

IS 425W
Theories of War & Peace
VMI Department of International Studies and Political Science
TR 9:25-10:40, SS 448

MAJ J. Patrick Rhamey, Jr.
Scott Shipp 435
Ext. 7675
rhameyjp@vmi.edu

REQUIRED TEXTS:

- *The War Ledger* – A. F. K. Organski and Jacek Kugler
- *War and Reason: Domestic and International Imperatives* – Bruce Bueno de Mesquita and David Lalman
- *What Do We Know about War?* 2nd ed. – John A. Vasquez

OFFICE HOURS:

Tuesday & Thursday 10:40-12:10; however, I maintain an open door policy. If I am in my office, my door will be open, and you are welcome to meet with me.

COURSE DESCRIPTION:

This course provides cadets with an overview of international relations theories and their application to empirical phenomenon. The class will be taught on the level of an introductory graduate seminar, and cadets are expected to engage, discuss, apply, and critique peer-reviewed scholarship. While engaging the broader paradigmatic debate in international relations, students are required to apply these theoretical concepts to contemporary conflict and cooperation in the international system.

As international politics is ongoing, cadets are expected to pay close attention to current events through relevant news sources. In addition to incorporating current events and historical facts into the fabric of our theoretical discussion, we will also engage in a series of simulations and activities to further apply theoretical principles.

STUDENT OBJECTIVES:

- Gain a working understanding of the international relations, including theoretical debates, methodological choices, and central research programs.
- Develop and apply analytical tools to understand and evaluate the interactions of states through the lens of international relations theories
- Critically evaluate arguments in the international relations literature
- Formulate original arguments relevant to international relations and communicate those written arguments effectively.

ASSIGNMENTS AND GRADING:

Course requirements will be weighted in the following manner:

Participation-----	10%
Daily Questions-----	20%
Response Papers-----	40%
Research Design-----	30%

Participation. Cadets are expected to participate in class discussions, simulations, and activities. In order to participate effectively, students will need to complete the readings before their assigned class sessions. Since the topics are generally controversial and multi-faceted, students will be expected to be civil and tolerant of viewpoints that may differ from their own. Occasional reading quizzes may occur, the results of which will be included within the participation grade.

Daily Questions. At the start of the class period, cadets will submit a typed, detailed question demonstrating a careful reading of the material for the day's class. Over the course of the semester, cadets must submit 10 of these questions.

Response Papers. There will be two response papers which will be reviewed and discussed in class. Cadets will engage in a "guided" peer-reviewed process whereby they will review rough drafts of one another's papers, with guidance from the professor on the review process. Students will turn in final drafts of their response papers, incorporating peer-reviewed comments and criticisms with a copy of the peer-reviewed rough draft attached, in the following class period. These final drafts will be handed back within one week, including detailed comments from the instructor on the cadets writing and suggested means of improvement for the next response paper and/or the final research design. Each paper will require synthesizing and applying the theories from class, including an argument by the student in favor of the theory which provides the most extensive generalizable insights into international politics. You will be expected to engage the material, analyze the theoretical claims, and provide original insights into the relevant research puzzle. Expected length is 1,500-3000 words.

Sample prompts attached.

Research Design. In ten to fifteen pages, cadets will develop a theory that seeks to explain the presence or absence of some outcome relevant to international politics of the cadet's choosing. To develop the argument, you will build on your analysis from the term's response papers, and engage in a similar theory building process of exploring the application of theory to interesting hypotheses. While an executed research design is not expected, cadets must outline how empirical testing might occur and include some form of summary empirical data. The result will be structured similar to a typical international relations journal article less the econometric analysis. Students are required to submit a rough draft of the paper, which will be carefully revised by the instructor. Following rough draft submission, students will be required to meet individually with the instructor to discuss these revisions prior to the submission of a final draft. The final drafts are due on the last day of class.

News Sources:

To be successful in the classroom, on exams, and in their papers, students are expected to maintain an awareness of ongoing developments within the region and should regularly review some portion of the following news sources.

Al Jazeera: <http://english.aljazeera.net/>

BBC Online: <http://bbc.com/news/>

New York Times: <http://www.nyt.com>

CLASS SCHEDULE**September 2 – Introduction****Realism, Neorealism, and Neo-Classical Realism****September 4**

1. Thucydides – The Melian Dialogue
2. Morgenthau, Hans J. 1978. *Politics Among Nations: The Struggle for Power and Peace (5th Edition)* pp. 4-15.
3. Walt, Stephen. “International Relations: One World, Many Theories.” *Foreign Policy* 1998(Spring).

