OVERVIEW

Why do some great powers flourish while others decline? Under what conditions does the international system move from relative calm to the point where great powers initiate devastating system-wide wars or hard-line strategies that increase the risk of war through inadvertent escalation? How can victorious great powers construct stable international orders after major wars? How do mass revolutions within major states affect the international balance-of-power and the likelihood of interstate war? Do the grand strategies of great powers in the past offer lessons for the United States and China in the twenty-first century?

The course examines how international and domestic forces shaped the grand strategies of France, Great Britain, Prussia/Germany, Japan, Russia/Soviet Union, and the United States from the seventeenth century to the mid-twentieth century. It then draws "lessons" from the past to help understand the future trajectory of Chinese and U.S. grand strategies. Finally, the course introduces students to basic principles of social science methodology, including the ability to formulate research questions, derive testable hypotheses, collect and analyze data, and communicate theoretical concepts and empirical findings.

Prerequisite: PS 61: Introduction to International Relations

PS 174 Blackboard http://blackboard.tufts.edu

This course makes extensive use the PS 174 Blackboard. You must submit all written assignments to the PS 174 Blackboard as Microsoft Word 97-2003 or 2007 files by the deadlines on the last page of this syllabus. I do not accept paper copies or assignments submitted via email.

I asked Information Technology Services (ITS) to populate Blackboard with students registered in the class. If you add this class during the Drop/Add period (20 January to 3 February), I need to add you to the site. Your username is your last name and the last four digits of your Student ID number without spaces or dashes (for example, soprano3217). Your password is your Student ID number without spaces or dashes (for example, 902363217).

READINGS

Portions of the following books are required reading. You can purchase them at the Tufts University Bookstore. Alternatively, you can purchase them on Amazon.com or BarnesandNoble.com often at a discount. I will also place copies of the books on three-hour reserve at Tisch Library.


There are also required readings from scholarly journals, select papers from the “Grand Strategy in Historical and Comparative Perspectives: Implications for US-China Relations” conference held at Texas A&M University in October 2010, and chapters from a book manuscript that I am co-editing with Steven E. Lobell and Norrin M. Ripsman, *Broken Balance: Grand Strategy in the Interwar Period*. There are stable hyperlinks on this syllabus and on the PS 174 Blackboard to various electronic journals to which the Tufts University Libraries subscribe. I have saved copies of the draft book chapters and conference papers as *.pdf files on Blackboard.

Please note this course requires extensive reading in the IR subfield of political science and diplomatic history, occasionally up 100 to 150 pages per week. Some days and weeks have heavier reading loads than do others, so please plan accordingly. If you are unwilling to assume this burden, you should NOT take this course.

**REQUIREMENTS**

The four requirements for this course:

- **Class Participation (10%, ongoing assessment)**
- **A 15-20 page research paper (75% in total)**
  - Research puzzle statement and annotated bibliography (10%)
  - Summary introduction and theory section (20%)
  - Complete paper (45%)
- **Team Presentations (15%)**

**Class Participation (10%)**

Please remember the following guidelines for class participation.

- Please come to class prepared to discuss the assigned readings. Class sessions will be a mixture of lectures, discussions, and formal debates.
- If you miss a class meeting due to illness, a family emergency, or observance of a religious holy day, it is your responsibility to get the notes from a classmate. *Frequent and unexplained absences will hurt your grade. Please plan accordingly.*
- Contributing to class discussions will help your grade, but *dominating class discussions will not.*
- *I encourage you to raise questions during* class. Chances are that if you are confused on an issue, a good number of your classmates are confused as well.
• Remember, it is perfectly obvious to me when students use laptops for purposes other than taking notes. It is also obvious to me when students are texting on their PDAs and cell phones, reading periodicals, and listening to MP3 players. Such disrespectful behavior toward your fellow students and me will have a very negative effect on your grade. *I reserve the right to ask repeat offenders to leave the classroom.*

• *Be courteous and respect the opinions of your classmates.* While spirited debate on the issues is an integral part of the learning process, there is no room for discourteous discourse or personal attacks upon anyone in the class.

