Course Citation Rules and Procedures

- No citations to dictionaries, encyclopedias, or textbooks.
- There should be no need to cite a seminar.
- If you cite a course reading, provide the page number, unless you are clearly referring to the overall message of the cited source rather than a specific fact asserted or point made in it.
- Do not cite Wikipedia. Instead you should use the library's extensive resources. If you are not familiar with using the library, please ask for assistance from the library's personnel, take workshops provided by the library, or visit the library's website (http://library.ucf.edu/). Knowing how to do research is essential to being a player in this world.
- Do not cite internet sources. However, after citing a published source you should put the internet address where that source can be accessed, if possible.
- Only put in references for works actually cited.

APA Citation Procedures

If I write: "Early on, H.S. Gordon established the classic collective action problem for fisheries, and even today we continue to erode the potential rent in almost all fisheries." there should be a citation in the text like below:

"Early on, H.S. Gordon (1954) established the classic collective action problem for fisheries, and even today we continue to erode the potential rent in almost all fisheries."

And, if you are using a quote from the source, you must also pinpoint the page number of the text it is taken from like:

Gordon warned that, "Common-property natural resources are free goods for the individual and scarce goods for society" and they produce no rent (Gordon, 1954, page 135).

If a quote is more than three sentences on your page, it is reported in a block quote without quotation marks, but this is the only exception to using quotation marks when using other people's words—the quotation marks are the crucial mechanism that tells the reader you are using other people's words. Good writers tend to use quotations strategically at important places in their writing for support. The block quote looks like the text below. Note how each assertion is supported with a citation and the different conditions, like the use of "Ibid" and the bracketed word "and" that indicates it is not part of the quote but an addition from U.S. to make it make sense in context, and the ellipses which indicate we have removed part of the text reported.

_____

Early on, H.S. Gordon (1954) established the classic collective action problem for fisheries, and even today we continue to erode the potential rent in almost all fisheries. Gordon warned that, "Common-property natural resources are free goods for the individual and scarce goods for society" and they produce no rent (Gordon, 1954, page 135).

However, Campling, Havice, and Howard (2012) argue that this traditional approach to fisheries as a common property problem has inappropriately reduced the political economy of the World Ocean to technicalities that obscure these economic relations:

Assessments of the policy and practice of resource access in this volume suggest that, whether conceptualized around capturing 'maximum sustainable yield', ecosystem-based management or using fisheries resources for socio-economic development, management (and related social–property relations) is a political process that is inextricably bound up with processes of capitalist accumulation [and]…that fisheries management (whether coordinated by the state or non-state entities) is inevitably characterized by unintended (and often uneven) consequences and outcomes (p. 192).

Further, they warn that access to fisheries is conditioned by political conflict that, "dictate fisheries use patterns and their socioeconomic and ecological outcomes" (Ibid).

Then, at the end of your document there must be a list of sources cited in the text:

References

Gordon, H. S. (1954). The Economic Theory of a Common-Property Resource: The Fishery. *Journal of Political Economy*, *62*(2), 124-142. doi: 10.2307/1825571

Campling, L., Havice, E., & Howard, P. M. (2012). The Political Economy and Ecology of Capture Fisheries: Market Dynamics, Resource Access and Relations of Exploitation and Resistance. *Journal of Agrarian Change*, *12*(2)

Course Calendar

Jan 9: Thinking Right

- Waltz, *Theory of International Politics*, chapter 1.
- Robinson Meyermay, "To Remember a Lecture Better, Take Notes by Hand", *The Atlantic*, May 1, 2014. http://www.theatlantic.com/technology/archive/2014/05/to-remember-a-lecture-better-take-notes-by-hand/361478/ (Links to an external site.)Links to an external site.
- "Spurious Correlations". http://www.tylervigen.com/spurious-correlations (Links to an external site.)Links to an external site..

- "A Bug in fMRI Software Could Invalidate 15 Years of Brain Research." http://www.sciencealert.com/a-bug-in-fmri-software-could-invalidate-decades-of-brain-research-scientists-discover (Links to an external site.)Links to an external site..
- Watch: Is there a reproducibility crisis in science? - Matt Anticole (Links to an external site.)Links to an external site.

