



**TEXAS A&M**  
**UNIVERSITY**  
**CENTRAL TEXAS**

**POLI 3308:**  
**International Politics**  
**Section 110 (Summer 2018)**  
**2 PM – 4:30 PM Tues/Thurs**  
**Founder's Hall 413**



**Dr. Jeffrey Dixon**

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**Office Hours:** 5:00-5:45 PM Mon/Wed,  
4:35-5:45 PM Tues/Thurs, or by appointment

**Course Description (from TAMUCT Catalog)**

Explore the development of the national state system, the problems and issues which have arisen, international agencies created to cope with these problems, and the principles of international conduct.

**Course Objectives and Outcomes**

*Course Objectives*

1. Students in this course will learn to understand the major theories and problems of international politics.
2. Students in this course will improve their academic writing through a process of continuous low-stakes writing assignments that require well-supported arguments.

*Student Learning Outcomes:*

1. Students will improve their abilities to describe and compare academic theories and social-scientific research in writing.
  - a. Students will be able to present social-scientific arguments about international politics that contain a claim (thesis), evidence, and warrants connecting the evidence to the thesis.
  - b. Students will substantially improve their writing through a *successive* focus on proper citation, then spelling/grammar issues, then topic sentences for paragraphs, and finally through clarity of argumentation (that is, the ability to relate abstract theory to concrete evidence).
2. Students will be able to distinguish between (neo)realism, (neo)liberalism, constructivism and the Copenhagen school, emancipative critical theories (such as critical security studies, Marxism, feminism, and critical race theory), and rational choice theory as approaches to international relations and defend one as superior to the others for answering one of the following puzzles in the subfield:
  - a. What are the political causes and consequences of international finance and trade?
  - b. What do we know about the causes of armed conflict?
  - c. What ethical standards, if any, should govern international relations?
  - d. What determines the relations between great powers?
  - e. When is international law effective?



The first two outcomes (1a and 1b) are assessed through daily writing assignments while the last outcomes (2a-2e) are assessed on the final exam. Of course, all three of the outcomes are introduced and reinforced through class discussion and participation.

**Books**

The following books are required for this course. You are under no obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer. The other required readings are available on Canvas.

Braumoeller, Bear F. 2013. *The Great Powers and the International System: Systemic Theory in Empirical Perspective*. Cambridge University Press. ISBN: 978-1107659186

Daddow, Oliver. 2017. *International Relations Theory*. 3<sup>rd</sup> Ed. Thousand Oaks, CA: SAGE. ISBN: 978-1473966581

**Writing Intensive Course Requirements**

This is a writing-intensive course. That means that one objective of the course is to improve student writing. In concrete terms, your submissions should always be typed (although diagrams may be hand-drawn) and in the form of full arguments with a thesis (claim), evidence that supports the thesis, and clear links (warrants) between the evidence and the thesis. Grammar and spelling errors will reduce the credit you receive, even for otherwise correct answers. See Canvas for a link to my pet grammatical peeves.

Of course, good writing requires more than correct spelling and grammar, and I’m looking for a thesis, for paragraphs to have topic sentences, and for well-cited and evidence-based argumentation. An argument is complete if it contains a claim (something you are trying to prove), evidence (properly-cited, of course), and a warrant (the evidence logically supports the claim). The citation system we’ll be using in this class is that of the American Political Science Association (APSA). APSA citation is a slightly modified form of the parenthetical documentation system in the Chicago Manual of Style (not the note system found in the same volume). A guide to APSA citations is available on Canvas.

**Grading** (90/80/70/60, rounded to the nearest percentage)

**POLI 3308 Course Rubric**

Item	Points Possible	Percent
Academic Integrity Exercise	0 (but required to pass)	0% *
Responses to Writing Prompts (18)	20 each (360 total)	36%
Participation	20 per session (360 total)	36%
Final Exam	280 (divided evenly between questions)	28%
<b>TOTAL POSSIBLE</b>	<b>1000</b>	<b>100%</b>
895+=A    795-894=B    695-794=C    595-694=D    594 or lower=F		

**Exercises, Exams, and Participation**

- Academic Integrity Exercise: This consists of watching a brief lecture on Canvas, taking a quiz, seeing where any mistakes on the quiz came from, and signing a statement. Once you successfully complete this exercise, you will no longer need to do so in future political science courses. If you have previously completed this exercise in one of my courses, you need not do so again. \*\*\*Completing the Academic Integrity Exercise is a prerequisite to passing this course. It must be completed before the due date on the syllabus.\*\*\*



