Course Description

“There are two things which a democratic people will always find very difficult—to begin a war and to end it.” – Alexis de Tocqueville

“The wars of peoples will be more terrible than those of kings.” – Winston Churchill

The course takes as a starting point these two historical quotations in order to examine the impact of domestic politics on foreign policy. What role do domestic actors play in the policy making of their governments in the international arena? How does what happens within a country’s borders affect the ways in which a government chooses to conduct itself abroad? How are certain types of regimes better able to achieve their international goals and further their interests than others?

This course seeks to provide a framework for thinking about and addressing these questions. The course is organized into three main parts. Part I investigates three of the core claims surrounding the purported distinctiveness of democracies in international relations: that democracies have been able to establish a separate peace amongst themselves; that democracies win the wars they fight; and that democracies can send more credible threats during crises. In this section we will consider what specific attributes seem to endow democracies with these advantages compared to other types of regimes. Part II turns to investigating in greater detail specific domestic actors and their impact on the foreign policy making process, including the public, the media, interest groups, and legislatures. Part III then focuses on the impact of domestic politics and several controversial issues, including international trade, foreign aid, and immigration.

We will approach these and other issues from a rigorous theoretical as well as empirical perspective. Throughout the course we will pay special attention to evaluating both the logic and evidence supporting various arguments concerning the role of domestic politics on foreign policy. Upon completing the course students will not only be acquainted with the main actors and institutions explaining the domestic sources of foreign policy, but will also be able to evaluate evidence supporting or impugning these explanations. Students should also be able to apply this knowledge to hypothetical or real-world scenarios in order to assess the prospects for peace and conflict in the
current and future world order.

All the information found in this syllabus, as well as readings, assignments, and announcements will be posted on the Sakai course website (available at https://sakai.rutgers.edu/portal). It is the student’s responsibility to check the website on a frequent basis.

Readings
There are no required books for purchase. All readings are available in electronic format and will be posted on the Sakai course website.

Please be warned, the reading load is quite substantial and often verges around 100 pages per week. The readings are also quite challenging theoretically and/or empirically, which means they cannot be skimmed. Students should allot appropriate time for completing the readings and plan ahead accordingly. For each week, students are encouraged to briefly look over the assigned readings to get a sense of how they relate to each other and the broader themes in the course. As you go through each reading in greater detail, you should consider the following general issues: are the claims the author makes surprising? Do you believe them? Can you think of examples that do not seem consistent with the logic of the argument? Next ask yourself: what type(s) of evidence does the author use? How convinced are you that the evidence supports their claims? Are there alternative explanations that are also consistent with the evidence? What other types of evidence might you find more convincing? What are the implications of the author’s argument and evidence for other aspects of wartime violence? It is rare to find a piece of writing that you agree (or disagree) with entirely. So, as you come across issues that you do not find convincing or seem confusing, write them down as you take notes and bring them to class for discussion.

Although there are no required books, students must regularly read the New York Times throughout the semester. Free online access to the newspaper is available through the following website, http://www.nytimes.com/Pass (use your university email and follow the instructions). Reading a daily news source is not only useful for keeping abreast of current events, but will also be central for the course by providing a valuable opportunity to grasp and apply key concepts involving the dynamics of wartime violence.

We will regularly integrate ongoing news stories into the course material. Students are required to read the international news section of the paper on a daily basis, and be prepared to discuss and apply current events during classroom discussion and exercises.
Course Requirements

Participation (25%)
Leading News Discussion (5%)
Two Debates (20%; 10% each)
One Short Written Assignment (15%)
Research Paper (35%)

Participation (25%)
This course is a seminar, meaning all students are expected to actively participate. During most class meetings the instructor will lecture little, if at all. Students are required to come prepared to discuss the weekly readings, which means all assigned readings must be completed before class meets, unless otherwise noted by the instructor. Participation will be evaluated both on the quantity and quality of participation from students during class. An open environment for discussion will be encouraged, but comments and questions should be directly related to the themes of the course. This is not an attendance grade; students are required to contribute to class discussion to receive points for this component of the course.

Attendance is mandatory. A significant portion of the overall course grade comes from participation and it is necessary to be present in class to have the opportunity to receive these points. If you expect to miss a class, please use the University absence reporting website https://sims.rutgers.edu/ssra/, indicating the date and reason for your absence. More than one unexcused absence will severely affect the participation component of your final grade.

Leading News Discussion (5%)
This course seeks to integrate current events through regular reading of the New York Times in order to better grasp and apply key concepts related to the dynamics of wartime violence. Toward this end, students will work in small groups to present and lead discussion on recent current events as they relate to one or more themes from the course. Weekly responsibilities will be assigned early in the semester. Each group of students will be required to email the instructor and the other students two to three news articles on a particular issue by 8:00pm on the Monday before their assigned class. The email must be sent by this date and time to allow other students ample time to prepare – no exceptions. You should use the “Mailtool” in the left-hand menu on the Sakai website, and send to “All” so that everyone in the class receives your message. The email should have the subject line “PS395 Weekly News Articles”. The message should also contain a few brief introductory remarks (1-2 paragraphs) on how these articles relate to one or more themes in the course, and then put forward a few discussion questions other students should consider. At the subsequent class meeting that same week, the pair of students will then use these articles as a basis for leading discussion (~10-20 minutes) on the implications of recent events for thinking about wartime violence. Of course, this does not preclude either the presenters or other students from bringing up other recent material in the news, if relevant.

Two Debates (20%; 10% each)
Twice during the course, a debate will be held in class based on a set of weekly readings. The instructor will randomly assign students to groups expected to defend their assigned point of view, while also critiquing the opposing points of view. Assessment will be based on how well students marshal theory, readings, and evidence in crafting their (counter)arguments. Position assignments
will be made well before the class meets, so students are encouraged to communicate and plan with others in their group accordingly.