Questions to Think About:

- Why must evidence be falsifiable?
- Why must evidence be replicable?
- What is a 'selection effect', and how is is it a problem?
- What is a theory, and why do we need it?
- Can we prove theories true? Why or why not?
- What is 'falsificationism'?
- What is wrong with falsificationism?
- What are the implications of Duhem-Quine?
- What does it mean to describe knowledge as not 'logically-compelling'?
- If science is not logically-compelling, how do we explain things?

If Interested in Exploring Further:

- Thomas Kuhn, *The Structure of Scientific Revolutions*, Chicago, IL: University of Chicago Press, 1996 [1962].
- Imre Lakatos, 1978 [1970]. "Falsification and the Methodology of Scientific Research Programs." In *Mathematics, Science and Epistemology: Philosophical Papers Volume* 1, ed. John Worrall and Gregory Currie. Cambridge, UK: Cambridge University Press. Chapters 7 and 8 summarize Lakatosian methodology.
- Larry Laudan, *Progress and its Problems : Towards a Theory of Scientific Growth*. Berkeley : University of California Press, 1978. Chapters 3 and 4 offer a concise coverage of the issues involving Popper, Kuhn, and Lakatos.
- Michael Shermer, *Why People Believe Weird Things: Pseudoscience, Superstition, and Other Confusions of our Time*, New York: W. H. Freeman, 1997.
- Colin Elman and Miriam Fendius Elman (editors), *Progress in International Relations Theory: Appraising the Field*. Cambridge, MA: MIT Press, 2003. Chapters 1 & 2.
- Stuart Bremer, Patrick Regan, and David Clark. "Building a Science of World Politics: Emerging Methodologies and the Study of Conflict." *Journal of Conflict Resolution* 47(2003): 3-12.
- David A. Lake, "Theory is Dead, Long Live Theory: The End of the Great Debates and the Rise of Eclecticism in International Relations," *European Journal of International Relations* 19 (2013), pp. 567-587.

Jan 16: Levels of Analysis

- Kenneth Waltz, *Man, the State and War: A Theoretical Analysis*. New York: Columbia University Press, 1959.

Questions to Think About

- What is the 1st Image?
- What is the difference between 1st image pessimists and optimists?
- If human nature is fixed, can it be a useful explanation for war?
- What does Waltz think of cultural explanations for war? Why?
- What does Waltz think of human nature pessimists?
- What does Waltz think of social scientists?
- Might war be a social institution?
- What is the 2nd Image?
- What does Waltz think of the 2nd image? Why?
- What is an "optimistic non-interventionist"?
- What are "messianic interventionists"?
- Problems with Waltz' arguments?
- What is the 3rd Image?
- What does Waltz think of the 3d image? Why?
- Problems with Waltz' arguments?

Jan 23: Traditional and Neo-traditional Realism

- Kenneth Waltz, *Theory of International Politics*. Addison-Wesley Pub. Co., 1979. Chapters 2-9.

Questions to Think About:

- What is difference between traditional (classical) and Neo-traditional Realism?
- What is a reductionist theory?
- When can a reductionist theory be successful?
- How do we know when a reductionist theory does not succeed?
- Why is systemic analysis better for the study of wars?
- What is a theory of foreign policy?
- How does structure affect unit behavior?
- For Waltz' theory to work, must all actors always pursue survival, and do so rationally?
- What do states want?
- If power was the goal, would balance be the outcome?
- How does the goal of survival lead to balance of power?
- Why do major powers seek to avoid economic dependency?
- What happens to Waltz' theory if power or wealth is the primary goal of states?
- What is explained by Waltz' theory?
- What is predicted by Waltz' theory?
- How can Waltz' theory be tested. That is, what can serve as a test hypothesis?
- Are the concepts clearly defined from the theory?
- Does anarchy have to be a binary (either/or) concept in the theory?

If Interested in Exploring Further:

- Edward Hallett Carr, *The Twenty Years' Crisis, 1919-1939: An Introduction to the Study of International Relations*. London: Macmillan, 1961[1946].
- Hans Morgenthau, *Politics Among Nations: The Struggle for Power and Peace*, revised by Kenneth W. Thompson. New York: McGraw-Hill, 1993.

- John Vasquez, "Coloring it Morgenthau: New Evidence for an Old Thesis on Quantitative International Politics." *British Journal of International Studies* 5 (1979): 210-228.