- **Rubric: You will automatically fail the course if you have not completed the Academic Integrity exercise on or before the deadline.**
- Responses to Writing Prompts (36%). At the beginning of each class, you should submit a typed, two page, double-spaced essay on the day's readings that responds to the writing prompt for the day. There should be an introduction to the puzzle you face and its importance, a clear thesis that resolves the puzzle, and applicable evidence from the readings for the day. Cite sources properly using the APSA system (see Canvas for examples), including a works cited page.
  - Rubric: For simplicity's sake, grades will be given and recorded as percentages rather than the number of points out of 20 that you earned. Of course, to get the point value, just multiply the percentage by 20. Fractional points are possible.
    - The essay should show that you read and grappled with the assigned material. This is half of the possible credit.
    - The other half of the credit is based upon your writing, especially your argument and the presence of evidence to support that argument. Having the argument properly divided into paragraphs with clear topic sentences is also important.
    - Proper citation, spelling, and grammar count for up to 20% of the credit (1% deduction per error). Note that this applies to incorrect citation formats, not the absence of any citations or proper use of quotation marks (see Academic Integrity below). Check the link on Canvas to at least address my personal grammar/word choice pet peeves.
- Participation (36%). This will be graded on a simple system of 20 points (recorded as percentages) per day. A student who attends and does little else will receive 8 points (40% credit). A student who constructively participates in about half of the class will receive 16 points (80% credit). A student who constructively participates throughout class will receive 24 points (120% credit – a significant extra credit opportunity).
  - Constructive participation means making several comments or asking questions that demonstrate familiarity with the assigned readings for the week. It also means actively engaging in any in-class exercises.
  - A good rule of thumb is to be sure to contribute something relevant (even just a question that shows engagement with the course material) at least twice an hour if there is no lecture or in-class exercise.
  - As the amount of class time devoted to lecture increases, the amount of participation expected from students decreases proportionally.
  - Lateness/Leaving Early: These things can be disruptive to class. Moreover, they are missed opportunities to participate in class and to understand the development of the conversation. Therefore, participation credit will be reduced for lateness/leaving early in proportion to how much class time is missed (rounding up to the next 10%).
- Final Exam (28%). There will be a comprehensive final exam.
  - The exam will consist of two essay questions which will each ask you to defend a theoretical perspective as the best choice for tackling a particular puzzle in the subfield (see page 1 of the syllabus) selected by the professor. The puzzles may be reworded to make them more precise or in order to take into account material we have discussed in class.
  - General advice:
    - It is generally best to write an outline first, then write your answer. For each major point on your outline, you should have support (a finding or example from the course materials).



- You can write an outline for each question under Learning Outcome 2 as we encounter it in the course, saving yourself considerable time and effort reviewing for the final exam.
- The exam is both open-notes and open-book. You are free to use class handouts, your notes, and all of the assigned readings. You are **not** permitted to use other resources (such as online material) during the exam.
- Exam grading rubric. Grading is primarily based upon your demonstrated knowledge of and ability to synthesize and apply the material, rather than spelling/grammar issues. Having said this, atrocious grammar can make it impossible for the reader to understand your argument.

### POLI 3308 Final Exam Question Grading Rubric

Grade	Thesis (25%)	Argument Structure (25%)	Evidence (50%)
A	Answers the question and drives the rest of the essay	The thesis is built up from arguments about each element of the question, each with its own support	Each element of the argument is supported by evidence from the course and no major evidence is ignored. In general, consistent statistical findings are better evidence than isolated examples, where such evidence is available.
B	Answers the question, but most of the paper ignores it	Some elements of the thesis do not correspond to sections of the answer, or vice versa	Each element of the argument is supported by evidence, but <b>either</b> major sources of evidence in the course are ignored <b>or</b> the evidence used is insufficient to support one or more of the claims in the paper.
C	Does not match up with every element of the question	The essay is a set of arguments that proceed without logical order	The evidence, when taken as a whole, fails to support the paper's thesis, with necessary steps in the argument being assumed instead of demonstrated. Much relevant evidence is omitted and much of the support consists of direct quotes or naked claims, unsupported by the empirical evidence.
D	Does not match up with most elements of the question	Most of the essay is devoid of actual argument, instead following a stream-of-consciousness or "data dump" strategy	At least one major element of the essay's argument has substantial evidence from the course that supports it. However, the other elements are supported by generally vague, irrelevant, or naked claims.
F	None	The essay is devoid of structure	Little if any evidence from the course is used in the answer. It fails to synthesize any research.

