

PS 260 Patterns and Processes in World Politics An Introduction

Why do states go to war? Why do they trade? Why do they cooperate? Political Science 260, Patterns and Processes in World Politics, is a bridge course between broad introductory coursework and specialized upper-division classes. It examines broad questions in the systematic study of international relations to achieve the tandem goals of orienting students to current questions in the discipline as well as introducing them to the types of reading they can expect in upper-division courses. Carefully selected readings parallel the development of conceptual skills and methodological understanding presented in PS 205 (Research Methods), which is a prior or concurrent prerequisite, helping students to develop confidence in reading and critiquing materials using a broad range of methodological approaches.

Students in PS 260 are generally intending to major in political science. They have previously taken PS 160 Intro to World Politics, and have previous or current enrollment in PS 205 Research Methods in Political Science. It uses a collection of classic and contemporary articles and a pair of contemporary scholarly books to explore both the substance and method of world politics. Generally the emphasis is on the quality of reading rather than the quantity, with the typical class having at most 2-3 journal articles or book chapters assigned (i.e., a maximum of about 100 pages per class, and even that is rare). Readings include Beth Simmons' book *Who Adjusts?*, which mixes qualitative and straightforward quantitative methods, and a number of other qualitative, quantitative, and formal works. Class discussion then focuses on why the authors study these cases, use these measurement approaches, and employ particular methods.

Our tour through major research topics in world politics, including the causes of conflict, the democratic peace, trade and finance, and international organizations, and persistent attention to research design allows us to draw inferences about similarities and differences in conflict and political economy research and findings. Scholars across the field are interested in the effects of "democracy" on a range of outcomes. What do we mean by democracy? How do we measure a concept like that? Do existing measures capture that concept? We go beyond the content of PS 160 in both depth and scope of topics, and students are well prepared for the substantive scope and academic demands of upper-level courses.

Assessment is a combination of class participation, two take-home exams which ask students to integrate concepts across class days, and an 8-10 page paper. The paper assignment asks students, obliquely, to begin theorizing about international relations. Armed with knowledge of cases and specifics from PS 160, the readings, and other coursework, students identify a case from any of the topics whose outcome is anomalous or poorly predicted by existing theory. Then, they'll attempt to describe why the case is poorly predicted, with an eye to proposing a generalizable explanation from their conclusions. Finally they'll propose a brief research design to determine if this factor operates systematically in other cases. (This assignment is modeled on Rob Franzese's 'Theoretical Extension' and 'Empirical Application' papers, which he has successfully used in a variety of undergraduate courses.)

At the conclusion of PS 260, students have developed skills in making causal arguments in world politics, and they have acquired the skills to read and critique empirical work of intermediate complexity. They will have begun to think theoretically about the behavior of states and other actors in world politics, and will have started to think about what kinds of topics and questions interest them for further study. Overall, students will improve their skills in reading, writing, and analyzing world politics as a social science.

Political Science 260
Patterns and Processes in World Politics
TERM YYYY

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Conflict and cooperation in world politics are not random phenomena. They do not just spontaneously occur; they are the result of deliberate acts by states. When do we expect to see conflict? When do we expect to see cooperation? What are the typical patterns that each takes? Why do states trade? What are the domestic effects of trade? How do states pick trading partners? PS 260, Patterns and Processes in World Politics, introduces the social scientific literature on the causes of conflict and the causes of cooperation and other forms of peaceful interaction.

PS 160, Introduction to World Politics, is a **prerequisite** to this course. PS 160 concentrated on providing a basic vocabulary for discussing politics between states in a variety of subject areas. This course, PS 260, takes the next step by examining what we know about those subjects more generally. What generalizations can we make or patterns can we identify when we look at several cases simultaneously? We will examine both theoretical and empirical claims. Because of this, concurrent or prior enrollment in PS 205, Research Methods in Political Science, is strongly encouraged.

Objectives

Specifically, after the completion of this course, you will be able to:

- Describe the effect of strategic behavior on the study of world politics, particularly with respect to economic sanctions, deterrence, civil war settlement, and conflict initiation.
- Present two views of the relationship between trade, domestic interests, and conflict, and evaluate the evidence for each.
- Provide and compare three explanations for the democratic peace.
- Explain the functions of international institutions, and describe at least three ways that states can design international institutions to mitigate the problems of international cooperation.
- Explain two ways (one in conflict, one in IPE) that domestic politics might influence international politics, and two ways that international politics might influence domestic politics.