**Research Paper (75% in total)**

This course requires an original research paper of 15-20 pages (double-spaced). You will submit this paper in three stages, with each stage building upon the previous one. You can find memos on how to prepare each part, as well as the grading guidelines for the research paper as a whole, in the Assignment section of the PS 174 Blackboard:

1. **Research Puzzle or Question Statement and Annotated Bibliography (10%):** This assignment calls upon you to develop a tentative research puzzle (or question) and to become familiar with the scholarly literature pertinent to that topic. Many of the databases you should use to identify sources will be discussed in the library information session (see below). Your research puzzle or question, as well as your bibliography, will likely evolve as you do more research. This assignment should be 1 to 2 pages (single-spaced).

2. **Summary Introduction and Theoretical Section of the Paper (20%):** In the introduction, you state the research puzzle or policy question, briefly discuss why that puzzle or question arises, and identify candidate theories from which two competing hypotheses might be derived. In the theoretical section, you briefly discuss the literature that from which you derive your hypotheses, the types of evidence that would confirm or disconfirm each hypothesis. This assignment should be 5 to 6 double-spaced pages.

3. **Completed Research Paper (45%):** The completed research paper should build upon the work you have done on the previous two assignments, as well as incorporate the feedback you have received from the writing fellows and from me. The paper will consist of four sections: the introduction, theoretical section, empirical section, and conclusion. Your main task in the empirical section is to evaluate the evidence you have gathered and reach a conclusion about which of the two rival hypotheses provides the better explanation for your puzzle. This assignment should be 15 to 20 double-spaced pages.

**Writing Fellows, Due Dates, and Return of Papers**

PS 174 is part of the Undergraduate Writing Fellows Program. Our writing fellows, Izzy Eccles, Maggie Selvin, and Michael Steinberg, are an integral part of this course. They are here to provide you with constructive feedback and encouragement in preparing the research paper. The writing fellows are not here to edit or proofread initial drafts. They are not TAs; they are not here to grade your work.

A calendar of due dates appears on the last page of the syllabus. There are **two due dates** for each stage of the research paper. On the first date, submit a complete initial draft to me via the Assignment area of the PS 174 Blackboard. The writing fellows will download and read the drafts. I will also read a random selection of initial drafts. After revising the assignment in light of the writing fellow's comments, please submit the revised draft to me via the Assignment area of Blackboard. I will grade the revised draft of each portion of the research paper.
Meetings with writing fellows are mandatory. If you do not meet with your writing fellow on an initial draft or if you do not submit an initial draft at all, you will earn a failing grade on the revised draft. There are no exceptions. Late submissions of initial drafts will result in the imposition of late penalties on the revised draft. I regularly consult with the writing fellows to see which students have kept their appointments. It is your responsibility to make and keep appointments with your writing fellow.

Graded papers (with my comments) will be available on Blackboard, generally within a week of the second submission dates. Students can only retrieve their own assignments. Please be sure to retrieve your papers from Blackboard before the Commencement (20 May 2011). The ITS staff removes student accounts from Blackboard after each semester.

Format for the Research Paper Components

Only MS Word 97-2003 or 2007 files are acceptable. You must use the following naming conventions for your files <Your Last Name_ Your First Name_Assignment Name.doc>. This enables me to keep track of student submissions and to grade them more efficiently. Below are some examples of appropriate file names:

Tufts_Charles_ResearchPuzzle.docx
Jackson_Cornelia_SummaryIntro.doc
Ballou_Hosea_ResearchPaper.docx

Please use an 11-point or a 12-point font for the text of each portion of the research paper. All components of the research paper should adhere to the grammatical and syntax rules of standard written English. You must use footnotes or endnotes to document all quotations, paraphrases, statements of fact, and the work of other authors. You should adhere to the footnote or endnote format set forth in the Chicago Manual of Style, 16th ed. (Chicago: University of Chicago Press, 2010).