Jan 30: Assessing the Neo-traditional Research Program

- John A. Vasquez, "The Realist Paradigm and Degenerative versus Progressive Research Programs: An Appraisal of Neotraditional Research on Waltz's Balancing Proposition," *American Political Science Review* 91: 4 (December 1997): 899-912.
- Kenneth N. Waltz, "Evaluating Theories," *American Political Science Review* 91:4 (December 1997): 913-917.
- Thomas J. Christensen and Jack Snyder, "Progressive Research on Degenerate Alliances," *American Political Science Review* 91:4 (December 1997): 919-922.
- Colin Elman and Miriam Fendius Elman, "Lakatos and Neorealism: A Reply to Vasquez," *American Political Science Review* 91:4 (December 1997): 923-926.
- Randall L Schweller, "New Realist Research on Alliances: Refining, Not Refuting, Waltz's Balancing Proposition" *American Political Science Review* 91:4 (December 1997): 927-930.
- Stephen M. Walt, "The Progressive Power of Realism" *American Political Science Review* 91:4 (December 1997): 931-935.
- Stephen G. Brooks and William C. Wohlforth, "Hard Times for Soft Balancing," *International Security* 30: 1 (Summer 2005): 72-108.

Questions to Think About:

- According to Vasquez . . .
    - . . . What is Stephen Walt's mistake?
    - . . . What is Randall Schweller's mistake?
    - . . . What is Christensen and Snyder's mistake?
- What were Elman & Elman's reactions to Schroeder? Do you find them convincing? Why or why not?
- What is Vasquez' overall complaint?
- What are the Four Indicators of a Degenerating Research Program?
- How does the work of Walt, Schweller, and Christenson & Snyder hold up in light of Lakatos' Four indicators?
- What is Waltz' response to Vasquez?
- What are the other (Walt, Schweller, and Christenson & Snyder, and Elman and Elman) main responses to Vasquez?

If Interested in Exploring Further:

- David Singer, Stuart Bremer, and John Stuckey, "Capability Distribution, Uncertainty, and Major Power War, 1820-1965," in John A. Vasquez and Marie T. Henehan, (editors)., *The Scientific Study of Peace and War*. New York: MacMillan/Lexington Books, 1992 [1972].
- Jeffrey Legro, and Andrew Moravcsik, "Is Anybody Still a Realist?" *International Security* 24:2 (1999): 5-55.
- Paul W. Schroeder, "Why Realism Does Not Work Well for International History (Whether or Not It Represents a Degenerate IR Research Strategy) ", in John A. Vasquez and Colin Elman, *Realism and the Balancing of Power: A New Debate*. Prentice Hall, 2002. On reserve.
- John A. Vasquez and Colin Elman, *Realism and the Balancing of Power: A New Debate*. Prentice Hall, 2002.

- Keir A Lieber. and Gerard Alexander, “Waiting for Balancing: Why the World Is Not Pushing Back,” *International Security* 30: 1 (Summer 2005): 109-139.
- Robert A. Pape, “Soft Balancing against the United States”, *International Security*, Summer 2005, Vol. 30, No. 1, Pages 7-45: 7 -45.

Feb 6: Does the Quest for Security Cause Hegemony Seeking?

- Mearsheimer, *The Tragedy of Great Power Politics*, chapters 1, 2, 5, 7, 9 & 10.

Questions to Think About

- How is offensive realism more offensive than defensive realism?
- In what way is offensive realism more like classical realism than defensive realism?
- In what way is offensive realism more like defensive realism than classical realism?
- What do great powers seek?
- What do regional hegemons want?
- Does the global unipolarity today pose a threat to the expectations of offensive realism?
- Why did the US enter WWI in April 1917?
- Why did the US enter WWII in spring/summer 1941?
- Can China rise peacefully?
- What is ‘ransacking history’? Does it mean a theory is wrong?
- What might be a proper test of offensive realism?
- How does Mearsheimer treat quantitative evidence?

If Interested in Exploring Further:

- Glenn H. Snyder, “Mearsheimer's World-Offensive Realism and the Struggle for Security: A Review Essay” *International Security*, Vol. 27, No. 1 (Summer, 2002), pp. 149-173.

