

IS 425W: Theories of War & Peace
Department of International Studies and Political Science
TR 1425-1540, SS 365

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REQUIRED TEXTS:

- *The War Ledger* – A. F. K. Organski and Jacek Kugler
- *How Wars End* – Dan Reiter
- *What Do We Know about War?* 3rd ed. – John A. Vasquez

OFFICE HOURS:

TR 1215-1300, W 0900-1100, and available other times, including nights and weekends via appointment at calendly.com/rhameyjp.

COURSE DESCRIPTION:

This course provides cadets with an introduction to the scientific study of international conflict. Simply put, the course examines existing empirical evidence to answer the question “What do we know about war?” Cadets will begin by engaging the existing dominant theories of international conflict, broadly defined, and conclude in reviewing the relationship between different variables and conflict onset, including, but not limited to, relative power, democracy, rivalry, status, and dissatisfaction. Throughout the course, students will be required to think critically about existing approaches, generate their own ideas about the potential correlates of war, and relate how the scientifically generated empirical findings from the course have practical applicability to American foreign policy.

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%

Response Papers-----	60%
Research Design-----	30%

Participation. Cadets are expected to participate in class discussions throughout the semester. In order to participate effectively, students will need to complete the readings before their assigned class sessions. There may be occasional reading quizzes.

Response Papers. There will be two response papers that 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.

Late Policy: Late work will be accepted at the discretion of the instructor. In most circumstances, cadets can expect a deduction of one letter grade per day late. If turning in late work, cadets are encourage to speak with the instructor beforehand for further guidance.

News Sources:

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

BBC Online: <http://www.bbc.co.uk/>

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

Reuters: <http://www.reuters.com/>

CLASS SCHEDULE

31 August – Introduction

Neo and Neo-Classical Realism

2 September

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).

7 September

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.

9 September

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.

14 September

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

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

21 September – *The War Ledger*, Chapters 2 & 3

23 September – *The War Ledger*, Chapters 4 & 5

28 September – 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).

30 September

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.

October 4 – Theoretical Comparison Response Paper Due

Liberalism and Neoliberal Institutionalism

5 October

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. Keohane, Robert O. and Lisa L. Martin. 1995. "The Promise of Institutional Theory." *International Security* 20(1): 39-51.
4. 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.

7 October

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.

12 October

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 Diversionsary Use of Force." *Journal of Conflict Resolution* 48(6): 937-961.

Constructivism, Feminism, and Critical Theory

14 October

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.

19 October – Peer Review Literature Review Response Paper

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.

21 October

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.

25 October Literature Review Response Paper Due CAD

International Conflict

26 October – Vasquez Chapters 1-2

28 October – Vasquez Chapters 3-4

2 November – Vasquez Chapters 5-7

4 November – Vasquez Chapters 8-10

9 November - Vasquez Chapters 11-13

15 November – Rising Powers Conference (Mandatory to Attend 1 Session)

16 November – No Class, Compensatory for Rising Powers Conference

18 November – Vasquez Chapters 14-16

19 November - Research Design Rough Draft Due CAD

30 November – Reiter 1-4

2 December – 1 on 1 Rough Draft Meetings

7 December – Reiter 5-8

9 December – Reiter 9-11

14 December – 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 COL Sarah Jones, Director of Disabilities Services, for more information, 464-7667 or email at: 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 & Political Science
Work for Grade Policy

Work for Grade in the International Studies (IS) department is generally of the following types:

1. Written quizzes, tests, or examinations;
2. Research papers, policy memoranda, briefings, and discourse analysis – identification and analysis of the critical differences in the findings and opinions of scholars on issues of interest to the discipline, and the application of social science theory to empirical phenomena.

Policies:

- A. **Peer Collaboration:** IS 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. Additionally, the research and composition of all papers (as described in #2 and #3 above) must be done by the individual cadet alone.
- B. **Tutoring:** IS cadets are encouraged to make use of all VMI tutoring services to receive critical comments.* 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 editing* of a cadet's written work is not permitted.
- C. **Computer Aids:** Cadets may use electronic spelling and grammar-checking facilities, and need not cite this assistance in their Help Received statements.

* *Definition from the VMI Work for Grade Policy:* "Offering *critical comments* means giving general advice on such matters as organization, thesis development, support for assertions, and patterns of errors. *Proofreading* means correcting errors (e.g., in grammar, spelling and 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, phrases, sentences, or words. A cadet may not have his or her work proofread or edited by someone other than the instructor."

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.



Colonel Dennis M. Foster
 Professor and Head

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. 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: <https://connect.apsanet.org/stylemanual/>.
- 3) 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 paper.

- 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. 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: <https://connect.apsanet.org/stylemanual/>.
- 3) Avoid sources that simply reproduce information (Wikipedia, nationmaster, etc.) and cite the original source.