



POL 371 INTERNATIONAL POLITICS Dr. Frank Wayman W'22
Thurs. 6-8:45 PM [CRN 21015] [220101]

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This course is an introduction to the theory, and supporting research, on international politics (also known as international relations). Its purpose is to expose the student to the rival frameworks for understanding global political processes. **International relations** may be defined as "the factors and activities which affect the external policies and the power of the basic units into which the world is divided." (Hoffmann 1960: 4-6) In the modern era (the past 500 years), the most important units are commonly called nations, and that is why "international relations" got its name: the relations primarily between nations. (A complicating factor is that the members of the United Nations are sovereign states; so there is both an inter-state system among them and a broader international system among peoples; a way to manage that intellectual mess reasonably effectively is to simply assert that a state represents its people, and a people are a nation, and hence the entity is, frequently enough, a "nation-state." We will study both the value and the limits of this assertion in the course.) The issues examined in P.S. 371 may be outlined in the following sets of questions:

1. What are the major theoretical frameworks for examining international politics?

A. Idealism and Realism

- i. How do nation-states behave? Do they pursue their national interests in a conflictual way (as realists suggest) or do they also emphasize the need for cooperation, the rule of law, and the leadership of international organizations (as idealists suggest)?
- ii. How should nation-states behave? What is moral for a state, and what is not? Are the standards of morality different for national leaders than they are for citizens (as many realists would suggest), because states must ruthlessly pursue the national interest to survive? Or is the Idealist critique of the Realist argument compelling?

B. The Strategic Perspective. This is the perspective of our textbook author.

C. Other Contending, Contemporary Approaches

i. Scientific Challenges to the Traditional (Idealist and Realist) Approaches.

ii. State-centric vs. non-state-centric models; levels of analysis.

International political-economy (IPE), and non-governmental organizations (NGOs), such as multi-national corporations (MNCs).

2. What are the origins of group loyalties (nationalism) in international relations? What are the historical sequences by which states, nation-states, and non-state actors have emerged in the modernization process? How does nationalism affect the current world scene?

3. What are the sources of national power? Why are some nations weak and others strong?

4. How do world powers (i.e., sovereign states) interact and compete? Is there in fact a mechanism like the 'balance of power,' and, if so, how does it operate? How does the traditional, military struggle for power relate to the more recently recognized economic components of power, symbolized since the 1970s by OPEC (the organization of petroleum-exporting countries), and in the 21st century by the rise of China as a new economic superpower? Are nation-states crucial and autonomous decision-making centers, or are neo-Marxist and other economic models accurate in emphasizing the primacy of multi-national corporations and market forces that control or at least dominate political institutions?

5. What are the causes of war? How do wars proceed and stop? What are the types of war? In what ways have war and preparation for war evolved in modern times?

6. What is international law? Why and when is it obeyed? How does it affect international politics?

7. How does the international political economy work, and how justly? What are the major theories of imperialism, neo-imperialism, and dependency? Are these neo-Marxist theories less relevant as the world system enters a new era of inter-dependency and mutual vulnerability, and OPEC and some Asian states (newly industrializing countries, or NICs) develop from poverty towards modernity?

8. What are the prospects for world government (or at least regional integration) and collective security?

9. What are the functions of diplomacy? How are conflicts regulated and resolved in non-violent fashion?

10. In what ways is the international world evolving today?

A. Is it becoming more multipolar -- less dominated by superpowers? And, if so, will that enhance the prospects for peace?

B. Is it destined to become an environmental wasteland, as population explodes, food

and resources decline, and pollution covers the globe? Are there international "regimes" that might be designed to prevent such decay? Or is the "tragedy of the commons" our future plight?

C. Will the world arms competition evolve in relatively safe or relatively explosive ways? Are there ways in which arms control or disarmament might significantly enhance our chances of having a future?

Students interested in less abstract courses on world politics might at some point wish to consider such selections as American Foreign Policy (P.S. 360, 471, or 472 -- Prof. Wayman); The Arms Race (P.S. 260 -- Prof. Wayman), and International Security (P.S. 473 -- Prof. Wayman) which focus on topic 10.C above; Peace and War (P.S. 451 -- Prof. Wayman), which covers topic five above. In "The Great Powers" (P.S. 375 -- Prof. Wayman), which focuses on the foreign policies and material capabilities of major powers since 1500, I try to deal with the problem that might be raised by a typical, thoughtful student in a typical international relations course, such as our Pol. Sci. 371: "You keep saying that so-and-so thinks such-and-what, but other scholars say the opposite. I don't want to know that. I want to know how international relations works." In Pol. 375, I try to present a comprehensive answer, on how international relations works.