**Short Written Assignment (15%)**
Each student is required to complete a brief written assignment (3-5 pages) dealing with a question or topic assigned by the instructor to the entire class. The assignment is due at the start of class on Wednesday, February 6, 2013. Further details will be provided later in a separate handout.

**Research Paper (35%)**
Each student is also required to write one 8-10 page original research paper examining an aspect of wartime violence. Further details will be provided later in a separate handout, but the paper will involve a significant amount of original research. The paper is due by 11:00am on Monday, May 12, 2013. For general concerns about writing assistance, you are encouraged to contact the Rutgers Writing Center (http://wp.rutgers.edu/tutoring/writingcenters).

Any short written assignment or research paper turned in after the deadline will be penalized 10% per day (weekends included), or any part thereof. No papers will be accepted after 72 hours past the deadline. It is your responsibility to ensure the late work reaches me (i.e., don't simply place something in my mailbox). Extensions are only available under the direst of circumstances, such as a documented illness or debilitating injury spanning much of the time when you could have worked on the assignment. Even in these exceptional cases, you are responsible for informing me well ahead of time, when circumstances permit, that an assignment will be late. Unnecessary delays in notification will disqualify you for an extension.

**Grading Policy and Appeals**
Final grades will be assigned according to the following scale:
90 and higher = A; 87 – 89 = B+; 80 – 86 = B; 77 – 79 = C+; 70 – 76 = C; 60 – 69 = D; 59 and below = F

A student wishing to appeal any grade must make their request in writing prior to meeting with the instructor. The written appeal must be typed and clearly state the reason(s) the student feels the grade they received is incorrect. Appeals must be made within two weeks of when the exam or assignment was originally returned to the class. Appeals simply asking for more points will not be considered. The instructor reserves the right to re-grade the entire exam or assignment once an appeal is made, which may result in an increase or decrease in the score a student receives.

**Plagiarism and Cheating**
Plagiarism and cheating are serious offenses and are treated as such by both the university and the instructor. Be aware that the instructor is apt to impose the most severe penalty allowed by university rules, which includes but is not limited to issuing an automatic grade of 0.0 for the course. If students have any questions about what constitutes plagiarism, or other matters of academic integrity, the following link is helpful, http://academicintegrity.rutgers.edu/resources.

Per the policy adoption in September 2011 to promote a strong culture of academic integrity, students are required to sign on examinations and major course assignments submitted for a grade
“On my honor, I have neither received nor given unauthorized assistance on this examination (assignment)”.

Section II specifically discusses the definitions of cheating and plagiarism. If you are having trouble assimilating outside information into your own ideas or have any other questions concerning academic writing, see the Rutgers Learning Center (http://lrc.rutgers.edu/), or come to my office hours.

Special Needs
If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours or after lecture. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Office of Disabilities Services, Lucy Stone Hall, Livingston Campus, 54 Joyce Kilmer Ave., Suite A145, (848) 445-6800.

Classroom Expectations
Some of the material covered in this course may be controversial. While debate is expected and in fact encouraged, students are required to conduct themselves in a professional manner at all times. Students are expected to arrive on time and ready to start class. Even though the seminar allows us a larger block of time, the class only meets once weekly and it is disrespectful to the instructor and your fellow classmates to show up late. All disruptive behavior is not permitted during class, including but by no means limited to sleeping, talking outside of regular discussion, using cell phones, and insulting classmates and/or the instructor. Laptops are permitted, but checking email, browsing the internet, online chatting, or similar activities are prohibited without the instructor’s explicit approval. Failure to follow rules regarding the use of laptops or similar electronic devices will negatively affect the student’s participation grade. Repeated warnings will lead to the student being prohibited from bringing such devices to class.

Course Schedule
The following is a preliminary schedule of topics for the course. The exact set of readings will be determined at a later date before the first class meeting. The schedule is subject to change based on the pace of the class. The instructor will clearly announce changes to the course schedule should any occur. Please be mindful that some of the readings for a particular week may be split across separate pages in the syllabus.

Part I. Democratic Distinctiveness: Fact or Fiction?

Week 1 (January 22): Introduction to the Course
Powner, Leanne C. 2007. "Reading and Understanding Political Science." Only read pg.1-14. Read carefully, since this article provides a firm foundation for more effectively reading and understanding all later readings in the course. The exercises included in-text are completely optional.
Week 2 (January 29): The Democratic Peace – Are Democracies Really More Pacific?

Week 3 (February 5): Regimes Going to War – Democracy and Victory

Week 4 (February 12): Crisis Bargaining and Credibility – Which Regimes Have the Edge?

Part II. Domestic Actors and Foreign Policy Making

Week 5 (February 19): The Mass Public – Enabler or Constraint?

Week 6 (February 26): Whose Interests Matter? Lobbying and Interest Groups

Week 7 (March 5): Messenger or Playmaker? The Media and Foreign Policy

Week 8 (March 12): Technocrats to the Rescue? Bureaucracies in World Affairs

Week 9 (March 19): **No Class Meeting – Spring Break**

Week 10 (March 26): **No Class Meeting – Professor Wallace away at a conference**

Week 11 (April 2): Congress and Legislatures – Between Gridlock and Governance

Part III. Domestic Politics and Foreign Policy Issues

Week 12 (April 9): International Trade

Week 13 (April 16): **No Class Meeting – Professor Wallace away at a conference**

Week 14 (April 23): Foreign Aid and Intervention
Week 15 (April 30): Immigration