

**POLS 506 — Fall 2016**  
**World Politics**

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Class: W 3:00–5:45pm, ERB 1127  
Office Hours: W 12:00-2:00 pm  
*and by appointment.*

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## Course Description

This course, World Politics, intends to give graduate students a deeper understanding of some of the major theories and ideas present within world politics research. Students coming into the course may already be familiar with some of the ideas in the course on a surface level and likely have encountered them through some basic treatments in either passing or in textbooks. This course examines more of the primary material that gave life to how we understand the international world. Ultimately, students will test their own ideas about the international system by the conclusion of this class.

## Course Format

Like most substantive graduate courses, this course progresses through classroom-based discussion. My goal is to keep my lecturing to a minimum, but this can only happen with student participation and engagement. Additionally, assignments in this course are oriented towards the goal of facilitating discussion and student participation.

## Required Text

There are three books required for the course:

1. Waltz, Kenneth. 1959. *Man, State & War*. ISBN: 9780231125376
2. Waltz, Kenneth. 1979. *Theory of International Politics*. ISBN: 9781577666707
3. Oneal, John R. and Bruce Russett. 2000. *Triangulating Peace: Democracy, Interdependence, and International Organizations*. ISBN: 9780393976847
4. Axelrod, Robert. 1984. *The Evolution of Cooperation*. ISBN: 9780465005642
5. Schelling, Thomas. 1960. *Strategy of Conflict*. ISBN: 9780674840317

## Course Requirements

### 1. Discussion 25%

It is not nearly enough for students to be present, but they must also engage in the material and give life to the theories as well as combat them within the confines of the classroom. As such, student participation and discussion is pivotal to both the course as well as the graduate student experience. At the conclusion of each class, students will hand in a one paragraph summary of how they participated and their own participation score on a scale of one to ten. The instructor will assign a final grade after assessing the student's self-assessment.

## 2. Discussion Memos 15%

Students will write three short memos (3 pages maximum) on a particular chapter or reading assigned for the day. The memo will be distributed to class by 5pm the night previous to class via Blackboard (so people have a chance to read it). If you are not familiar with how to send emails via Blackboard, consult with another student or with the instructor. The memo is four parts in single spaced text: a brief (no longer than one paragraph) summary of the work, 2-3 paragraphs synthesizing the material with other works or critiquing the work directly, four (4) solid discussion questions, and one citation or link to material (film, academic article, newspaper article, youtube video, song, board game, video game, etc.) related to the reading. Students will assume the lead for discussing the material for the day they have adopted.

## 3. Final Paper 40%

Near the end of the semester, students will hand in a 25 page paper that is a proposed research design. The paper will include most of the elements of a normal paper, but will leave out the actual data collection and testing of the paper. As such, the paper should include the following elements:

- (a) Title page (1 page)
- (b) Abstract (1 page)
- (c) Introduction (1-3 pages)
- (d) Literature Review (5-7 pages)
- (e) Theory Section (3-6 pages)
- (f) Research Design (3-5 pages)
- (g) Bibliography (2 pages)

The paper will propose a large-n (observations), cross-sectional, time-series project that predicts some phenomenon related to the topics within this class. The literature review must cite at least 15 relevant sources, the theory must propose a causal mechanism that links some interesting independent variable to a dependent variable as well as a relevant hypothesis, and the research design will specify a dependent variable, at least one independent variable of interest, and two or more control variables. The students must identify likely sources for their data. **This paper is due December 7th**

## 4. Final 20%

Students will receive a take-home final that will contain two questions. Students will answer one of two questions and write a research-informed response to the question.

## Final Grades

A+:97-100%	A: 93-96%	A-: 90-92%
B+: 87-89%	B: 83-86%	B-:80-82%
C+: 77-79%	C: 73-76%	C-:70-72%
D+: 67-69%	D: 63-66%	D-: 60-62%
F: 0-59%		

## General Guidelines and Information

1. **Class will begin on time.** Avoid arriving late to class; otherwise, you may miss important material, quizzes, or information about class assignments. However, being late is better than not showing up at all. If you do arrive late, attempt to arrive quietly into class and avoid making too much of a disruption. The same is true if you have to leave class early. If you miss any information due to your absence, ask a classmate for notes and to help you catch up. In general, it is a good policy to find people within the class that you can share notes with and be able to study collectively.