Feb 13: Neo-liberal Institutionalism

- G. John Ikenberry. 1998/99. “Institutions, Strategic Restraint, and the Persistence of American Postwar Order”. *International Security* 23(3): 43-78.
- Robert O. Keohane and Lisa Martin, “Institutional Theory as a Research Program,” chapter 3 in Elman and Elman, *Progress in International Relations Theory*. *Appraising the Field*. Cambridge, MA: MIT Press, 2003.

Questions to Think About:

- What is Keohane’s theory? (from lecture only)
- How might cooperation emerge in anarchy among self-interested actors? (from lecture only)
- What is the iterated prisoners’ dilemma? (from lecture only)
- Do nations have to be always nice to cooperate? (from lecture only)
- What does the iterated prisoners’ dilemma say about the conclusions of Waltz? (from lecture only)
- According to Mearsheimer, why can’t institutions affect conflict? (from lecture only)
- According to Keohane and Martin, how can institutions reduce cheating and distributive issues in anarchy?
- What is Keohane and Martin’s evidence?

If Interested in Exploring Further:

- Robert Axelrod, "The Emergence of Cooperation among Egoists," *American Political Science Review*, Vol. 75, No. 2. (1981), pp. 306-318.
- John Gerard Ruggie, "International Regimes, Transactions, and Change: Embedded Liberalism in the Postwar Economic Order," *International Organization* 36:2 (Spring 1982).
- Robert O Keohane., *After Hegemony: Cooperation and Discord in the World Political Economy*. Princeton, NJ: Princeton University Press, 1984. Pages 7-10, 48-65; 85-98, and 111-116.
- Joshua S. Goldstein and John R. Freeman, *Three-Way Street: Strategic Reciprocity in World Politics*. University of Chicago Press, 1990.
- John J. Mearsheimer, "The False Promise of International Institutions," *International Security* 19: 3 (1994): 5-49.
- Robert O. Keohane and Lisa L. Martin, "The Promise of Institutionalist Theory," *International Security* 20: 1 (Summer 1995): 39-51.
- Robert Jervis, "Realism, Neoliberalism, and Cooperation," chapter 8 in Elman and Elman, *Progress in International Relations Theory*. *Appraising the Field*. Cambridge, MA: MIT Press, 2003.

Feb 20: Bargaining and the Constructivist Critique

- Levy & Thompson, *Causes of War*, pp. 63-70.
- John Gerard Ruggie, 1998. *Constructing the World Polity: Essays on International Institutionalization*. Routledge. Pages 1-40 offer an overview of constructivism.
- Alexander Wendt, *Social Theory of International Politics*. New York: Cambridge University Press, 1999. Chapter 4.
- Vasquez, *The Power of Power Politics*, chapter 10.

Questions to Think About:

- What is the rationalist bargaining model of war?
- What are some strengths and weaknesses of the bargaining model of war?
- What does Ruggie mean by the Neo-Liberal/Neo-Realist "convergence"?
- What does Ruggie mean by "Neo-Utilitarianism" (N-U)?
- What is the primary Constructivist critique of N-U?
- What is Constructivism?
- What is "othering"?
- Does N-U deny a role for norms?
- What is the diff of N-U and "Constructivism"?
- What are Constitutive and Regulative Rules?
- Is the N-U approach to norms regulative or constitutive?
- What are the implications of the failure to address constitutive rules?
- Is there a Constructivist theory of constitutive rules?
- What is "Post-Modernism"?
- What is "Post-Positivism"?
- How is science not compelling?
- What do post-modernists and post-positivists do with their time?
- What is Vasquez's solution to the lack of an Archimedian point?
- What is "post-structuralism"?
- Can post-structuralism be correct & science still appear to explain (some) behavior?
- What is critical constructivism?

- Does critical constructivism require a distinct method?
- Does conventional constructivism require a distinct method?
- To model preferences, do you have to be a constructivist?