#### Attendance, Make-Up Work, and Late Work

- Attendance is required. Students must inform the instructor *prior to an absence*. Send me an email stating the dates(s) you will be missing and the reason(s). (Protect yourself! Don't rely on my memory – send me something written that I can keep in my files).
  - Note that failure to contact the instructor *prior to class* will normally rule out any sort of make-up.
- Late responses to writing prompts are only accepted in the case of excused absences. *If you must email me anything to prove you have it done on time, then you need to bring a hard copy for me to grade the next class session.*



- Make-up work is required for any **excused** absence after the first. It makes up for the inability of the student to participate in the class.
  - For each assigned reading for the day you missed, you may turn in an outline (not just the list of topics covered, but the conclusions reached and steps in the argument – use verbs), or you may turn in a page specifying a flaw or unanswered question in the reading and how it should be addressed by scholars.
  - *Note that this is in addition to completing the response paper for the missed session – the two are graded separately.*
  - **When you return from a second or subsequent excused absence, be sure to do the make-up work. It is your duty to keep up, not the instructor’s duty to remind you.**
  - Make-up work is due one week after you return to class.
- Grades of incomplete are not to be used when students simply fall behind. Instead, they are used when some event such as a hospitalization or deployment effectively takes the student out of the class after the drop deadline. By university policy, incompletes must be finished in the subsequent semester.

### **Regrade Policy**

It is possible for me to make a mistake when grading. So if you think that I graded part or all of an assignment incorrectly, you have one week to return it to me for regrading against the rubric. You may request that all or only part of the assignment be regraded. I take no offense at this. The same policy applies to the final exam; you have one week from when grades are posted to request a regrade of one or both questions. As for participation, I make the daily participation grades available both during the class break and after class, so if you need to remind me of something you said that didn’t receive credit, do so that night as I probably won’t remember who said what the next week.

### **Academic Integrity**

*University Code of Academic Honesty:* Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student’s academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student’s work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university’s Office of Student Conduct. Ignorance of the university’s standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

Specific guidelines for this course, which supplement and do not replace University policy:

- *Violations:* There are plenty of ways to cheat listed by the Student Handbook. Some common violations of academic integrity that I have observed while teaching similar classes at TAMUCT are
  - Copying another student’s homework. I encourage study groups, but copying must be avoided. Discuss the readings as long as you wish, but don’t “share” the contents of your memos before they are due. You may not “jointly” complete any of the homework exercises in this course unless otherwise indicated on the assignment; these are to be completed by yourself alone. If you provide another student with a copy of your homework and they copy it, both you and the copier will be deemed to have violated the policy.



- Using direct quotes without quotation marks. Even if you are just using three- or four-word phrases, you need to surround them with quotation marks if you didn't create them yourself. This is true even if you cite the source! Remember that changing a few words in a sentence does not transform a direct quote into a paraphrase; instead, it transforms one long direct quote into several shorter direct quotes with a word of your own between each. A true paraphrase is the expression of the cited source's ideas in your own words.
- Paraphrasing another person's words without citing the source
- *Penalties:*
  - The normal penalty for a violation of academic integrity (whether or not it is specifically listed above) in any of my classes is a grade of zero for the work or a deduction of 20% (two letter grades) from your course grade, whichever is **greater**. The infraction will be reported to the TAMUCT administration, with a recommendation for probation in the case of deliberate violation or no further action in the case of clearly inadvertent violation.
  - The (a) outright purchase, download, or completion by others of an exam, or (b) second or subsequent violation of academic integrity (in this course or other courses) display such serious disregard for academic integrity that either one of them will result in course failure **and** recommendation for expulsion to the TAMUCT administration.

### Drop Policy

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop\_Request\_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

### Student Resources

- **911 Cellular:** Emergency Warning System for Texas A&M University – Central Texas. 911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account. Connect at 911Cellular [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.
- **Academic Accommodations:** At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations, please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such. For more information please visit our Access & Inclusion webpage [https://www.tamuct.edu/student-affairs/access-inclusion.html].



- Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these requirements and guidelines online, please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].
- Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender – including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Division of Student Affairs at 254-501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.
- **Tutoring** is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.
  - If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Dr. DeEadra Albert-Green at [deadra.albertgreen@tamuct.edu](mailto:deadra.albertgreen@tamuct.edu).
  - Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.
- **University Writing Center:** Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library Monday-Thursday from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via WOnline at [<https://tamuct.mywconline.com/>]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.
  - While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!
  - If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu).
- **The University Library** provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are



available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

- Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.
- Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our Library website [<https://tamuct.libguides.com/>].

