

UNIVERSITY OF CALIFORNIA, SAN DIEGO

Political Science 12 International Relations

Philip G. Roeder
Fall Quarter 2021

Political Science 12 is an introduction to the problems of conflict and cooperation among sovereign states and the search for peace in a rapidly changing world. This is an introductory course: it assumes no previous study of international (or domestic) politics. The primary goals of the course are to introduce key problems surrounding global peace and to acquaint you with major modes of analysis in the scholarly study of this and other issues in international relations. All course materials are organized around the central question: Why war and what can we do to preserve the peace?

COURSE OUTLINE

- I. WHY WAS THERE CONFLICT IN THE PAST?
 - A. Why Did Europe Slip into the First World War?
 - B. Why a Second World War?
 - C. Who or What Was to Blame for the Cold War?
 - D. Has a Long Peace Just Ended?
- II. STATES: WHY DO SOME FIGHT AND OTHERS COOPERATE?
- III. INTERNATIONAL SYSTEMS: WHY ARE SOME PEACEFUL?
 - A. The International System of States: An Overview.
 - B. The Security Dilemma: Is Conflict Inherent in Anarchy?
 - C. Unipolarity: Can a Hegemon Guarantee the Peace?
 - D. The Balance of Power System: Can the "Invisible Hand" Protect Us?
 - E. The Balance of Terror: Can MADness Save Us?
 - F. International Institutions: Can We Build Peace?
- IV. WHERE DOES WORLD POLITICS GO FROM HERE?
 - A. Is the World Developing a Culture of Cooperation?
 - B. Are New Actors Transforming Global Politics?
 - C. Why Would Rational Economic Actors Ever Go to War?
 - D. Are International Relations Really Changing?

COURSE OBJECTIVES

Upon successful completion of this course, you should be better equipped to:

- a. Discuss and assess explanations for conflict and major proposals for securing peace within the contemporary international system.
- b. Describe key elements of the contemporary international system and explain how the modern international system emerged and is currently changing.
- c. Identify the role of political realism, political economy, and political sociology in the arguments made by major analysts in the social sciences and to formulate alternative causal explanations as though you belonged to each of these schools of thought.
- d. Formulate written and oral causal explanations that are both theoretically rigorous and empirically grounded.

COURSE MECHANICS

Instructor: Philip G. Roeder SSB 382 e-mail: proeder@ucsd.edu
Virtual office hours: Mondays and Wednesdays, 12:00-12:30 pm (Pacific Time, USA)
Zoom address for virtual office hours: 948 3456 2802 (or from Canvas website)
Zoom office hours will *not* be recorded.
In-person office hours: Arrange by appointment

Teaching Staff:

Alexandra Lange	arwoodru@ucsd.edu	Office hours: by Zoom	Sections A03, A04
Sichen Li	sili@ucsd.edu	Office hours: by Zoom	Sections A01, A02
Eric Thai	ethai@ucsd.edu	Office hours: SSB 324, Fri 12-2 pm	Sections A05, A06

E-mail Communications with the Instructor and TAs: Please begin the subject line of any e-mail message with POLI 12. This will reduce the chances that your message will become lost in the flurry of non-course e-mail messages that come in each day.

Canvas Course Site. A key link to this course and all course materials is the Canvas Course Website (<https://coursefinder.ucsd.edu>). If you encounter any problems in accessing any of the meetings or materials for this course, please contact either the instructor or your TA immediately by e-mail. Please up-date your personal settings in Canvas so that you receive any announcements and e-mail correspondence for this course.

Lectures and Podcasts. Lectures will be in person on Mondays and Wednesdays at 8:00 am. You are not required to attend lectures in person. If you are unable to attend lecture, you may view a podcast of the lecture that will be posted on the Canvas course website. If the University Administration announces mid-quarter that in-person lectures must cease, then podcasts of lectures from Fall 2020 will be posted to the Canvas course website.

Outlines of each lecture are also available on the Canvas course website. Nevertheless, there is much more to lectures than the material on these outlines. Please learn to take notes on lectures, distilling the arguments that are presented. This practice will perfect a skill that will be essential to success in most professional careers. Also, according to experimental evidence, taking handwritten notes is the best way for you to incorporate the professional vocabulary and approaches into your own personal toolkit—that is, turn these into skills that make others think that you are a professional.