If Interested in Exploring Further:

- Geoffrey Blainey, *The Causes of War*, Simon and Schuster, 1988. Chapter 8 on war as a bargain .
- James Fearon, "Rationalist Explanations for War," *International Organization* 49: 3 (Summer 1995): 379-414.
- Robert O. Keohane (1988). "International Institutions: Two Approaches," *International Studies Quarterly*, 32 (4), 379-396.
- Alexander Wendt, "Anarchy is What States Make of It: The Social Construction of Power Politics," *International Organization* 46 (Spring 1992): 391-425.
- John Vasquez. (1995). "The Post-Positivist Debate: Reconstructing Scientific Enquiry and International Relations Theory after Enlightenment's Fall." in *International Relations Theory Today*, edited by Ken Booth and Steve Smith. University Park: Pennsylvania State University Press.
- Peter J. Katzenstein, Robert Keohane, and Stephen Krasner, "International Organization and the Study of World Politics," *International Organization* 52:4 (Fall 1998): 645-685.
- James Fearon and Alexander Wendt, "Rationalism v. Constructivism: A Skeptical View," *Handbook of International Relations* (2002 ed.), eds. Walter Carlsnaes, Thomas Risse, and Beth Simmons.
- S. Guzzini, and Leander, A. (2006) 'Wendt's Constructivism' in S. Guzzini and A. Leander (editors) *Constructivism and International Relations: Alexander Wendt and his Critics*, New York: Routledge, Ch. 5, pp. 73-91.
- Danial Levine and Alexander Barder, "The Closing of the American Mind: 'American School' International Relations and the State of Grand Theory," *European Journal of International Relations*, 2014, Vol. 20(4) 863–888.

Feb 27: One Level Down: Dyadic Approaches in Global Politics

- Jack S. Levy & William R. Thompson, *Causes of War*, pp. 55-63 on rivalry and steps to war, and pp. 70-77 on interdependence.
- Paul Hensel, "Territory: Geography, Contentious Issues, and World Politics", in *What Do We Know About War*? 2nd Edition. Edited by John A. Vasquez. Lanham, MA: Rowman & Littlefield, 2012.

If Interested in Exploring Further:

- John Vasquez, *The War Puzzle*. New York: Cambridge University Press, 1993.
- Monica Duffy Toft, 2014. "Territory and War," *Journal of Peace Research*, Vol. 51(2): 185-198.

Mar 6: Domestic Politics & Decision Making

- Jack S. Levy & William R. Thompson, *Causes of War*, pp. 93-105 & chapters 5 & 6

If Interested in Exploring Further:

- Barbara W. Tuchman, *The Guns of August: The Outbreak of World War I*. New York: Ballantine Books, 1962.
- Robert Jervis, *Perception and Misperception in International Politics.* Princeton, NJ: Princeton University Press, 1976.
- Jack L. Snyder, *Myths of Empire: Domestic Politics and International Ambition*.Ithaca, NY: Cornell University Press, 1983.
- Jack S. Levy "Domestic Politics and War," *Journal of Interdisciplinary History* 18: 4 (Spring 1988): 653-673.
- Edward D Mansfield and Jack Snyder, *Electing to Fight: Why Emerging Democracies Go to Wa*r. Cambridge, MA: MIT Press, 2005.

Mar 13: Spring Break (no class)

Mar 20: The Democratic Peace

- Zeev Maoz and Bruce Russett, "Normative and Structural Causes of Democratic Peace, 1946-1986," *The American Political Science Review*, Vol. 87, No. 3 (Sep., 1993), pp. 624-638.
- Sebastian Rosato"The Flawed Logic of Democratic Peace Theory." *American Political Science Review* 97: 4 (November 2003): 585-602.
- Johann Park & Patrick James, "Democracy, Territory, and Armed Conflict, 1919–1995," *Foreign Policy Analysis* (2015) 11, 85–107.
- Michael Mousseau, "Four Ways We Know the Democratic Peace Correlation Does Not Exist," under review *International Relations*, Oct. 2018.

Questions to Think About:

- What is the democratic peace?
- What are the implications of a democratic peace for understanding global politics?
- What is the structural explanation for the democratic peace?
- What is the normative explanation for the democratic peace?
- What are some problems with the theories of democratic peace?
- How can a territorial peace challenge the democratic peace?
- What is the contractualist peace?
- How can a contractualist peace challenge the democratic peace?
- What is the state of evidence for democratic peace?

If Interested in Exploring Further:

- Immanuel Kant, 1982 [1795]. *Perpetual Peace*. trans. and ed. Lewis White Beck. New York: Bobbs-Merrill: Indianapolis. First section, second section, first supplement, and second supplement.
- Bruce Russett, Grasping the Democratic Peace : Principles for a Post-Cold War World. Princeton, N.J.: Princeton University Press, 1993.
- Bruce Russett and John R. Oneal, *Triangulating Peace: Democracy, Interdependence, and International Organizations*. New York, Norton, 2001.
- Michael C. Desch, "Democracy and Victory: Why Regime Type Hardly Matters," International Security 27: 2 (2002): 5-47.
- Bruce Bueno de Mesquita, James D. Morrow, Randolph M. Siverson, and Alastair Smith, "Testing Novel Implications from the Selectorate Theory of War," *World Politics* 56 (April 2004): 363–88.