### **Amendments**

Not all exigencies can be foreseen. I reserve the right to amend the syllabus at any time. Any such amendment will be provided to the students in writing.



## Course Schedule

Dates	Topic	Assigned Readings and Writing Prompts (Asterisks indicate a reading that is available on Canvas)
June 5	Problems and Perspectives in IR	<ul style="list-style-type: none"> <li>• None</li> </ul>
June 7	Theory in International Relations	<ul style="list-style-type: none"> <li>• Daddow, <u>International Relations Theory</u>, Chapters 1-2</li> <li>• <i>Prompt: How can we determine which of two or more competing theories best explains a given dependent variable in International Politics?</i></li> </ul>
June 12	The Classical Theories: Liberalism vs. Realism <b>Academic Integrity Exercise Due</b>	<ul style="list-style-type: none"> <li>• Daddow, <u>International Relations Theory</u>, Chapters 4-5, 16</li> <li>• Drezner, <u>Theories of International Politics and Zombies</u>, Excerpts *</li> <li>• <i>Prompt: What are the major differences between the assumptions of realism and the assumptions of liberalism?</i></li> </ul>
June 14	The Evolution of Realism	<ul style="list-style-type: none"> <li>• Daddow, <u>International Relations Theory</u>, Chapter 3</li> <li>• Schmidt, "On the History and Historiography of International Relations" *</li> <li>• Powell, "Guns, Butter, and Internal Balancing in the Shadow of Power" *</li> <li>• <i>Prompt (select one):</i> <ul style="list-style-type: none"> <li>○ <i>Explain the logic of Powell's model – i.e. its assumptions and the conclusions drawn from those assumptions.</i></li> <li>○ <i>What difference to our understanding of world politics does accepting Schmidt's thesis make?</i></li> </ul> </li> </ul>
June 19	Neorealism	<ul style="list-style-type: none"> <li>• Daddow, <u>International Relations Theory</u>, Chapter 6 (pp. 101-106)</li> <li>• Waltz, <u>Theory of International Politics</u>, Excerpts *</li> <li>• <i>Prompt: What are three testable implications of Waltz's argument?</i></li> </ul>
June 21	Neoliberalism	<ul style="list-style-type: none"> <li>• Daddow, <u>International Relations Theory</u>, Chapter 6 (pp. 106-114)</li> <li>• Oneal and Russett, "The Kantian Peace" *</li> <li>• <i>Prompt: What is the "neo-neo consensus?" That is, what do neorealism and neoliberalism agree upon?</i></li> </ul>
June 26	Constructivism and the Copenhagen School	<ul style="list-style-type: none"> <li>• Daddow, <u>International Relations Theory</u>, Chapter 8</li> <li>• Wendt, "Anarchy is What States Make of It" *</li> <li>• Peoples and Vaughan-Williams, "Securitisation Theory"*</li> <li>• Hayes, "Identity and Securitization in the Democratic Peace" *</li> <li>• <i>Prompt: Which approach is more promising for understanding international politics – Constructivism or the Securitization Theory of the Copenhagen School?</i></li> </ul>