A way of stating my **goals for our course Pol. Sci. 371, International Politics**, comes from the thinking of Graham Allison, long-time director of the Kennedy School at Harvard. His view is that "to understand foreign affairs, analysts engage in a number of related but logically separable enterprises: (1) description, (2) explanation, (3) prediction, (4) evaluation, and (5) recommendation." (Allison and Zelikow, 1999: 3) In his most well-known book, *Essence of Decision*, he says he will focus "primarily on description and explanation and, by implication, prediction." (Allison and Zelikow, 1999: 3) Our course, likewise, attempts to make you part of the intellectual effort to describe and explain, and more broadly thereby understand, international relations. The first two pages of this syllabus (including the ten questions) focus this understanding around specific puzzles. Our goals, with regard to these questions, would be that I and the authors in the assigned readings would provide answers to these questions, that I would get you to know and understand them, and that you would be able to describe them and discuss them thoughtfully.

There are also goals for the political science concentration:
<http://www.casl.umd.umich.edu/politicalsciences/>

International relations degree programs:

A student interested in this subject matter should also become familiar with a foreign language, and there is an International Studies concentration available on campus, focused on combining foreign language training with a substantive area such as international relations and diplomacy (see brochures outside Dept. of Language, Culture, and Communication office). Languages in this concentration are French, German, and Spanish.

It is probably worth mentioning that at most large, high-quality universities, international

relations is not just a course, but an entire field of study, either an undergraduate major, or a master's degree program, or a doctoral program, or all of the above.

The academic disciplines:

In a recent forum on international affairs (CSPAN, 2018) run by the Kissinger center on China, the US, and the world, a panelist remarked that nowadays, compared to, say fifty years ago, training at universities is dominated by disciplines, and has become technical. The result, he said, is that graduates do not know how to integrate knowledge to understand situations they face and make constructive decisions or recommendations. The fashion in academia (even political scientists are not immune) is toward narrow technical specialization, which is rewarded. In this course and my teaching and research, I draw on a large number of disciplines, to know ideas from them, and then try to synthesize these ideas. For example, the preface to my book *Resort to War* is written by a historian, the foreword by a political scientist. And my most recent book is called *Predicting the Future in Science, Economics, and Politics*. Note the allusion to economics as well as to the other fields of science. Ideas useful to us in PS 371 and my related classes come from philosophers (Hobbes, Locke, Hume, Kant, Marx), economists (Ricardo, Boulding; our book on political economy), psychologists (Festinger, Janis), lawyers (McDougal), sociologists (Marion Levy, Chirot representing the views of Wallerstein), game theorists (Bueno de Mesquita), historians (Thucydides), journalists (Hedrick Smith, Lippman, Thomas Friedman), and area specialists and governmental officials (George Kennan). The close affinity of international *politics* and international *relations* is this: other disciplines are going off in many different directions not immediately relevant to us (psychology studying the human mind and individuals; sociology looking at movies and popular culture, families, gangs, prisons, etc.), or tending toward the technical (international business, economics, game theory); political science, in one sense of that term, is what Aristotle called the architectonic science, and international politics is the global portion of it. Here, from the opening several sentences of Aristotle's *Nichomachean Ethics*, is the kernel of the idea:

If, then, there is some end of the things we do . . . , which we desire for its own sake . . . clearly this must be the good and the chief good. Will not the knowledge of it, then, have a great influence on life? Shall we not, like archers who have a mark to aim at, be more likely to hit upon what is right? If so, we must try, in outline at least, to determine what it is, and of which of the sciences or capacities it is the object. It would seem to belong to the most authoritative art and that which is most truly the master art. And politics appears to be of this nature; for it is this that ordains which of the sciences should be studied in a state, and which each class of citizens should learn and up to what point they should learn them; and we see even the most highly esteemed of capacities to fall under this, e.g. strategy, economics, rhetoric; now, since politics uses the rest of the sciences, and since, again, it legislates as to what we are to do and what we are to abstain from, the end of this science must include those of the others, so that this end must be the good for man. . . . These, then, are the ends at which our inquiry aims, since it is political science, in one sense of that term.