- Erik Gartzke, "The Capitalist Peace," *American Journal of Political Science*: 51(2007): 166-191.
- Patrick J McDonald, *The Invisible Hand of Peace: Capitalism, the War Machine, and International Relations Theory*. New York: Cambridge University Press, 2009.
- Alexander Downes. 2009. "How Smart and Tough Are Democracies?: Reassessing Theories of Democratic Victory in War." *International Security* 33(4): 9–51.
- Jack Snyder and Erica D. Borghard, "The Cost of Empty Threats: A Penny, Not a Pound," *American Political Science Review* 105: 3 (August 2011).
- Jameson Ungerer, "Assessing the Progress of the Democratic Peace Research Program," *International Studies Review* 14:1 (2012).
- Gerald Schneider and Nils Petter Gleditsch, *Assessing the Capitalist Peace*, Routlege, 2013.

- John Vasquez, N.D., "Analyzing Peaceful Dyads: A Territorial Perspective," *Foreign Policy Analysis* (forthcoming). here here here and here.

Mar 27: ISA Meeting (no class).

- Work on Literature Review papers.

Apr 3: Marxian and Quasi-Marxian Approaches

- Johann Galtung, "A Structural Theory of Imperialism." *Journal of Peace Research,* 8: 2 (1971): 81–117.
- Immanuel Wallerstein, "The Rise and Future Demise of the World Capitalist System," *Comparative Studies in Society and History* 16: 4 (September 1974): 387-415.

Questions to Think About:

- How does Galtung's theory work?
- Is the system stable?
- How come direct violence is not necessary?
- What are the social classes?
- How did the system emerge?
- What is the causal mechanism of change?
- How can we see structural imperialism?
- Can the system be modified by increasing the price of raw materials?
- What is "spillover"?
- Can IOs help to modify the structure?
- What is the solution to global inequality?
- Is this a theory?
- What is explained by Wallerstein?
- Why did we end up with core-periphery?
- What makes a state strong?
- Is the system stable?
- How is the system maintained?
- What is "surplus value"?
- If all nations were autarkic, would there be a world system?
- Any predicted changes over time?
- What will eventually happen?
- Are there nations not in the World Capitalist System?
- What are the "stages" of history? (Marxist)

If Interested in Exploring Further:

- John A. Hobson, Imperialism: A Study. Library of Economics and Liberty, 1902. Retrieved October 28, 2010 from the World Wide Web: http://www.econlib.org/library/YPDBooks/Hobson/hbsnImp.html
- Vladimir Lenin, Imperialism: The Highest Stage of Capitalism. Peking: Foreign Language Press, 1970 [1917].
- Andre Gunder Frank, "The Development of Underdevelopment," Monthly Review 18 (1966).
- James A. Caporaso. (editor) "Dependence and Dependency in the Global System," special issue, International Organization 32:1 (Winter 1978).
- Jonathan Kirshner, *Appeasing Bankers: Financial Caution on the Road to War*. Princeton and Oxford: Princeton University Press, 2007.

Apr 10: Realist and Quasi-Realist Approaches

- Robert Gilpin, War and Change in World Politics. Cambridge ; New York : Cambridge University Press, 1999, chapters 2-5.
- Jacek Kugler and Douglas Lemke, "The Power Transition: A Retrospective and Prospective Evaluation," in Manus Midlarsky, ed., Handbook of War Studies II. Ann Arbor, MI: The University of Michigan Press, 2000.
- Karen Rasler and William Thompson, "Global War and the Political Economy of Structural Change," in Manus Midlarsky, ed., Handbook of War Studies II. Ann Arbor, MI: The University of Michigan Press, 2000.