Team Presentations (15%)

The final requirement for the course is a brief group presentation in which you will have an opportunity to apply what you have learned this semester to a current dilemma in U.S. grand strategy pertaining to the rise of China. You will be part of a team from the State Department, the Defense Department, the Central Intelligence Agency, or the National Security Council staff. Each team will have the task of making a preliminary set of recommendations to the President of the United States on a current crisis in U.S.-China relations (or relations between China and another state) or steps the U.S. might take to address its own relative decline and China’s ascendency. Relying on your knowledge of IR theory and the historical cases of other great powers’ grand strategies we have studied, you and your team will make a brief presentation to the President and the other National Security Council principals (i.e. your classmates and me), recommending a course of action. Each team will comprise 3 to 5 people; team assignments will be made later in the semester depending upon interest and expertise. Detailed set of guidelines for the team presentation will be on the PS 174 Blackboard.

UNIVERSITY AND CLASS POLICIES

Late Assignment Policy

- All assignments are due on the PS 174 Blackboard by the deadlines specified on the last page of this syllabus. Blackboard automatically time stamps all submissions. This enables the writing fellows and me to see who has or has not submitted an assignment on time.

- All late submissions incur a penalty of 10% (i.e., a letter grade) per each day or portion thereof after the deadline. This means, an assignment submitted anywhere from one hour to one day late that
might otherwise have earned a 90 (A-), will instead earn an 80 (B-). If the same assignment were two
days late, it would earn a 70 (C-). Any assignment submitted five or more days after the deadline
automatically earns a 50 or lower (F). Please note, these late submission penalties also apply to the
team presentations.

• It is your responsibility to upload your written assignments as MS Word 97-2003 or 2007 files. It is
not my responsibility to provide technical support. I do not accept assignments submitted via email
or in hard copy under any circumstances.

• Only students with legitimate and documented excuses are exempt from the late penalties (please
see University Illness Policy below). There are only three legitimate excuses:
  • A serious illness or medical emergency that requires you to receive immediate medical
    attention, or
  • Bereavement (e.g., the death of a parent, a stepparent, a sibling, or another close
    relative), or
  • A life threatening illness in your immediate family

• The deadlines are final and non-negotiable. I cannot grant an extension or move assignment due
dates because you are "stressed out" or because you have other commitments (e.g. demands of
other classes, due dates of other assignments, athletic competitions, EPIIC, or extracurricular
activities).

• Please remember that I am stringent in enforcing deadlines to reward the majority of students who
submit assignments on time. I must be fair to your classmates, who may have similar or worse time
constraints than you, and yet turn in assignments on time.

University Illness Policy

• Tufts Health Service has created a new web-based mechanism for students to report an illness to
their instructors. Students can access this form through Web Center for Students
<http://uss.tufts.edu/registrar/Webcenter.asp>, and are able to email the professor a *.pdf file if
they expect to miss class or class assignments due to illness. Students are still required to provide
medical documentation from Health Service or other medical provider information if the student is
too ill to take an in-class mid-term or in-class final examination.

• In cases of bereavement or family emergencies, students should speak to their academic dean to
obtain documentation. The academic dean will contact the students’ professors and academic
advisor to request extensions on papers or rescheduling of exams.

• Remember, each student is responsible for sending the health notification to his/her professors via
Web Center for Students or for obtaining a dean’s excuse in a timely fashion. A timely fashion
means in a day or two, not several weeks later or at semester’s end.

Academic Integrity

• You should be familiar with the guidelines for academic integrity in Academic Integrity @Tufts.

• Your research paper must use footnotes or endnotes to document all direct quotations,
paraphrases, statements of fact, and the work of other authors. Research papers that lack footnotes
(or endnotes), or that only cite websites of dubious quality (e.g., Wikipedia, blogs, etc.), class
lectures, readings assigned for the course, or that demonstrate no evidence of actual research will
earn a failing grade.
• Academic dishonesty includes: buying or borrowing papers; lending papers (or parts of papers) to other students; submitting the same assignment for two different classes without the express permission of both instructors; plagiarism; buying or selling any lecture notes, and illicit recordings of lectures.