In addition, this course has two process oriented goals. After this course, you will be able to:

- Apply principles of research design to evaluate and critique classic and contemporary works of empirical political science.
- Identify and locate major data sources of interest to scholars of world politics, and use the data to answer basic questions about world politics.

Assessment

This course's focus is on reading closely and looking for patterns. The reading load is typically 2-3 journal articles or chapters per class. Because the purpose of the reading is not to provide you with lists of facts to memorize but instead asks you to think critically about the content, the midterm exam will be a take-home essay which asks you to integrate and critique the readings and topics to that point. The final exam will do the same for the second half of the course.

<u>Assignments</u>	<u>Value</u>	<u>Due</u>
In-class assignments, participation, and mini-homeworks	20%	Various dates
Midterm exam	25%	Day 14
Anomalous Case paper (8-10 pages)	30%	Day 25
Final exam	25%	Day 28

You are expected to come to class prepared, with any assigned reading or homework completed before the start of class. You are also expected to participate in in-class activities, including but not limited to discussion and paper workshopping, and to schedule and complete at least one office hours consultation on your paper.

Policies: YOU ARE RESPONSIBLE FOR ALL INFORMATION IN THIS SYLLABUS.

Required Materials: This course has two required books and a required course pack, which contains the majority of the required reading. The books are:

Beth A. Simmons, *Who Adjusts?* Princeton UP, 200x.

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Both books and the course pack are available at the campus bookstore.

Communication: Email is by far the best way to reach me for brief questions and/or to arrange an appointment. I normally respond within one business day. I have regularly scheduled office hours, and I encourage you to make use of them. In addition to the hours listed above, I am *usually* around all day Monday and Wednesday after class time if you'd like to make an appointment. Check CTools Announcements for the most recent posting about office hours. I am also happy to make appointments for any time outside my scheduled classes.

Academic Integrity, Citation, and Plagiarism: As we will discuss on several occasions, academic honesty – giving credit where credit is due – is a key element in creating credible work. Always acknowledge ideas and text that are not your own. *Any presentation of others' ideas or words as your own constitutes plagiarism, and is grounds for referral to the Dean's Office and the Academic Board.* When in doubt, add a citation. There is no such thing as having 'too many cites,' but having too few cites is called plagiarism.¹ We will review citation styles and methods in class, but you are responsible for citing throughout the term. Any standard method of citation (MLA, Chicago, APA) is acceptable. See our CTools site for style sheets.

¹ This statement originates with Prof. Cindy Bair van Dam at American University, I believe; at a minimum, she was the first to say it to me. A statement like this constitutes acknowledgement that the expression is not my own.

Special Needs: If you have a medical or other condition or circumstance which could interfere with your ability to achieve your best performance in this class, including any which may entitle you to extended testing time or other accommodations, *please consult with me as soon as possible* to make appropriate arrangements. SSD documentation must be received *at least two weeks* prior to the exam to obtain accommodations.

Attendance: After two unexcused absences (absence without documentary evidence of family emergency or medical attention for illness), expect a grade penalty. I reserve the right of final determination of the excusability of an absence. Students with family responsibilities, athletic commitments, or religious conflicts should indicate these *as soon as possible*; without sufficiently prior notification from the student, University policy does not obligate instructors to accommodate these conflicts.

Due Dates and Extensions: Expect assignments to be due at the start of class on the indicated day. *Missing class on the day an assignment is due is NOT sufficient reason to presume an automatic extension. Late work will be penalized at least one grade.* Extensions are granted only in cases of medical or religious conflict or other major situation. Syllabus Addenda, which will be distributed regularly and posted on CTools, should be considered the final word on due dates.

Schedule of Course Topics

I will provide a detailed ‘Syllabus Addendum’ every two to three weeks containing details of reading assignments, due dates, and class material requirements. The Addenda always supersede any information here or on previous Addenda. I will distribute copies in class and also post the documents to our CTools site.