Discussion Section Meetings. Each week your discussion section will meet in person at the time and in the room shown on the university's Schedule of Classes. Attendance is required and constitutes part of your course grade. Discussion sections are an invaluable way to learn how political scientists think about the course materials and to answer any questions that you may have about the lectures, readings, and course requirements. If the University Administration announces mid-quarter that all instruction must go remote, discussion sections will go to a Zoom format. Your Teaching Assistant will guide you through this transition if necessary.

Reading Assignments. All readings are available on electronic reserve through Canvas. To access these, click on "Course Reserves" on the left-hand sidebar of the Canvas course website. There are no required books at the Bookstore.

Normally you will only need to read one or two articles per week, but most of these articles are written at a level that demands careful attention and thought. These are not textbook chapters. Instead, most

authors take a stand on a contested issue. As you read, focus on the explanations rather than the factoids. In lectures and class discussions we will pay close attention to the ways in which the authors' intellectual assumptions shape their analyses. We will particularly note the different ways in which authors (1) frame their research questions, (2) use theory to derive expectations (hypotheses) about the empirical patterns we should observe, and (3) present evidence that purportedly confirms their hypotheses.

Perusall Assignments. Most weeks you should complete one Perusall assignment on one article.

Note: In order to receive automatic credit for each assignment, you should access this through your computer with your UCSD VPN and through the Canvas course website. On the Canvas course website click on "Assignments" on the left sidebar.

In each Perusall assignment you should make at least **three** separate comments on the assigned reading, which may also include questions about the reading or responses to comments made by other students. Each Perusall assignment is also graded on the quality of your comments—specifically, whether your comments engage the material in the article. Perusall may subtract a point or two if you concentrate all your comments on just one part of the article or breeze through the article without spending time on each page. Perusall may add a point or two if your comments inspire many other students to respond. Your **six** best scores will be used in calculating that part of your course grade. (If you do not complete an assignment, it will constitute one of your dropped lowest scores.)

Quizzes. Two quizzes test whether you have attended to the lectures. The quizzes will be objective tests and focus on key terms or concepts, not factoids. You will have thirty minutes to complete each quiz. They will be administered in the lecture classroom at 8:00 am on the following dates:

Quiz #1	Wednesday, October 27	(8:00 am)
Quiz #2	Wednesday, December 1	(8:00 am)

There will be no lecture on those days (since very few would stick around for a lecture anyway).

Essays. You will be asked to write two essays of about five pages apiece in response to prompts. You will have two weeks to complete each essay. The due dates for these essays are as follows:

Essay #1	Friday, October 29	(before 11:59 pm Pacific Time)
Essay #2	Monday, December 6	(before 11:59 pm Pacific Time)

Grades. Your course grade will be the weighted average of your performance as follows:

Discussion section participation	20%
Perusall assignments on readings	10%
Quiz #1 on lectures	10%
Quiz #2 on lectures	10%
Essay #1	20%
Essay #2	20%
Additional weight to the better essay	10%

All grades will be recorded on a 16-point scale (the familiar 4.0 GPA scale times 4) as follows:

≥16.1 = A+	13.0-13.9 = B+	9.0-9.9 = C+	
15.0-16.0 = A	11.0-12.9 = B	7.0-8.9 = C	2.0-5.9 = D
14.0-14.9 = A-	10.0-10.9 = B-	6.0-6.9 = C-	0.0-1.9 = F

Your points will be posted to Canvas. Please ignore other numbers such as percentage of points that Canvas may generate; these other numbers are totally irrelevant.

SCHEDULE OF MEETINGS, LECTURES, AND READINGS

I. WHY WAS THERE CONFLICT IN THE PAST?

Mo Sep 27. Lecture #1. Course Overview and Background to Origins of World War I

We Sep 29. Lecture #2. Why Did Europe Slip into the First World War?

Read two articles:

John G. Stoessinger. *Why Nations Go to War*, any edition. Chapter 1.

[This is a fun read. Why do many political scientists have reservations about its analysis?]

Stephen van Evera. "The Cult of the Offensive and the Origins of the First World War."

International Security 9 (Summer 1984), 58-107.

[Pay particularly close attention to van Evera's thesis and theory on pages 58-66; treat pages 66-107 as evidence to support the thesis.]

Complete the Perusall assignment on van Evera (Due Wednesday, September 29, before noon)

Mo Oct 4. Lecture #3. Why a Second World War?

We Oct 6. Lecture #4. Who or What Was to Blame for the Cold War?

Read one article:

Ja Ian Chong and Todd H. Hall. "The Lessons of 1914 for East Asia Today: Missing the Trees for the Forest." *International Security* 39 (Summer 2014), 7-43.