2. **Please avoid classroom disruptions.** Turn your cellphones to silent before class begins.
3. **Use the APSA style of reference.** To standardize citations and references, follow the guidelines set out by the *American Political Science Association*. Information and guidelines can be found in the following PDF file: [http://www.westmont.edu/\\_academics/departments/political\\_science/documents/APSASyleManual2006.pdf](http://www.westmont.edu/_academics/departments/political_science/documents/APSASyleManual2006.pdf). You can also use a site like the Citation Machine to generate your bibliography.
4. **Cheating and plagiarism is not acceptable.** All written work is subject to being submitted to SafeAssignment through Blackboard. This is a program that will find copied work from both published sources, the internet, and other work by students. Student who are found to be plagiarizing or cheating on a given assignment or test will automatically fail that assignment or test. If you wish to use work from another class, you must obtain permission from both instructors. Doing so without permission is a form of plagiarism.
5. **SafeAssignment:** All written assignments must be turned in through SafeAssignment given the appropriate links on Blackboard as well as providing a physical copy to the instructor/teaching assistant. The digital copy is due by 5pm on the day the assignment is due to be turned in. Assignments not turned in digitally as well as physically will not be graded and receive a zero for that assignment. If you have trouble with submitting an assignment, contact the instructor immediately.
6. **Missing exams and late assignments:** There will not be makeup exams or quizzes. Late paper assignments will be severely penalized—as such, having work completed early will increase your chances of avoiding penalties to your grade. The standard deduction will be one full letter grade per day that the assignment is late. That is, an B– will become a C–.
7. **The syllabus.** the syllabus is a living document that can and will be altered throughout the duration of the course based both on need and design. Generally, this may means readings will be removed or added as needed. All changes will be listed on Blackboard, so make sure to check announcements for any such change.
8. **Contacting the instructor.** The best way to get in touch with me is either through email. Any question that is of general interest to the entire class should may be answered in a way that provides the answer to the entire class.
9. **Accommodations:** Students with disabilities needing accommodations to fully participate in this class should contact the Educational Access Center (EAC). All accommodations must be approved through the EAC prior to being implemented. To learn more about the accommodation process, visit the EACs website at <https://eac.boisestate.edu/new-eac-students/>.

## Course Schedule

This is the reading you are expected to have done *by the day it is assigned*. As mentioned earlier, the books are going to be the longest part and you should start reading them well in advance of the due date for discussion. Suggestions for readings will also be welcomed if they are offered early enough.

### Week 1

*Introduction to Class*

August 24th

Syllabus and opening discussion

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## Week 2

*Introduction: Framing World Politics*

August 31st

Syllabus. Waltz, 1959. *Man, the State and War*

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## Week 3

*Researching and Understanding International Relations*

September 7th

- Bull, H. 1966. "International theory: The case for a classical approach." *World Politics* 18(3):361-377.
- Singer, J.D. 1969. "The incomplete theorist: Insight without evidence." (Reserves)
- Bueno de Mesquita, B. 1985. "Toward a scientific understanding of international conflict." *International Studies Quarterly* 29(2):121-136.
- Dessler, David. 1991. Beyond Correlations: Toward a Causal Theory of War. *International Studies Quarterly* 35(3): 337-355.

## Week 4

*Realism and Neorealism*

September 14th

Waltz, 1979. *Theory of international politics*

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## Week 5

*Power Transition Theory*

September 21st

- DiCicco, J.M. and Levy, J.S., 1999. "Power shifts and problem shifts: The evolution of the power transition research program." *Journal of Conflict Resolution*, 43(6):675-704.
  - Geller, D.S., 1992. "Capability concentration, power transition, and war." *International Interactions*.17(3):269-284.
  - Lemke, D., & Reed, W. 1996. "Regime types and status quo evaluations: Power transition theory and the democratic peace." *International Interactions*. 22(2):143-164.
  - Kastner, S.L. & Saunders, P.C. 2012 "Is China a status quo or revisionist state? Leadership Travel as an empirical indicator of foreign policy." *International Studies Quarterly*. 56(1):163-177.
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## Week 6

*Strategy and Conflict*

September 28th

Schelling, 1960. *Strategy and Conflict*

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## Week 7

*Bargaining and War*

October 5th

- Fearon, J.D. 1995. "Rationalist explanations for war." *International Organization* 49(3): 379-414.
  - Reiter, D. 2003. "Exploring the bargaining model of war" *Perspectives on Politics* 1(1):27-43.
  - Lake, D.A. 2010/11. "Two cheers for bargaining theory: Assessing rationalist explanations of the Iraq War." *International Security*. 35(3):7-52.
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## Week 8

### *Liberalism*

October 12th

Oneal and Russett. 2000. *Triangulating peace*.