Dates	Topic	Assigned Readings and Writing Prompts (Asterisks indicate a reading that is available on Canvas)
June 28	Critical Security Studies	<ul style="list-style-type: none"> <li>• Daddow, <u>International Relations Theory</u>, Chapter 10</li> <li>• Fierke, “Critical Theory, Security, and Emancipation” *</li> <li>• Hynek and Chandler, “No Emancipatory Alternative, No Critical Security Studies” *</li> <li>• <i>Prompt: What distinguishes Critical Security Studies from other approaches to international security?</i></li> </ul>
July 3	Other Critical Approaches	<ul style="list-style-type: none"> <li>• Daddow, <u>International Relations Theory</u>, Chapters 9, 11</li> <li>• Henderson, “Hidden in Plain Sight: Racism in International Relations Theory” *</li> <li>• True, “Feminism and Gender Studies in International Relations Theory” *</li> <li>• <i>Prompt: Which theory provides the most accurate view of how world politics actually works – Marxism, feminism, or critical race theory?</i></li> </ul>
July 5	Normative Approaches	<ul style="list-style-type: none"> <li>• Oppenheim, “National Interest, Rationality, and Morality” *</li> <li>• Farrell, “Immoral Intentions” *</li> <li>• Daddow, <u>International Relations Theory</u>, Chapter 13</li> <li>• <i>Prompt: Is colonialism (the behavior) wrong? Why or why not?</i></li> </ul>
July 10	Rationalist Perspectives	<ul style="list-style-type: none"> <li>• Wagner, “Who’s Afraid of ‘Rational Choice Theory?’” *</li> <li>• Quackenbush, “The Rationality of Rational Choice Theory” *</li> <li>• Fearon, “Rationalist Explanations for War” *</li> <li>• <i>Prompt: What is “rational” about each of Fearon’s explanations for war?</i></li> </ul>
July 12	The Scientific Study of International Processes	<ul style="list-style-type: none"> <li>• Jackson, “Rationalizing <i>Realpolitik</i>: U.S. International Relations as a Liberal Field” *</li> <li>• Mitchell, “Dangerous Bargains with the Devil? Incorporating New Approaches in Peace Science for the Study of War” *</li> <li>• Mousseau, Grasping the Scientific Evidence: The Contractualist Peace Supersedes the Democratic Peace”</li> <li>• Ray and Dafoe, “Democratic peace versus Contractualism” *</li> <li>• <i>Prompt: Does contractualism explain the absence of wars between democracies better than theories which argue that democratic leaders don’t fight each other because of institutional constraints?</i></li> </ul>
July 17	International Political Economy	<ul style="list-style-type: none"> <li>• Marlin-Bennett, “International Political Economy: Overview and Conceptualization” *</li> <li>• Tomz, “International Finance” *</li> <li>• Milner, “International Trade” *</li> <li>• <i>Prompt: Why do different leaders choose different policies governing trade and foreign investment?</i></li> </ul>



Dates	Topic	Assigned Readings and Writing Prompts (Asterisks indicate a reading that is available on Canvas)
July 19	International Conflict	<ul style="list-style-type: none"> <li>• Cashman, <u>What Causes War?</u>, Chapters 2-3 *</li> <li>• Rasler and Thompson, "Systemic Theories of Conflict" *</li> <li>• <i>Prompt: Which better explains war: characteristics of the international system or characteristics of individual leaders?</i></li> </ul>
July 24	International Aspects of Internal Conflict	<ul style="list-style-type: none"> <li>• Dixon, "Emerging Consensus: Results from the Second Wave of Statistical Studies on Civil War Termination" *</li> <li>• DeMeritt, "Delegating Death: Military Intervention and Government Killing" *</li> <li>• Parker and Sitter, "The Four Horsemen of Terrorism: It's Not Waves, It's Strains" *</li> <li>• Dreher, Gassebner, and Schaudt, "The Effect of Migration on Terror – Made at Home or Imported from Abroad?" *</li> <li>• <i>Prompts (select one):</i> <ul style="list-style-type: none"> <li>○ <i>What causes terrorism?</i></li> <li>○ <i>What are the consequences of military intervention in civil wars and mass killings?</i></li> </ul> </li> </ul>
July 26	A Systemic Approach to International Relations	<ul style="list-style-type: none"> <li>• Braumoeller, <u>The Great Powers and the International System</u>, Preface, Chapters 1-2, and (optionally) the formal model in Appendix A</li> <li>• <i>Prompt: What are Braumoeller's dependent variables – and what independent variables does he use to explain them?</i></li> </ul>
July 31	Testing the Systemic Approach: Evidence and Implications	<ul style="list-style-type: none"> <li>• Braumoeller, <u>The Great Powers and the International System</u>, Chapters 3 (skim Appendix B, esp. pp. 231-233), 4, and 5.</li> <li>• <i>Prompt: We discussed causes of the Cold War on the first day of class. Keeping that discussion and Braumoeller's argument in mind, why did the Cold War ever end?</i></li> </ul>
August 2	International Law: Commitment and Compliance	<ul style="list-style-type: none"> <li>• von Stein, "International Law: Understanding Compliance and Enforcement" *</li> <li>• Morrow, "When Do States Follow the Laws of War?" *</li> <li>• <i>Prompt: When do states follow the laws of war?</i></li> </ul>
August 7	International Law and Domestic Politics	<ul style="list-style-type: none"> <li>• Simmons, <u>Mobilizing for Human Rights</u>, Chapters 3-4 *</li> <li>• Daddow, <u>International Relations Theory</u>, Chapter 18</li> <li>• <i>Prompt: When are human rights treaties effective?</i></li> </ul>
August 9	Final Exam	<ul style="list-style-type: none"> <li>• None</li> </ul>