• Please do not put your entire academic career at risk for the sake of a better grade in this or any other class. The penalties for academic dishonesty are severe. I check all research papers for plagiarized materials using "Turn-it-In." If that scan reveals substantially evidence of plagiarism, you will receive a failing grade for the research paper, and thus for this course.

• The Schools of Arts & Sciences and Engineering now require professors to report all cases where there is substantial evidence of academic dishonesty to the Dean of Student Affairs for further investigation and possible disciplinary action.

Grading Standards

• There is no grade curve in this class. All excellent work will earn an A (90-99%); all meritorious work will earn a B (80-89%); work without any marked merit or defect will earn a C (70-79%); and all unsatisfactory or mediocre work will earn a D (60-69%). Abysmal, incompetent, or non-existent work will earn an F (59% or lower). These are the standards set in the Bulletin of Tufts University: School of Arts & Sciences and School of Engineering.

• PLEASE DO NOT attempt to bargain, negotiate, or plead for a higher grade. Please do not ask others to bargain, negotiate, or plead grades on your behalf. The grading rubrics for the research paper appear on the PS 174 Blackboard. Please remember, that in the interest of fairness to everyone, I evaluate all work according to these guidelines.

• Remember, I can only evaluate the work submitted to me. I cannot grade the amount of "effort" you put into an assignment. Under no circumstances can I award "extra credit." There will be no opportunities to "do over" any portion of the research paper or the team presentations. Remember, I must hold all students to the same standards and I have limited time to grade student assignments.

• The AS&E Grade Finality Policy states: “Effective education requires timely and objective evaluation of students’ academic work, using clear, standard, fair and public criteria. Such standards should be in the course syllabus. While criteria differ across disciplines and faculty, and while the ultimate responsibility for setting standards and evaluating performance rests with departments and individual faculty, submitted grades are final and not subject to negotiation.”

E-mail Etiquette

• If you need to send me e-mail, then please confine your messages to brief questions that require "yes" or "no" answers or that I can answer in a sentence or two. Please make sure that you send email from your Tufts University account or another account that has your full name in the sender’s address.

• Please ask substantive or lengthy questions in class, after class, during office hours, or during a scheduled appointment, not via e-mail. Please remember that I have other teaching and research responsibilities, as well as a life away from Tufts University. I do not check my university e-mail account after normal business hours on weekdays or on weekends. This means, if you send me an e-mail at 3 a.m. on Sunday, I am unlikely to read it until Monday morning. I do not reply to messages sent to my Tufts University e-mail during university vacations.
RESOURCES FOR STUDENTS

**Academic Resources Center, ESL Students, and Students with Disabilities:** I want all students to be able to participate fully in this class.

- If English is not your first language or you are not proficient in standard written English, please seek assistance at the Academic Resource Center (ARC) in Dowling Hall. The ARC offers free peer tutoring, help with writing, and workshops on efficient reading, note taking, and time management.

- The ARC provides services for students with *physical and/or learning disabilities*. If you have a documented disability that may affect your participation and wish to discuss accommodations, please contact Sandra Baer, the program director for disabilities services, at (617) 627-1571 or Sandra.Baer@tufts.edu, as soon as possible. The ARC and I will work with you to arrange reasonable accommodations.

- Please remember that if you have a learning or physical disability, it is your responsibility to register with the ARC at the beginning of the semester. The ARC and I cannot work with you to arrange reasonable accommodations, if we do not know you have a disability.
**SCHEDULE OF READINGS AND TOPICS**

I will try hard to maintain the following schedule. However, we may need to make changes in light of current events, snow days, or because we spend more time on a particular topic that I had anticipated. You can find any updates on the PS 174 Blackboard. I will also make an announcement in class. Please treat the on-line syllabus as the most recent and definitive version.