September 9

1. Waltz, Kenneth N. “The Origins of War in Neorealist Theory.” *Journal of Interdisciplinary History* 13(4): 615-628.
2. Waltz, Kenneth N. “The Stability of a Bipolar World.” *Daedalus* 93(3): 881-909.
3. Walt, Stephen M. 1987. “Alliances: Balancing and Bandwagoning” in *The Origins of Alliance*. Ithaca, NY: Cornell University Press. Pp 17-32.

September 11

1. Mearsheimer, John J. 1990. “Back to the Future: Instability in Europe after the Cold War.” *International Security* 15(1): 5-56.
2. Legro, Jeffrey W. and Andrew Moravcsik. “Is Anybody Still a Realist?” *International Security* 24(2): 5-55.

September 16

1. Rose, Gideon. 1998. “Neoclassical Realism and Theories of Foreign Policy.” *World Politics* 51(1): 144-172.
2. Schweller, Randall L. 1994. “Bandwagoning for Profit.” *International Security* 19(1): 72.
3. Wohlforth, William C. 2009. “Unipolarity, Status Competition, and Great Power War.” *World Politics* 61(1): 28-57.

Hierarchical Theories

September 18 – *The War Ledger*, Introduction and Chapter 1

September 23 – *The War Ledger*, Chapters 2 and 3

September 25 – *The War Ledger*, Chapter 4

September 30 – *The War Ledger*, Chapter 5

October 2 – Peer Review Theoretical Comparison Response Paper

1. DiCicco, Jonathan M., and Jack S. Levy. 1999. "Power Shifts and Problem Shifts: The Evolution of the Power Transition Research Program." *The Journal of Conflict Resolution* 43 (6): 675-704.
2. Kugler, Jacek and William Domke. 2013. "Comparing the Strength of Nations." *Comparative Political Studies* 19(1): 39-69
3. Lake, David. 1996. "Anarchy, Hierarchy, and the Variety of International Relations." *International Organization* 50(1).

October 7

1. Gilpin, Robert. 1988. "The Theory of Hegemonic War." *Journal of Interdisciplinary History* 18 (4): 591-613.
2. Chapters 1 and 2 - Rasler, Karen A. and William R. Thompson. 1994. *The Great Powers and Global Struggle, 1490-1990*. Lexington, KY: University Press of Kentucky.
3. Thompson, William R. 2006. "Systemic Leadership, Evolutionary Processes, and International Relations Theory: The Unipolarity Question." *International Studies Review* 8(1): 1-22.

Liberalism and Neoliberal Institutionalism

October 9 – Theoretical Comparison Response Paper Final Draft Due

1. Axelrod, Robert, and Robert O. Keohane. 1985. "Achieving Cooperation under Anarchy: Strategies and Institutions." *World Politics* 38(1): 226-254.
2. Doyle, Michael. 1986. "Liberalism in World Politics." *American Political Science Review* 80(4): 1151-69.
3. Powell, Robert. 1991. "Absolute and Relative Gains in International Relations Theory." *American Political Science Review* 85(4): 1303-1320.

October 14

1. Keohane, Robert O. and Lisa L. Martin. 1995. "The Promise of Institutional Theory." *International Security* 20(1): 39-51.
2. Grieco, Joseph M. 1988. "Anarchy and the Limits of Cooperation in World Politics: A Realist Critique of the Newest Liberal Institutionalism." *International Organization* 42(3): 485-507.

October 16

1. Moravcsik, Andrew. 1997. "Taking Preferences Seriously: A Liberal Theory of International Politics." *International Organization* 51(4): 513-553.

2. Moravcsik, Andrew. 1993. "Preferences and Power in the European Community: A Liberal Intergovernmentalist Approach." *Journal of Common Market Studies* 31(4): 473-524.

October 21

1. Mousseau, Michael. 2003. "The Nexus of Market Society, Liberal Preferences, and Democratic Peace: Interdisciplinary Theory and Evidence." *International Studies Quarterly* 47(4): 483-510.
2. Levy, Jack S. 1988. "Domestic Politics and War." *Journal of Interdisciplinary History* 18:653-673.
3. Mitchell, Sara McLaughlin and Brandon C. Prins. 2004. "Rivalry and the Diversionary Use of Force." *Journal of Conflict Resolution* 48(6): 937-961.

Constructivism, Feminism, and Critical Theory

October 23

1. Wendt, Alexander. 1992. "Anarchy is What States Make of It: The Social Construction of Power Politics." *International Organization*. 46(2): 391-425.
2. Checkel, Jeffrey T. "The Constructivist Turn in International Relations Theory." *World Politics* 50:2: 324-348.