Questions to Think About:

- On Gilpin:
    - What are the characteristics of the pre-modern world?
    - How was the cycle of empires broken?
    - What caused the triumph of the nation-state?
    - What caused the advent of sustained economic growth?
    - What caused the emergence of a world market economy?
    - How does the hegemonic cycle work?
    - Hegemonic Cycle leads to hegemon war, why?
    - Is this "realist"?
    - What does a rising state want?
    - How can the hegemon resist challenger?
    - Can we have a non-market hegemon?
- On Power Transition Theory (PTT):
    - Are alliances flexible?
    - What makes a state "satisfied"?
    - When is major power war most likely?
    - Can't a hegemon make concessions?
    - Is preventive war a solution?
- On Long Cycle:
    - How does global war impact the global economy?
    - What is the basic cause of global war?
    - What are the two "co-evolutionary" processes propelling the global political economy?
    - Main cause of economic rise and decline?
    - Why the distinction of global and regional concentration?

- Is the long-cycle an unchangeable pattern?

If Interested in Exploring Further:

- A. F. K Organski. *World Politics*. New York: Knopf, 1968.
- A. F. K Organski. and Jacek Kugler, *The War Ledger*. University of Chicago Press, 1980.
- Jacek Kugler and Douglas Lemke, *Parity and War: Evaluations and Extensions of The War Ledger*. Ann Arbor : University of Michigan Press, 1996.
- Karen Rasler and William R. Thompson, *Puzzles of the Democratic Peace: Theory, Geopolitics, and the Transformation of World Politics.* Palgrave Macmillan, 2005.
- Jack S. Levy, "Power Transition Theory and the Rise of China," in Robert S. Ross and Zhu Feng, eds., *China's Ascent: Power, Security, and the Future of international Politic*s. Ithaca, New York: Cornell University Press, 2008, pp. 11-33.

Apr 17: Newer and Quasi-Newer Approaches

- David A. Lake, "Legitimating Power: The Domestic Politics of U.S. International Hierarchy", *International Security*, Vol. 38, No. 2 (Fall 2013), pp. 74-111.
- Patrick McDonald, "Great Powers, Hierarchy, and Endogenous Regimes" *International Organization* Vol. 69, 3 (2015), pp. 557-588.

Questions to Think About:

- On Lake:
  - What's wrong the standard anarchy assumption in IR?
  - What is the distinction of authority from coercion?
  - What is the formal/legalistic view of how authority emerged?
  - Can "empire" exist without economic exploitation?
  - How is hierarchy measured?

If Interested in Exploring Further:

- Hedley Bull, The Anarchical Society: A Study of Order in World Politics (Columbia University Press, 1977)
- John Ikenberry, After Victory: Institutions, Strategic Restraint, and the Rebuilding of Order after Major Wars (Princeton University Press, 2000)
- Douglas Lemke, Regions of War and Peace (New York: Cambridge University Press, 2002)
- David A. Lake. 2007. "Escape from the State of Nature: Authority and Hierarchy in World Politics." *International Security*. Vol. 32, No. 1 (Summer): pp. 47-79.
- Benjamin O. Fordham and Victor Asal, "Billiard Balls or Snowflakes? Major Power Prestige and the International Diffusion of Institutions and Practices," International Studies Quarterly 51, 1 (March 2007), pp. 31-52
- David A. Lake, *Hierarchy in International Relations*. Cornell University Press, 2011.
- Mark David Nieman, "The Return on Social Bonds: Social Hierarchy and International Conflict," Journal of Peace Research 53:5 (2016): 665-679.
- Jack S. Levy and William R. Thompson, "Balancing on Land and at Sea: Do States Ally against the Leading Global Power?" *International Security* 35: 1 (Summer 2010): 7-43.
- David W. Blagden, Jack S. Levy, William R. Thompson, "Correspondence," *International Security* 36: 2 (Fall 2011): 190-202.

- Jack Levy & William Thompson, *The Arc of War: Origins, Escalation, and Transformation*. University of Chicago Press, 2011.

Course Policies

Late Paper Policy: 1% drop in grade for every hour late.

Make-up Policy: Make-up exams require medical and funeral documentation.

Letter/Grade Equivalencies

93 -	100	A
90 -	93	A-
87 -	90	B+
83 -	87	B
80 -	83	B-
77 -	80	C+
73 -	77	C
70 -	73	C-
67 -	70	D+
63 -	67	D
60 -	63	D-
-60		F

Curve Policy: No curve.

Method of Grade Reporting: Webcourses@UCF.

