

## UNIVERSITY OF CALIFORNIA, SAN DIEGO

**Political Science 12 B00 (Remote)**  
**International Relations**

**Philip G. Roeder**  
**Fall Quarter 2020**

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, political sociology, and political psychology 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 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: 974 9947 9491 (or from Canvas website)  
Zoom office hours will *not* be recorded.

**Teaching Staff:** Bianca Freeman bfreeman@ucsd.edu Sections B01, B02  
Rachel Schoner rschoner@ucsd.edu Sections B03, B04

**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.

If you encounter any problems in accessing any of the meetings or materials for this course, please contact either the instructor or one of the TAs immediately by e-mail. This remote instruction is new for all of us and gremlins seem to pop up unexpectedly to make things malfunction.

**Canvas Course Site.** A key link to this course and all course materials is the Canvas Course Website (<https://coursefinder.ucsd.edu>). Please check that you are on the B00 Section of POLI\_12.

Please up-date your personal settings in Canvas so that you receive any announcements and e-mail correspondence for this course.

**Zoom Class Meetings.** On Mondays, October 5, November 9, and December 7, at 2:00 pm (Pacific Time), the instructor will hold a class meeting to introduce the course and answer questions before each essay is due. These meetings are optional and will be recorded for later viewing.

**Zoom Discussion Section Meetings.** During eight of the ten weeks, your discussion section will meet on either Thursday or Friday as indicated by the schedule. You are not required to attend, but the Teaching Assistants will use these sessions to guide you in thinking about the course materials and to answer any questions that you may have about the lectures, readings, and course requirements.

**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 meeting, but most of these articles are written at a level that demands careful attention and thought. For the most part, 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 facts (evidence). 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.

**Lecture Podcasts.** Before each Zoom Discussion Section Meeting, you should listen to the podcasts of the lectures. These will be recorded in the hybrid version of the course at 10-10:50 am, but there may be a delay of a few hours before these become available on the Canvas 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 toolkit—a set of skills that makes others think that you are a professional.

**Perusall Assignments.** You should complete one Perusall assignment before most Zoom Discussion Section meetings. You access these on the Canvas course website through “Assignments” on the left sidebar. Each is due on the Wednesday before discussion section, by 11:59 pm (Pacific Time). Please note: Perusall will not permit late submissions.

In each Perusall assignment you should make at least three separate comments upon (and/or raise questions about) the assigned reading and you may respond to comments made by other students. Each Perusall assignment is graded primarily 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. You should complete a total of seven Perusall assignments. Your six best scores will be used in calculating that part of your course grade.

**Lecture-comments Assignment.** Prior to each Zoom Discussion Section Meeting, with the exception of the first meeting, you should submit to your TA two questions or comments on the lectures assigned for that week’s meeting. These questions or comments should indicate that you have thought about the connections among lectures and readings and applications of these to contemporary events.

**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, November 13	(11:59 pm Pacific Time)
Essay #2	Monday, December 14	(11:59 pm Pacific Time)

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

Perusall comments	20%
Lecture comments	10%
Essay #1	30%
Essay #2	30%
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 Oct 5. Zoom Class Meeting #1 (2:00 pm) (Zoom 928 7314 8541 or from Canvas):  
Course Introduction**

Before Thursday/Friday, October 8/9 Discussion Sections:

View two podcasts:           Lecture #1. Course Overview and Background to Origins of World War I  
  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, October 7, 11:59 pm)

**Th/Fr Oct 8/9. Zoom Discussion Section Meeting #1:  
Discuss Stoessinger, van Evera, and Lectures # 1 and 2**

Before Thursday/Friday, October 15/16 Discussion Sections:

View two podcasts:           Lecture #3. Why a Second World War?  
  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 14, 11:59 pm)

Submit to your TA two questions/comments about the lectures.

**Th/Fr Oct 15/16. Zoom Discussion Section Meeting #2:  
Discuss Chong and Hall and Lectures #3 and 4**

Before Thursday/Friday, October 22/23 Discussion Sections:

View one podcast:           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 21, 11:59 pm)

Submit to your TA two questions/comments about the lectures.

**Th/Fr Oct 22/23. Zoom Discussion Section Meeting #3:  
Discuss Gaddis and Lecture #5 and Wrap up Historical Background**

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

Before Thursday/Friday, October 29/30 Discussion Sections:

View three podcasts:      Lecture #6. Foreign Policies: What Makes Some States Aggressive?, I.  
   Lecture #7. Foreign Policies: Power and Strategy.  
   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 28, 11:59 pm)

Submit to your TA two questions/comments about the lectures.

**Th/Fr Oct 29/30. Zoom Discussion Section Meeting #4:  
Discuss Doyle, Rice, and Lectures #6, 7, and 8 and Wrap up Second Image.**

## III. INTERNATIONAL SYSTEMS: WHY ARE SOME PEACEFUL?

Before Thursday/Friday, November 5/6 Discussion Sections:

View three podcasts:      Lecture #9. The International System of States: An Overview.  
   Lecture #10. The Security Dilemma: Is Conflict Inherent in Anarchy?  
   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 4, 11:59 pm)

Submit to your TA two questions/comments about the lectures.

**Th/Fr Nov 5/6. Zoom Discussion Section Meeting #5:  
Discuss Layne, Rice, and Lectures #9, 10, and 11.**

**Mon November 9. Zoom Class Meeting #2 (2:00 pm) (Zoom 914 6037 0547 or from Canvas)**

**Th/Fr Nov 12/13. No discussion section meetings**

**Friday, November 13. Essay #1 Due (11:59 pm PDT)**

Before Thursday/Friday, November 19/20 Discussion Sections:

View two podcasts:           Lecture #12. Balance of Power: Can the “Invisible Hand” Protect Us?  
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: Wed, November 18, 11:59 pm)

Submit to your TA two questions/comments about the lectures.

**Th/Fr Nov 19/20. Zoom Discussion Section Meeting #6:  
Discuss Brooks and Wohlforth, Mearsheimer, Miller, and Lectures #12 and 13.**

**Th/Fr Nov 26/27. No Zoom discussion section meetings [Thanksgiving Holiday]**

Before Thursday/Friday, December 3/4 Discussion Sections:

View two podcasts:           Lecture #14. International Institutions: Can We Build Peace?  
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, December 2, 11:59 pm)

Submit to your TA two questions/comments about the lectures.

**Th/Fr Dec 3/4. Zoom Discussion Section Meeting #7:  
Discuss Duffield, Kaysen/Mueller, Huntington, and Lectures #14 and 15.**

#### **IV. WHERE DOES WORLD POLITICS GO FROM HERE?**

Before Thursday/Friday, December 10/11 Discussion Sections:

View three podcasts:      Lecture #16. Are New Actors Transforming Global Politics?  
   Lecture #17. Why Would Rational Economic Actors Ever Go to War?  
   Lecture #18. Are International Relations Really Changing?

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, December 9, 11:59 pm)

Submit to your TA two questions/comments about the lectures.

**Mon Dec 7. Zoom Class Meeting #3 (2:00 pm) (Zoom 978 2129 6031 or from Canvas)**

**Th/Fr Dec 10/11. Zoom Discussion Section Meeting #8:  
Discuss Mousseau, Glaser, and Lectures #16, 17, and 18  
and Wrap up Third Image**

**Monday, December 14. Essay #2 due. (11:59 pm PDT)**

**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 instructor wants you to believe. The instructor wants 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](mailto: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.