October 28

1. Finnemore, Martha, and Kathryn Sikkink. 2001. "Taking Stock: The Constructivist Research Program in International Relations and Comparative Politics." *Annual Review of Political Science* 4:391-416
2. Finnemore, Martha and Kathryn Sikkink. "International Norm Dynamics and Political Change." *International Organization* 52(4): 887-917.
3. Tannenwald, Nina. 1999. "The Nuclear Taboo: The United States and the Normative Basis of Non-Use." *International Organization* 53(3): 433-468.

October 30 – Peer Review Literature Review Response Paper

1. Conover and Spiro. 1993. "Gender, Feminist Consciousness, and War." *American Journal of Political Science* 37: 1079-1099.
2. Tickner, J. Ann. 1998. "Continuing the Conversation..." *International Studies Quarterly* 42:205-210.

Rationalist Approaches

November 4 – War and Reason, Part 1; Literature Review Response Paper Final Draft Due

November 6 – War and Reason, Part 2

November 13 – War and Reason, Part 3

November 18 – War and Reason, Part 4

International Conflict

November 20 – Vasquez Chapters 1-3

November 25 – Vasquez Chapters 4 & 5

December 2 – Vasquez Chapters 6 & 7; **Research Design Rough Draft Due**

December 4 – Vasquez Chapters 8-10

December 9 – Vasquez Chapters 11-13

December 11 – Vasquez Chapters 14-16; **Research Design Final Draft Due;**

Disabilities and Accommodations:

VMI abides by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 which mandate reasonable accommodations are provided for all cadets with documented disabilities. If you have a registered disability and may require some type of instructional and/or examination accommodations, please contact me early in the semester so that I can provide or facilitate provision of accommodations you may need. If you have not already done so, you will need to register with the Office of Disabilities Services, the designated office on Post to provide services for cadets with disabilities. The office is located on the 2nd floor of the VMI Health Center. Please call or stop by the office of LTC Jones, Director of Disabilities Services, for more information, 464-7667 or jonesl10@vmi.edu.

Institute Rules for the Classroom:

No tobacco products, food, beverages (except water in a closed container), or gum are allowed. Profanity and racial or gender slurs will not be tolerated. Use of cell phones or smart phones or other electronic devices for non-course-related communication during class is prohibited.

Work for grade:

The below work for grade policy is taken directly from “Part IV: Academic Regulations” of *Regulations for the Virginia Military Institute*, under “Cadets’ Responsibilities”:

Work for grade is defined as any work presented to an instructor for a formal grade or undertaken in satisfaction of a requirement for successful completion of a course or degree requirement. All work submitted for grade is considered the cadet's own work. "Cadet's own work" means that he or she has composed the work from his or her general accumulation of knowledge and skill except as clearly and fully documented and that it has been composed especially for the current assignment. No work previously submitted in any course at VMI or elsewhere will be resubmitted or reformatted for submission in a current course without the specific approval of the instructor.

In all work for grade, failure to distinguish between the cadet’s own work and ideas and the work and ideas of others is known as plagiarism. Proper documentation clearly and fully identifies the sources of all borrowed ideas, quotations, or other assistance. The cadet is referred to the VMI-authorized handbook for rules concerning quotations, paraphrases, and documentation.

In all written work for grade, the cadet must include the words "HELP RECEIVED" conspicuously on the document, and he or she must then do one of two things: (1) state "none," meaning that no help was received except as documented in the work; or (2) explain in detail the nature of the help received. In oral work for grade, the cadet must make the same declaration before beginning the presentation. Admission of help received may result in a lower grade but will not result in prosecution for an honor violation.

Cadets are prohibited from discussing the contents of a quiz/exam until it is returned to them or final course grades are posted. This enjoinder does not imply that any inadvertent expression or behavior that might indicate one's feeling about the test should be considered a breach of honor. The real issue is whether cadets received information, not available to everyone else in the class, which would give them an unfair advantage. If a cadet inadvertently gives or receives information, the incident must be reported to the professor and the Honor Court.

Each cadet bears the responsibility for familiarizing himself or herself thoroughly with the policies stated in this section, with any supplementary statement regarding work for grade expressed by the academic department in which he or she is taking a course, and with any special conditions provided in writing by the professor for a given assignment. If there is any doubt or uncertainty about the correct interpretation of a policy, the cadet should consult the instructor of the course. There should be no confusion, however, on the basic principle that it is never acceptable to submit someone else's work, written or otherwise, formally graded or not, as one's own.