If it is possible to still approach that goal, of the Kissinger center forum panelist, to provide a synthesis and unity of the fields of study, it would seem to lie in such an approach to politics, which I seek in this course. Fortunately, there are many others whom we can learn from in this quest. Bueno de Mesquita, the author of our main text is one of them (notice that he co-authored *Predicting the Future in Science, Economics and Politics* with me and two others). So is Robert Axelrod, whom we study in PS 371, who is very dedicated to inter-disciplinarity (topic of his presidential address as president of the Am. Pol. Sci. Assoc.), and who is the only professor of political science ever given the U.S. national medal of science. So was George Kennan, who

was proposed to be named professor history at the Institute for Advanced Study, until they decided to just change it to "professor," with no field named (Gaddis 2011: 506-508). So was Kenneth Boulding, once the leader of the center for conflict resolution at the University of Michigan, who was president of the Am. Econ. Assoc., but also president of the peak association of all sciences in this country, the American Association for the Advancement of Science, and whose work is some of the best in the history of international relations. It is largely on such shoulders of inter-disciplinary scholars (most of them political scientists) that we build this course.

TEXTS:

Bruce Bueno de Mesquita, *Principles of International Politics*, 4th edition, Washington, D.C.: CQ Press, 2010 (hereafter called BdM). 460 pp. ISBN 978-0-87289-598-0

John Vasquez, ed., *Classics of International Relations*, 3rd ed., Upper Saddle River, N.J.: Prentice-Hall, 1996 (Vasquez) 411 pp. ISBN 0-13-146648-8

Thomas Lairson and David Skidmore, *International Political Economy: The Struggle for Power and Wealth*. Fort Worth, Texas: Harcourt, Brace. latest edition.

Course Pack: Wayman and Schafer, *States and Wars of the World, 1492-present*; and Wayman and Diehl, eds., *Reconstructing Realpolitik*, Ann Arbor, Mich.: U. of Michigan Press, 1994 (FW & PD), ch. 1 (course-pack); plus other **Course Pack** readings as assigned at week 12, below.

Each student should buy the course pack, available from Dollar Bill Copy, for sale on line or at their toll-free number. \$Bill can be reached at 1-877-738-9200, or at www.dollarbillcoursepacks.com (you can probably also use www.dollarbillcopying.com). At the website, go to order products on line, then to the order course packs on line bar, then to UM-D, then to the course number. After selecting all those things, proceed to order, give mailing info., credit card, and \$Bill ships next day UPS to your address.

GRADING:

Grades will be based primarily on examinations. There will be three exams. Each will count 27 percent in the course grade. These exams will be half essay (based on three questions handed out two weeks before the exam) and half multiple choice. A term paper will count for 15 percent of the grade. A student not using a number two pencil on the scan-tron form will be penalized one grade level (e.g., B down to C). Attendance, participation in class discussion and, especially, skilful involvement in the prisoner's dilemma tournament will count for the remaining four percent of the grade.

I have been asked by the Provost to include the following statement (which should go without saying): The University of Michigan values academic honesty and integrity. Each student has a responsibility to understand, accept, and comply with the University's standards of academic conduct as set forth in the Code of Academic Conduct, as well as policies established by the schools and colleges. Cheating, collusion, misconduct, fabrication, and plagiarism are

considered serious offenses. Violations will not be tolerated and may result in penalties up to and including expulsion from the University. Our administrators think it is important that you be told what our bureaucratic goals are, so I have been told to place this website in the syllabus: <http://www.casl.umd.umich.edu/politicalsciences/>

TERM PAPER: TWO PRINTED AND ONE EMAILED COPY (3 IN ALL) DUE MAR. 10TH. This delivery method (2 print and one email) may have to be modified as the COVID pandemic evolves.

This section is subject to modification in the next couple of weeks:

Pick a country or sub-region of the world, from a list to be distributed in class on Feb. 3rd. For the countries in that sub-region, or for the country you have selected, identify any wars that occurred within five years before or after its independence date, and in which this country was a "war participant". This can be checked using the Correlates of War Project website (www.correlatesofwar.com), and examining the lists of inter-state, extra-state, intra-state, and non-state wars.

Going back in time, with information provided by Prof. Wayman (a handout prepared with the assistance of Mr. Phil Schafer), what were the wars in which this country became a colony to begin with?

Also, what were the more recent wars in which this country (or set of countries in a sub-region) was a participant, and was the former imperial power from which independence was gained now a participant in the more recent wars? If so, which side was the former imperial power on?

This will be a short paper, focused on compiling a table of the wars, in chronological order, following a precise checklist of things to record. The check list will be provided on Feb. 3rd.