**Part I: Theories of Great Power Politics**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Thurs. 20 Jan.</td>
<td>Introduction to the Course</td>
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</table>
  *Van Evera, Guide to Methods, pp. 7-21*  
  *Copeland, Origins of Major War, pp. 1-34.* |
  *Van Evera, Guide to Methods, pp. 21-27 (read carefully).* |
| Thurs. 3 Feb.  | Framing Research Puzzles and Constructing Theories                    | *Copeland, Origins of Major War, pp. 15-55.*  
  *Walt, Revolution and War, pp. 1-45.*  
  *Van Evera, Guide to Methods, pp. 27-48.* |
Part II. Rise of the Great Powers and a Global Interstate System (1648-1871)

Tues. 8 Feb.  Grand Strategies of a Dynastic Great Power: France under Louis XIV


Copeland, Origins of Major War, pp. 216-228.

Thurs. 10 Feb.  Doing Scholarly Research —Some Tips from a Reference Librarian

Class will meet at 1:30 p.m. in the Electronic Resources Center (ERC) in the Tisch Library (next to the Tower Café). Reference Librarian Connie Reik will join us to discuss various online and print resources for your research papers. Be sure to bring a print out of the Research Puzzle and Annotated Bibliography Assignment sheet (available on Blackboard) with you to class.

Tues. 15 Feb.  Grand Strategies of Revolutionary and Napoleonic France (1791-1815)

Walt, Revolution and War, pp. 74-128.

Copeland, Origins of Major War, pp. 228-234.

Thurs. 17 Feb.  Grand Strategies of Prussia/Germany under Bismarck and Wilhelm II


Tues. 22 Feb.  The Rising Sun: Emergence of Modern Japan


Thurs. 24 Feb.  NO CLASS MEETING (Substitute Monday Schedule on Thursday)
Part III: Great Power Politics in the Age of Total War (1900-1945)

Tues. 1 March  The British Empire at Zenith and in Relative Decline (1890-1918)


Thurs. 3 March  Case Studies and Hypothesis Testing: The Outbreak of World War I

Copeland, Origins of Major War, pp. 79-117.


Van Evera, Guide to Methods, pp. 55-67 and 76-78.

Tues. 8 March  The 1919 Settlement and the League of Nations


Thurs. 10 March  Ideology and Realpolitik: The Soviet Union’s Grand Strategy: (1918-1939)

Walt, Revolution and War, pp. 129-146 and pp. 191-209.


15 to 17 March  No Class Sessions; Student Meetings with Writing Fellows

19 to 28 March  SPRING RECESS

Tues. 29 March  The Rise of Nazi Germany and Anglo-French Responses (1933-1939)


Thurs. 30 March  Bandwagoning, Blocking, and Backstabbing: Politics of Inconsistent Alliances


Tues. 5 April  Preventive War Redux: Germany Invades the Soviet Union (1941)

Copeland, Origins of Major War, pp. 136-145.


Thurs. 7 April  Awaking the Sleeping Giant: The United States Entry into World War II


Part IV: Lessons for the United States and China in the Twenty-First Century?

Tues. 12 April  Patterns in U.S. Grand Strategic Adjustment (1945-present)

Copeland, Origins of Major War, pp. 146-176


Thurs. 14 April  Determinants of Chinese Grand Strategy


Tues. 19 April  Responding to China’s Rise: Threats and Opportunities


Thurs. 21 April.  Team Presentations
REMINDER: Under no conditions can I grant an extension or move assignment due dates because you are "stressed out" or because you have other commitments (e.g. demands of other classes, due dates of other assignments, athletic competitions, EPIIC, or extracurricular activities). I have tried to ensure that due dates do not fall on the religious holy days listed on the 2010-2011 Tufts University Academic Calendar <http://uss.tufts.edu/stuserv/acadcal/>.