The violation by a cadet of any of these policies will, if he or she is found guilty by the Honor Court, result in his or her being dismissed from VMI. Neither ignorance nor professed confusion about the correct interpretation of these policies is an excuse.

Department of International Studies Work for Grade Policy:

Work for Grade in this department is generally of the following types.

1. Written quizzes, tests, or examinations
2. Book reviews
3. Research papers, policy memoranda, briefing papers, and discourse analysis – identification and analysis of the critical difference is in the findings and opinions of scholars on issues of interest to the discipline.

Cadets are permitted and encouraged to study with their peers to prepare for quizzes, tests and exams. However, when a cadet takes either written or oral quizzes, tests, and examinations, answers must be his/her own work without help from any other source including notes or consultation with others.

In the case of book reviews, research and other papers, as described in “2” and “3” above, research and composing of such works must be done by the cadet alone. Cadets are permitted to use spell and grammar-checking facilities.

IS cadets are encouraged to make use of all VMI tutoring services to receive critical comments.¹ Cadets who do so and mark “Help Received” will not receive a lower grade on an assignment. Cadets are also permitted to seek critical comments on their written work from their peers. However, proof-reading and editing² of a cadet’s written work is not permitted.

Any exceptions to these rules, including the use of tutors, collaboration among cadets, and the use of computer style, spell and grammar checkers; must be explained in writing by the course instructor. Instructors are at liberty to stipulate exceptions only with the written approval of their department head.

If you have any questions about the application of these rules, consult your instructor. Do not leave anything to chance.

¹ As defined on page 27 of the academic regulations, critical comments are “general advice given on such matters as organization, thesis development, support for assertions, and patterns of errors. It does not include proofreading or editing.”

² As defined on page 27 of the academic regulations, “proofreading means correcting errors (e.g., in spelling, grammar, punctuation). It is the last step taken by the writer in the editing process. In addition to the corrections made in proofreading, editing includes making such changes as the addition, deletion, or reordering of paragraphs, sentences, phrases, or words. A cadet may not have his or her work proofread or edited by someone other than the instructor.”

IS 425W
Theories of War and Peace

Systemic Theories Paper

In this paper you will compare the theoretical approaches we have discussed thus far in class, broadly grouped under the headings of realism and hierarchical theories. You should provide the core assumptions of each set of theories and compare the value-added of their theoretical extensions (e.g. offensive realism, neoclassical realism, power transition, hegemonic stability, etc.). Following a presentation of the core elements of each theoretical paradigm, select one theory you believe best describes the onset of international conflict and provide some simple empirical evidence in your defense.

- 1) Follow the structure outlined above. Your first paragraph should provide a blue print of your paper, stating clearly the argument you intend to make.
- 2) Times New Roman, double-Spaced, 12 point font.
- 3) Your papers should include in-text parenthetical citations. You must also include a separate references page attached to the end of your paper fully listing the complete citation material. See the APSA style guide, page 17 and following for parenthetical citations and page 24 and following for the references section:
<http://www.apsanet.org/media/PDFs/Publications/APSASStyleManual2006.pdf>.
- 4) Avoid sources that simply reproduce information (Wikipedia, nationmaster, etc.) and cite the original source.

IS 425W
Theories of War and Peace

Literature Review Paper

In this paper you will develop your own theoretical approach toward explaining a dependent variable related to war (conflict, escalation, interdependence, peace, etc.). In your papers you will immediately introduce your theory, followed by a discussion of its broader paradigmatic origins (e.g. realism, liberalism, constructivism, power transition, etc.). Then provide a brief literature review of relevant existing research that supplements your theoretical claim and provides your theory with context. You will be able to build on this paper for your final research designs due at the semester's end. Note: hypotheses, discussion of empirical analysis, or descriptive evidence are not expected for this response papers.

- 1) Follow the structure outlined above. Your first paragraph should provide a blue print of your paper, stating clearly the argument you intend to make.
- 2) Times New Roman, double-spaced, 12 point font.
- 3) Your papers should include in-text parenthetical citations. You must also include a separate references page attached to the end of your paper fully listing the complete citation material. See the APSA style guide, page 17 and following for parenthetical citations and page 24 and following for the references section:
<http://www.apsanet.org/media/PDFs/Publications/APSASStyleManual2006.pdf>.
- 4) Avoid sources that simply reproduce information (Wikipedia, nationmaster, etc.) and cite the original source.