Grading Scale:

Grading of the multiple choice tests is curved, to roughly correspond to the historic average University grade, in the B to B- range. Grading of the essay portion of the exam and of the term papers is on a basis of absolute quality rather than a curve. Grades of A correspond to a GPA of 4.0, B is a 3.0, C is a 2.0, and so on down through D (1.0) and E or F (0).

University Attendance Policy:

A student is expected to attend every class and laboratory for which he or she has registered. Each instructor may make known to the student his or her policy with respect to absences in the course. It is the student's responsibility to be aware of this policy. The instructor makes the final decision to excuse or not to excuse an absence. An instructor is entitled to give a failing grade

(E) for excessive absences or an Unofficial Drop (UE) for a student who stops attending class at some point during the semester.

Academic Integrity Policy:

The University of Michigan-Dearborn values academic honesty and integrity. Each student has a responsibility to understand, accept, and comply with the University's standards of academic conduct as set forth by the Code of Academic Conduct (<http://umdearborn.edu/697817/>), as well as policies established by each college. Cheating, collusion, misconduct, fabrication, and plagiarism are considered serious offenses and violations can result in penalties up to and including expulsion from the University.

Disability Statement:

The University will make reasonable accommodations for persons with documented disabilities. Students need to register with Disability Resource Services (DRS) every semester they are enrolled. DRS is located in Counseling & Support Services, 2157 UC (http://www.umd.umich.edu/cs_disability/). To be assured of having services when they are needed, students should register no later than the end of the add/drop deadline of each term. If you have a disability that necessitates an accommodation or adjustment to the academic requirements stated in this syllabus, you must register with DRS as described above and notify your professor.

CLASS POLICIES:

Keeping everyone safe during the COVID epidemic is paramount, and the class policies will be modified as needed to meet that goal. How this will work out depends a lot on what President Schlissel and Chancellor Grasso state as the University policies, which can change quickly in response to changes in the virulence of the pandemic. Please follow my directions to keep us from infecting each other.

1. No make-up exams will be given except under documented circumstances.
2. RESPECT. We are all to respect others opinions, beings, comments, and habits. This does not mean we cannot disagree, nor does it mean we cannot have fun. However, we each need to respect the diversity of our fellow students. There are also topics discussed that may challenge you either intellectually or emotionally; while we try to be sensitive, a university is also a place for inquiry and discovery. More about this in class.
3. Students arriving late should do so as quietly and unobtrusively as possible.
4. In the event that I am aware of a major accident on the road or a weather problem, I may delay class start by five to ten minutes.

5. ON E-MAIL: E-MAIL IS THE MAIN VEHICLE WE WILL USE TO STAY IN TOUCH OUTSIDE OF CLASS. For example, if school is canceled, I will send you an email with some attached materials. Anyone without access to the Internet at home should see me the first week of class to have alternative plans in place. While e-mail has become a very important means of communication between students and faculty, there is so much trouble for all of us from hackers and viruses, that it is good to observe appropriate norms of behavior. Because of the threat from viruses and similar plagues, I do not open emails that do not have your name as the sender, or emails that do not have a subject heading that indicates a topic related to you and the course. We should all also be cautious about opening e-mail attachments. This means, for example, your e-mail must actually be readable by me when I click on it; in other words, when I open an e-mail and there is no text because all the text has been placed in an attachment, I do not open the attachment out of caution. I look forward to hearing from you; on the whole, this email system is a blessing.

6. Class discussion and participation is an integral part of this class. If you are within two or three points of a higher grade, your participation and attendance will be taken into account. (I do not count you as present if you are sleeping, carrying on personal discussions, or otherwise “tuned out.”)

7. **As a general rule, use of laptop computers and cell phones is not permitted in class, but there are reasonable exceptions for portable computers for class purposes. The general rule is there to prevent distracting use of the devices.** Put your pagers on vibrate and turn off your cell phones. (In the event that you are on stand-by to be asked by President Biden to be a liaison in secret meetings with the Syrian rebels, or Donald Trump has asked you to be his on-call foreign policy advisor, or some critical personal reason, let me know ahead of time). **If your pager or cell phone goes off, or if you read or answer a text, YOU LOSE 5 POINTS. If you get up and leave to be on the phone, you lose five points. If mine goes off, you get five points.**

8 **The use of a laptop in class is acceptable ONLY FOR CLASS PURPOSES.** Game playing, emailing, and web surfing, unless approved by instructor, are not acceptable. This has become a problem and students have complained privately that it is distracting and annoying. If

you feel a need to keep emailing your friends, surfing the web, or playing games, you probably should not come to class. It is your choice. If you have a laptop, I will, on occasion, ask you to look up something we are discussing.