[This article illustrates how the models we derive from historical experiences continue to influence our thinking about contemporary events.]

Complete the Perusall assignment on Chong and Hall (Due Wednesday, October 6, before noon)

Mo Oct 11. Lecture #5. Has a Long Peace Just Ended?

Read one article:

John Lewis Gaddis. "The Long Peace: Elements of Stability in the Postwar International System." *International Security* 10 (Spring 1986), 99-142.

[As an historian rather than a political scientist, Gaddis does not begin with a thesis to explain the peace. Instead, Gaddis first reviews alternative explanations and then asks at the end what conclusions we can infer from the historical record.]

Complete the Perusall assignment on Gaddis (Due Wednesday, October 13, before noon)

II. STATES: WHY DO SOME FIGHT AND OTHERS COOPERATE?

We Oct 13. Lecture #6. Foreign Policies: What Makes Some States Aggressive?, I.

Mo Oct 18. Lecture #7. Foreign Policies: Power and Strategy.

We Oct 20. Lecture #8. Foreign Policies: What Makes Some States Aggressive?, II.

Read two articles:

Michael W. Doyle. "Liberalism and World Politics." *American Political Science Review* 80 (December 1986), 1151-69.

[This article is a little more difficult than most, but well worth the effort you put into understanding its argument.

Give particular attention to Doyle's thesis on pp. 1151-2 and the development of his argument about the sources and consequences of Kantian liberal internationalism on pp. 1155-63.]

Condoleeza Rice. "The Promise of Democratic Peace." *The Washington Post* (December 11, 2005).

[If ever you wondered whether political science theories have an impact on real-world foreign policy, note how Secretary of State Rice explains American foreign policy in terms outlined by Doyle and others.]

Complete the Perusall assignment on Doyle (Due Wednesday, October 20, before noon)

III. INTERNATIONAL SYSTEMS: WHY ARE SOME PEACEFUL?

Mo Oct 25. **Lecture #9. The International System of States: An Overview.**
We Oct 27. **Quiz #1.**

Friday, October 29. **Essay #1 Due (11:59 pm Pacific Time, USA)**

Mo Nov 1. **Lecture #10. The Security Dilemma: Is Conflict Inherent in Anarchy?**
We Nov 3. **Lecture #11. Unipolarity: Can a Hegemon Again Guarantee the Peace?**

Read two articles:

Christopher Layne. "The Unipolar Illusion: Why New Great Powers Will Rise." *International Security* 17 (Spring 1993), 5-51.

[Pay particular attention to Layne's thesis and theory on pages 5-16, read more quickly the two historical cases that he uses to support his theory on pages 16-32, and then think critically about his attempt to predict what will happen after 1993.]

Susan Rice. "Remarks by National Security Advisor Susan Rice on the 2015 National Security Strategy." Comments before the Brookings Institution, February 6, 2015.

[The formal document entitled "The National Security Strategy of the United States," issued periodically by each Administration, has in recent decades outlined how the United States intends to maintain its leadership in the world. Note the various dimensions of that strategy for US leadership in the world as explained by President Obama's National Security Advisor, Rice.]

Complete the Perusall assignment on Layne (Due Wednesday, November 3, before noon)

Mo Nov 8. **Lecture #12. Balance of Power: Can the "Invisible Hand" Protect Us?**
We Nov 10. **Lecture #13. The Balance of Terror: Can MADness Save Us?**

Read four articles:

Stephen G. Brooks and William C. Wohlforth. "The Rise and Fall of the Great Powers in the Twentieth-First Century." *International Security* 40 (Winter 2015/16), 7-53.

[Note how Brooks and Wohlforth propose refining the concept of polarity and how they attempt to operationalize this with precise measures. Do not become mired in the numbers, unless you enjoy this sort of thing.]

John Mearsheimer. "The Case for a Ukrainian Nuclear Deterrent." *Foreign Affairs* 72 (Summer 1993), 50-66.

Steven E. Miller. "The Case Against a Ukrainian Nuclear Deterrent." *Foreign Affairs* 72 (Summer 1993), 67-80.

John Mearsheimer. "Iran Is Rushing to Build a Nuclear Weapon—and Trump Can't Stop It," *New York Times* (1 July 2019).

[This exchange among political scientists in the public media speaks for itself.]