Campus Resources: You should be aware that help is available if you are struggling with this course! First see me, your instructor: I want you to understand the material and would be most pleased to help if you are having trouble. Other resources include the Student Academic Resource Center (SARC), for supplemental instruction and academic tutoring, and the University Writing Center.

Final exam date: TBA.

****Note: Improper citation indicates plagiarism and can result in a zero grade.** Academic integrity is not just about avoiding plagiarism. It includes too:

1. **Proper attribution** of work at all levels, with particular emphasis on correct citation of summarized literature and quoted material, as well as accurate and professional use of data. For specifics, see the Writing Center's guide.
2. All material you turn in is to be **original work** that has not been used in other classes, or appropriated from others.
3. The purpose of citing is less about the getting the commas in the right place of the **citation** than it is about proper intellectual attribution of your sources. Importantly, citations allow for the reader to be able to easily find the exact source, sometimes the exact passage, where you found your information; thus, your citations must be complete and systematic. In this course, whenever you use an idea from someone else, you must cite them at that point in your essay, and any group of more than 3 words that are not your own must be in quotes or it will be considered plagiarism. Unless stated otherwise, all assignments must correctly use a standard citation system (such as APA, MLA Chicago, etc.) formatting, correctly identify and use sources and quoted material. Note that citation style guides are available at the library website here: http://guides.ucf.edu/?group_id=1813. And, free software that helps you manage citations

for various styles are found here: http://library.ucf.edu/about/departments/scholarly-communication/citation-management-tools/.

UCF Official Syllabus Addendum

This page contains course policies that are standardized across all UCF courses and are supplemental to all UCF course syllabi.

1. **Academic Integrity.** The Center for Academic Integrity (CAI) defines academic integrity as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action. http://www.academicintegrity.org/icai/assets/FVProject.pdf (Links to an external site.)Links to an external site.

UCF Creed: Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

1. Integrity: I will practice and defend academic and personal honesty.
2. Scholarship: I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.
3. Community: I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.
4. Creativity: I will use my talents to enrich the human experience.
5. Excellence: I will strive toward the highest standards of performance in any endeavor I undertake.

The following definitions of plagiarism and misuse of sources comes from the Council of Writing Program Administrators <http://wpacouncil.org/node/9 (Links to an external site.)Links to an external site.+> and has been adopted by UCF's Department of Writing & Rhetoric.

Plagiarism

In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers.

Misuse of Sources

A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.

Responses to Academic Dishonesty, Plagiarism, or Cheating

UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to infringements of academic integrity. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgrade.

For more information about UCF's Rules of Conduct, see http://www.osc.sdes.ucf.edu/.

Unauthorized Use of Class Materials

There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in violation of academic conduct standards and may face penalties.

Unauthorized Use of Class Notes

Faculty have reported errors in class notes being sold by third parties, and the errors may be contributing to higher failure rates in some classes. The following is a statement appropriate for distribution to your classes or for inclusion on your syllabus:

Third parties may be selling class notes from this class without my authorization. Please be aware that such class materials may contain errors, which could affect your performance or grade. Use these materials at your own risk.

In-Class Recording Policy. Outside of the note taking and recording services offered by Student Accessibility Services, the creation of an audio or video recording of all or part of a class for personal use is allowed *only* with the advance and explicit written consent of the instructor. Such recordings are only acceptable in the context of personal, private studying and note taking and are not authorized to be shared with *anyone* without the separate written approval of the instructor.

Course Accessibility Statement. The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with Student Accessibility Services (Ferrell Commons, 7F, Room 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

Campus Safety Statement. Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see http://www.ehs.ucf.edu/workplacesafety.html (click on link from menu on left). (insert class specific information if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert", fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- If you have a special need related to emergency situations, please speak with me during office hours.

- Consider viewing this video (You CAN Survive an Active Shooter (Links to an external site.)Links to an external site.) about how to manage an active shooter situation on campus or elsewhere.

Deployed Active Duty Military Students. If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

Course Summary:

Date	Details
Fri Jan 11, 2019	Essay Exam 1 due by 11:59pm
Wed Feb 6, 2019	Essay Exam 2 due by 11:59pm
Wed Feb 27, 2019	Essay Exam 3 due by 11:59pm
Wed Apr 17, 2019	Essay Exam 4 due by 11:59pm
Fri Apr 26, 2019	Literature Review due by 11:59pm
	Participation