9. I reserve the right to make minor changes to the syllabus, and we may fall behind or surge ahead, but any changes to exam dates (due to school closure, falling behind because we had a speaker, etc.) will be decided by the class by vote.

10. UM-Dearborn's official attendance policy states that, "a student is expected to attend every class and laboratory for which he or she has registered. Each instructor may make known to the student his or her policy with respect to absences in the course. It is the student's responsibility to be aware of this policy. The instructor makes the final decision to excuse or not to excuse an absence. An instructor is entitled to give a failing grade (E) for excessive absences or an Unofficial Drop (UE) for a student who stops attending class at some point during the semester." If you are absent, you must get notes from a fellow student. I will not go over what we covered in class, nor will I excuse you from any assignment or new information unless a real (documented) emergency occurred.

11. I will make every effort to meet with any student so requesting. You need to build relationships with your instructors so when it is time for a recommendation for a scholarship or something else, your instructors will know you. Try to email me at least twice during the semester. Using my email fwayman@umich.edu is definitely the BEST way to contact me in this COVID year.

Safety:

All students are strongly encouraged to register in the campus Emergency Alert System, for communications during an emergency. The following link includes information on registering as well as safety and emergency procedures information:

<http://umemergencyalert.umd.umich.edu/> Finally, all students are also encouraged to program 911 and UM-Dearborn's Public Safety phone number (313) 593-5333 into personal cell phones. In case of emergency, first dial 911 and then if the situation allows call UM-Dearborn Public Safety.

MISSED DEADLINES AND ACCOMODATIONS:

No late work will be accepted without a physician's letter or similar documentation.

E- MAIL MATTERS:

Please if you have a choice send email attachments as .doc documents (older versions of MS-Word), but .docx documents are also OK. Also, please be sure to identify yourself clearly, by having a subject line pertinent to what we are doing, and your name in the "from" line (not something more anonymous and worrisome such as viruscontents@criminalorg.bad). Thanks.

READINGS BY WEEK:

Introduction (Week 1): Key Questions about International Relations, and Answers from Leading Schools of Thought (Realism, Idealism and Liberal Internationalism, Scientific and other Contending Approaches)

Readings to be completed by Jan. 12th

Wayman and Diehl, ch. 1. (In Course-pac.)

BdM, from front cover through end of ch. 2, and appendix B.

Vasquez, Preface and Parts I and II.

[Note: Monday, January 17th, is Martin Luther King Day this year.]

Nations, Nationalism, and Sovereign States (Week 2)

Readings to be completed by Jan. 23rd

BdM, appendix A.

Wayman and Schafer, *Stamp of Authority* (in course pack)

National Power (Week 3)

By Jan. 31st:

Wayman, Singer, and Goertz, "Capability, Allocation, and Success in Militarized Disputes and Wars, 1816-1970," in Vasquez, *Classics*.

Wayman, "Power Shifts and War."

TERM PAPER ASSIGNMENT (DUE MAR. 10TH): On Feb. 3rd, a list of countries will be distributed, with instructions for the term paper. The project (described more fully above) will involve looking at the imperial and colonial history of a country (or set of small countries in a contiguous area of the world we called a sub-region), and examining aspects of the war history of the country or countries, as it relates to the imperial power that had colonized the area, and how this relates to the present.

Policy Formation (Weeks 4-5)

By Feb. 10th:

BdM, ch. 3

Vasquez, ch. 6

THE FIRST EXAM, COVERING THE ABOVE MATERIAL, WILL BE THURS., FEB. 10TH

Review of BdM, chs. 2-3 will continue throughout this second exam period, to refine our understanding of the *Principles of International Politics*, so please continue to re-read and study these chapters, and I will cover them more at the start of each class session.

Transnational Actors and International Political Economy (Week 6)
By Feb. 16th:

Lairson and Skidmore, chs. 1 and 2 and Glossary.

IPE: The Western System (Week 7)
By Feb. 25th:

BdM, ch. 10.
Lairson and Skidmore, chs. 3-6.

SPRING BREAK IS FEB. 26TH TO MARCH 6TH

IPE: The North-South System (Week 8 & 9)
By Mar. 10th:

BdM, chs. 8 & 9.
Lairson and Skidmore, chs. 8-12.
Vasquez, Introduction to Part III; ch. 9

TERM PAPER TENTATIVE DUE DATE: MARCH 10TH (3 COPIES, PER ABOVE).