Complete the Perusall assignment on Brooks and Wohlforth (Due Wednesday, November 10, before noon)

Mo Nov 15. **Lecture #14. International Institutions: Can We Build Peace?**
We Nov 17. **Lecture #15. Is the World Developing a Culture of Cooperation?**

Read three articles:

John S. Duffield. "Explaining the Long Peace in Europe: The Contributions of Regional Security Regimes." *Review of International Studies* 20 (October 1994), 369-388.

[Read carefully Duffield's thesis on pages 369-75 and theory on pages 375-8, but you can read more quickly the details of the European security regime on pages 379-86.]

Carl Kaysen [reviewer]. "Is War Obsolete? A Review Essay [of John Mueller's *Retreat from Doomsday: The Obsolescence of Major War*]." *International Security* 14 (Spring 1990), 42-64.

[This is a book review. Be sure to distinguish Mueller's thesis and Kaysen's refinement of that thesis.]

Samuel P. Huntington. "The Clash of Civilizations." *Foreign Affairs* 72 (Summer 1993), 22-49.

[This very influential article speaks for itself. What other identity divides might be equally, or even more, important in shaping global conflict and cooperation in the future?]

Complete the Perusall assignment on Huntington (Due Wednesday, November 17, before noon)

IV. WHERE DOES WORLD POLITICS GO FROM HERE?

Mo Nov 22. **Lecture #16. Are New Actors Transforming Global Politics?**

We Nov 24. **Lecture #17. Why Would Rational Economic Actors Ever Go to War?**

Read two articles:

Michael Mousseau. "The End of War: How a Robust Marketplace and Liberal Hegemony are Leading to Perpetual World Peace." *International Security* 44 (Summer 2019), 160-96.

Charles L. Glaser. "A Flawed Framework: Why the Liberal International Order Concept is Misguided." *International Security* 43 (Spring 2019), 51-87.

[Compare Mousseau and Glaser's very different analyses of the current state of the international order. They reflect diverging theoretical approaches that we have encountered in this course.]

Complete the Perusall assignment on Mousseau (Due Wednesday, November 24, before noon)

Mo Nov 29. **Lecture #18. Are International Relations Really Changing?**

We Dec 1. **Quiz #2.**

Monday, December 6. Essay #2 due. (11:59 pm Pacific Time, USA)

GENERAL UNIVERSITY AND DEPARTMENT POLICIES AND RESOURCES
that are Very Important to this Course

Resources to Support Student Learning

Library assistance: <https://library.ucsd.edu/ask-us>

Supplemental instruction and writing assistance: <https://commons.ucsd.edu>

Mental health services: <https://caps.ucsd.edu>

Peer support for student communities: <https://students.ucsd.edu/student-life/diversity>

Student Accessibility. Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (<https://osd.ucsd.edu>). Please discuss accommodation arrangements with the Instructor and OSD liaison in the department well in advance. The OSD liaison for the Department of Political Science is Joanna Peralta; please contact her through the Virtual Advising Center (VAC) as soon as possible.

Academic Advising. Students with academic advising questions related to the Political Science major, should contact the Department's Undergraduate Advisor, Natalie Ikker, through the Virtual Advising Center (VAC).

Maintaining Academic Integrity. UCSD takes academic integrity very seriously. This ensures that all students will be evaluated equally and fairly on the basis of the work they do for the class. For more information on University policies and programs, click on the Academic Integrity module on the left-hand sidebar of the Canvas course website.

In this course, please submit only your own work. By taking this course, you agree to submit your papers for textual-similarity review by Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the terms-of-use agreement posted on the Turnitin.com site.

Inclusive Classroom. The instructor and teaching staff are fully committed to creating a learning environment that supports diversity of thought, perspectives, experiences, and identities. We urge each of you to contribute your unique perspectives to discussions of course questions, themes, and materials so that we can learn from one another. As we encounter different points of view in the course, there is no Party line and you should not waste your time trying to figure out what the instructors want you to believe. The instructors want you to use the variety of views as an opportunity to interrogate your own preconceived notions and first impressions and to develop well-thought-out perspectives on the important questions raised in this course. An important message of this course is that reasonable, well-informed, and well-intentioned individuals may come to different conclusions about the important questions we will examine.

To be productive, exchanges of views require that we be respectful of one another, even when we disagree. If you should ever feel excluded, or unable to participate fully in class, please let the instructor or teaching staff know, or submit concerns to the Political Science Department's Undergraduate Advisor, Natalie Ikker (nbikker@ucsd.edu). Our goal is to realize in this course UCSD's Principles of Community (<https://ucsd.edu/about/principles.html>) and to empower you to develop your individual potentialities in directions that you choose.