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## Week 9

### *Domestic Politics and International Politics*

October 19th

- Putnam, R.D. 1988. "Diplomacy and domestic politics: The logic of two-level games." *International Organization*. 42(3): 427-60.
  - Rogowski, R. 1987. "Political cleavages and changing exposure to international trade." *American Political Science Review* 81(4):1121-37.
  - DeMesquita, B.B. and Siverson, R.M., 1995. "War and the survival of political leaders: A comparative study of regime types and political accountability." *American Political Science Review*. 89(4):841-855.
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## Week 10

### *Foreign Policy*

October 26th

- Allison, G.T. 1969. "Conceptual models and the Cuban Missile Crisis." *American Political Science Review*. 63(3): 689-718.
  - Allyn, B.J., Blight, J.G. and Welch, D.A., 1989. "Essence of revision: Moscow, Havana, and the Cuban missile crisis." *International Security*. 14(3):136-172
  - Krasner, Stephen. 1972. "Are bureaucracies Important? (Or Allison Wonderland)." *Foreign Policy*. 1972(7):159-176
  - Fearon, J.D. 1998. "Domestic politics, foreign policy, and theories of international relations." *Annual Review of Political Science* 1: 289-313.
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## Week 11

### *Cooperation in Anarchy*

November 2nd

Axelrod, 1986. *Evolution in cooperation*

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## Special Topics

### Week 12

#### *Asymmetric War*

November 9th

- Arreguin-Toft, I. 2001. "How the weak win wars: A theory of asymmetric conflict." *International Security* 26(1): 93-128.
  - Sullivan, P.L., 2007. "War aims and war outcomes why powerful states lose limited wars." *Journal of Conflict Resolution*. 51(3):496-524.
  - Allen, M.A. and Fordham, B.O. 2011 "From Melos to Baghdad: Explaining resistance to militarized challenges from more powerful states." *International Studies Quarterly*. 55(4):1025-1045.
  - Allen M.A., Bell, S., and Clay K.C. Forthcoming. "Deadly triangles: The implications of regional competition on demands in asymmetric dyads." *Foreign Policy Analysis*.
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## Week 13

*Economic Coercion*  
November 16th

- Drezner, D.W., 2003. "The hidden hand of economic coercion." *International Organization*. 57(3):643-659.
  - Drezner, D.W., 2000. "Bargaining, enforcement, and multilateral sanctions: when is cooperation counterproductive?" *International Organization*. 54(1):73-102.
  - Marinov, N., 2005. "Do economic sanctions destabilize country leaders?" *American Journal of Political Science*. 49(3):564-576.
  - Lektzian, D. and Souva, M., 2007. "An institutional theory of sanctions onset and success." *Journal of Conflict Resolution*. 51(6):848-871.
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## *Thanksgiving Break*

## Week 14

*The Externalities of US Foreign Policy*  
November 30th

- Biglaiser, G. and DeRouen, K., 2007. "Following the flag: Troop deployment and US foreign direct investment." *International Studies Quarterly*, 51(4), pp.835-854.
  - Kane, T., 2012. "Development and US troop deployments." *Foreign Policy Analysis*. 8(3):255-273.
  - Allen, M.A., VanDusky-Allen, J.A, and Flynn, M.E., 2014. "The localized and spatial effects of US troop deployments on host-state defense spending." *Foreign Policy Analysis*.
  - Bell, S.R., Clay, C.K., and Martinez, C. Forthcoming. "The effect of US troop deployments on human rights." *Journal of Conflict Resolution*.
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## Week 15

*Paper Presentations*  
December 7th

### **Final Papers Due**

Students will give brief, 10-minute presentations on their work

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