IPE: The East-West System, Overview, and the Future (Week 10)
By Mar. 16th:

Vasquez, Introduction to Part IV; ch. 12.
Lairson and Skidmore, chs. 7, 13, and 14.

THE SECOND EXAM, COVERING THE ABOVE MATERIAL, WILL BE THURS., MAR. 17TH.

Arms, Crisis, and War (Week 11)
By Mar. 24th:

BdM, ch. 4 & 5.
Vasquez, Introduction to Part III; chs. 7 (Hermann; Holsti, North, and Brodie; Snyder and Diesing) & 8 (Hobbes; Mead; Richardson; Bremer; Wayman, Singer, and Goertz).

Balance of Power, Terrorism, Deterrence, Democratic Peace, and Strategy (Week 12)

By Mar. 31st:

BdM, chs. 6 & 7

Vasquez, Introduction to Part IV; chs. 10 (Kaplan; Organski; Waltz)-11 (Clausewitz; Kahn; George and Smoke; Cohn)

War and Security (Week 12)

By Mar. 31st:

BdM, chs. 6-8 (re-read).

Materials in course-pac:

Hofstadter, "Metamagical Themas" (*Scientific American* article on Axelrod).

Wayman, "Bipolarity and War," and "Power Shifts and War."

International Organization and Integration (Week 13)

By April 7th:

BdM, ch. 11.

Vasquez, ch. 13 (Kant, Deutsch, Babst, Maoz and Russett) -14 (Grotius, Clark and Sohn); re-read Claude in ch. 12.

The Future (Week 14)

By April 14th:

Handouts.

The last class will be Thurs., April 21st

THE THIRD EXAM WILL BE IN THE APRIL 25-29TH FINAL EXAMS WEEK.

EXAM No. 1 ESSAY SECTION:

Prepare 25 minute answers to each of the following questions. One will be on the exam.

1. Describe the realist framework for the study of international politics. How good is it at explaining international affairs, and what alternatives to it have proven of value in explaining the behavior of actors in world politics?
2. Briefly (less than five minutes), what is national power? Specifically, and at greater length, what national capabilities are most important for achieving national security objectives, such as winning wars and prevailing in militarized disputes?
3. Describe the main elements of foreign policy decision making as they are explained in chs. 1 through 3 (inclusive) of Bueno de Mesquita. To what extent do they show that foreign policy

represents the rational pursuit of the unified interests of the nation-state? To what extent does foreign policy represent other views (irrational pursuit of the state interest, or pursuit of idiosyncratic interests of individuals and organizations)?

4. What is a sovereign state, and how does nationalism affect international relations and the strength of the state?

EXAM No. 2 980325

ESSAY SECTION:

(Subject to possible modification)

Prepare 25 minute answers to each of the following questions. One will be on the exam.

1. Describe world trade in terms of its patterns, the institutions that regulate and enable it, and how well the institutions are working. How does your answer help us understand US-Japanese trade rivalry, economic sanctions, and other contemporary trade issues such as GATT, WTO, and NAFTA?

2. What strategies are best for poor countries trying to develop? What strategies are less effective? What about the lectures and readings on this topic, including the Bueno de Mesquita text and the theories of the world system (as discussed by Wallerstein and Chirot) and of imperialism, neo-imperialism?

3. We see many poorer states (e.g., Russia, China, African nations) struggling not only with economic growth but also with environmental damage and political repression and disorder. Discuss what the readings, especially Bueno de Mesquita's selectorate and winning coalition theory, have to say about these problems.

EXAM No. 3 970425

ESSAY SECTION:

ESSAY HALF OF EXAM: Prepare 30-minute answers to each of the following questions. One will be on the exam.

1. Discuss the success of international organizations in keeping the peace and ending the dominance of the nation-state. In doing so, discuss the Western European experience with functionalism, and the UN experience with peacekeeping and other ways of reducing the likelihood and destructiveness of war.

2. Discuss the various theories of war presented in lecture and the readings, grouping them in terms of the levels of analysis that each one emphasizes. Evaluate the adequacy of each level as a basis for explaining why wars occur.

3. What are the lessons from game theory, including prisoner's dilemma and chicken, for the study of war and international conflict?

References:

Allison, Graham, and Philip Zelikow, *Essence of Decision*, 2nd ed. Reading, Mass.: Addison Wesley Longman, 1999.

Gaddis, John (2011) *George F. Kennan*. New York and London: Penguin.

Hoffmann, Stanley, *Contemporary Theory in International Relations*. Englewood Cliffs, N.J.: Prentice Hall, 1960.