Day	Topic
1	Introduction and Orientation
2	<i>International Conflict</i> Why Do Wars Start? Reviewing Structural Theories
3	Perception, Individual Variables, and War
4	Domestic Politics Explanations for War
5	Rationalist Explanations for War
6	War Termination
7	Civil War Initiation
8	Civil War Termination
9	Avoiding War: Deterrence
10	Avoiding War: The Democratic Peace I
11	Avoiding War: The Democratic Peace II
12	Avoiding War: The Democratic Peace III
13	<i>FLEX DAY – conflict book will take 2 days</i> Midterm exam out
14	War Games Midterm Examination due

	<i>International Political Economy and Cooperation</i>
15	Review of international economics
16	Trade and Trade Politics I: Factor-based models
17	Trade and Trade Politics II: Sector-based models
18	Designing Trade Agreements
19	International Monetary Cooperation: <i>Who Adjusts</i> , part I
20	International Monetary Cooperation: <i>Who Adjusts</i> , part II
21	International Finance and Capital Affairs
22	International Economic Sanctions
23	Problems of Cooperation
24	Designing International Institutions
25	International Environmental Institutions Anomalous Case paper due
26	Foreign Aid
27	The Resource Curse Final Examination out
28	Wrap Up Final Examination due

**PS 260 Patterns and Processes in World Politics
Reading Schedule and Instructor Planning**

2	<p><i>International Conflict</i> <i>Why Do Wars Start? Reviewing Structural Theories</i> BdM or other textbook? Or else Waltz ch 6-7?</p>
3	<p><i>Perception, Individual Variables, and War</i> Christiansen and Snyder (offense defense theory) Jervis/Janis?</p>
4	<p><i>Domestic Politics Explanations for War</i> Allison “Cuban Missile Crisis” APSR article Something from the diversionary war camp</p>
5	<p><i>Rationalist Explanations for War</i> Fearon 1995</p>
6	<p><i>War Termination</i> ???</p>
7	<p><i>Civil War Initiation</i> ???</p>
8	<p><i>Civil War Termination</i> ???</p>
9	<p><i>Avoiding War: Deterrence</i> Huth? Some case study art (George and Smoke?) Achen and Snidal 1989</p>
10	<p><i>Avoiding War: The Democratic Peace I</i> Norms and trade --- APSR 1981 by that theorist ???</p>
11	<p><i>Avoiding War: The Democratic Peace II</i> Schultz</p>
12	<p>Avoiding War: The Democratic Peace III BdM2S2 APSR article</p>
13	<p><i>FLEX DAY – conflict book will take 2 days</i> Midterm out</p>

14	War Games - Fearon or other games from Powner & Croco ISA 2005 Midterm Examination due
15	<i>International Political Economy and Cooperation</i> <i>Review of international economics</i> (Lecture)
16	<i>Trade and Trade Politics I: Factor-based models</i> Rogowski article ???
17	<i>Trade and Trade Politics II: Sector-based models</i> Hiscox IO article ???
18	<i>Designing Trade Agreements</i> Milner & Rosendorff
19	<i>International Monetary Cooperation</i> <i>Who Adjusts</i> , part I Ch 1, 2, 3
20	<i>International Monetary Cooperation</i> <i>Who Adjusts</i> , part II
21	<i>International Finance and Capital Affairs</i> Quinn and Inclan 1997 Simmons (2001) Von Stein (2005)
22	<i>International Economic Sanctions</i> Huffbauer, Schott, and Elliott Pape
23	<i>Problems of Cooperation</i> Axelrod and Keohane 198x Morrow 1994
24	<i>Designing International Institutions</i> Koremenos et al 2001 Koremenos 2005 Case paper from a conference or the 2001 volume?
25	International Environmental Institutions Anomalous Case paper due Mitchell, ???

26	Foreign Aid ???
27	The Resource Curse --- OR HUMAN RIGHTS??? – convention against torture ISQ art ???
28	Wrap Up/topic by student choice Final Examination due

Paper: identify a seemingly anomalous case from any of the topics, describe why it's poorly predicted, identify what other variable or influence seems to be acting, briefly propose a research design to determine if this factor is operating systematically in other cases. (8-10 pgs)