

**Political Science 174**  
**The Rise and the Fall of The Great Powers**  
Tufts University  
Fall Semester 2005

Professor Jeff Taliaferro  
Eaton Hall 316 A  
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<http://blackboard.tufts.edu>

Block H+: Tues. and Thurs. 1:30-2:45 p.m.  
Office Hours: Tues. and Thurs. 3-5 p.m. and by  
appointment  
Writing Fellows: Alex Zerden and Emily Cooper

**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 war? Do the grand strategies of the great powers in pre-nuclear, multipolar international system offer any lessons for the United States in the twenty-first century?

To answer these questions, this course examines how international and domestic forces shaped the grand strategies of six great powers from 1648 to 1945: France, Great Britain, Prussia (later Germany), Japan, Russia (later the Soviet Union), and the United States. Topics include: the wars of Louis XIV; the wars of the French Revolution; the Napoleonic wars; the Concert of Europe; the wars of German unification; the emergence of modern Japan; British imperialism; the origins of the First World War; the 1917 Russian Revolution and Civil War; the origins of the Second World War in Europe and the Pacific; and possible lessons for the United States in the twenty-first century.

**Prerequisite**

PS 61: Introduction to International Relations (formerly PS 51)

**Readings**

All books for the course are on three-hour reserve at Tisch Library. You can purchase copies at the Tufts University Bookstore in the Mayer Campus Center. You can also purchase copies on [Amazon.com](http://Amazon.com), [BarnesandNoble.com](http://BarnesandNoble.com), or [Booksamillion.com](http://Booksamillion.com), often at a discount. If you purchase these books online, please be sure to have them shipped to you express delivery (within 24 to 72 hours of purchase).

1. Dale C. Copeland, *The Origins of Major War* (Ithaca: Cornell University Press, 2000) ISBN 0-801-4875-79
2. John J. Mearsheimer, *The Tragedy of Great Power Politics* (New York: W.W. Norton, 2001) ISBN 0-393-0202-58
3. Williamson Murray, MacGregor Knox, and Alvin Bernstein, eds. *The Making of Strategy: Rulers, States, and War* (Cambridge: Cambridge University Press, 1994) ISBN 0-521-56627-4
4. Jeffrey W. Taliaferro, *Balancing Risks: Great Power Intervention in the Periphery* (Ithaca: Cornell University, 2004) ISBN 0-8014-4221-4
5. Stephen Van Evera, *Guide to Methods for Students of Political Science* (Ithaca: Cornell University Press, 1997) ISBN 0-8014-8457-x
6. Stephen M. Walt, *Revolution and War* (Ithaca: Cornell University Press, 1997) ISBN 0-801-4829-76

There are a few readings from scholarly journals available in the "Course Documents" folder on the PS 174 Blackboard website. Most of these items are only available as Adobe Acrobat files (\*.pdf). To view

or download them, you will need to install a free copy of Adobe Acrobat Reader version 6 or higher (<http://www.adobe.com/>) on your computer.

If for some reason, you cannot access these articles on the PS 174 Blackboard, go to the Tisch Library website (<http://www.library.tufts.edu/tisch>), click on "Electronic Journals," enter your Tufts ID number, and type the journal's name in the search function of TDNET: Electronic Journals Management.

This class requires extensive reading in the fields of international relations (IR), diplomatic history, and military history: approximately 100 to 150 pages per week. Some days have heavier reading loads than do others. Please plan accordingly. The books and articles contain conflicting interpretations of historical events and the authors present different theoretical perspectives. Thus, it is very important that you read **actively** and **critically**, not passively. You will quickly discover that there is no one "truth" or single "correct" historical interpretation or theory.

## REQUIREMENTS

There are three requirements for this course:

1. Class Participation (20%, ongoing assessment)
2. A 15-20 page research paper (60%, done in stages)
3. A final exam (20%)

### Class Participation (20%)

Please remember the following guidelines for class participation.

- *I expect you to attend every class, and if you are unable to attend a class, you must notify me ahead of time and arrange to speak with me during office hours to make up the work.* This is a small class. It is not sufficient to get the notes from a classmate. Each person gets one free absence, no questions asked. Each subsequent unexcused absence will cost you all participation credit for that day. If you only complete the written work, you are unlikely to do well in this course.
- *It is essential that you come to class prepared to discuss the assigned readings. Classes will be a mixture of lectures and class discussions.* PS 174 is an upper-level course in the IR sub field of political science. I assume that all students have taken PS51/61 and that they are familiar with the main schools of IR theories. If you have not taken PS 51/61 or a comparable course at another institution, you will be at a disadvantage. PS 174 fulfills the "methodologically focused course" requirement of the political science major. This means we devote a great deal of time to discussing how political scientists develop theories, derive testable hypotheses, select cases, and actually conduct qualitative research using primary and secondary sources.
- *Contributing to class discussions will help your grade, but dominating class discussions will not.* If you have already made a point in a discussion, please defer to those who have not yet had a chance to speak before cutting in again.
- *Please ask questions during class.* I strongly encourage you to raise questions during class and I will frequently ask if anyone has a question. If there is something you did not understand, feel free to bring it up. Chances are that if you are confused on an issue, a good number of your classmates are confused as well. By raising questions, you perform a public service.
- *Reasonable people may interpret the same evidence in different ways.* There is no ideological or theoretical litmus test in this class. *It is perfectly acceptable to disagree with me in class or to disagree with anything that I have written.* If I disagree with you, please do not take it personally. In any event, each of you should draw your own conclusions based upon a careful analysis of the

historical evidence and an application of the theories and concepts. Arguments not based upon evidence, however, will not present a compelling case.

- *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.
- Please do not change the discussion topic until you are sure that your classmates no longer have something to say on the current topic.

### **Research Paper (60% total)**

This course requires an original research paper of between 15 and 20 double-spaced pages. The assignment consists of three parts:

1. An abstract of your research puzzle/question, candidate theories, and tentative thesis (5%)
2. A two-page tentative outline and a working bibliography of at least ten books and articles (15%)
3. The finished research paper (40%)

Guides on how to frame a research puzzle, write a paper abstract, construct an outline, make a theoretical argument, and write a summary introduction, as well as the grading guidelines, appear in the Assignment folder of the PS 174 Blackboard.

### Due Dates

There are **two due dates** for each part of the research paper. On the first date, please submit **two copies** of an initial draft of the assignment. I will give one copy to the undergraduate writing fellows and I keep the other copy on file. Furthermore, I will read and mark a random selection of initial drafts. Students *must* meet with their writing fellow to get comments on the draft assignment. After revising the assignment in light of the writing fellow's comments, please submit **two copies of the final draft** to me on the second due date. I will grade one copy of the final submission and keep the other on file.

The due dates for the various parts of the research paper and the schedule for meetings with the writing fellows are as follows.

**22 September:** Draft research paper abstract due at the beginning of class

**23-28 September:** Meetings with the writing fellows

**29 September:** Revised abstract due at the beginning of class

**18 October:** Draft outline and tentative bibliography due at the beginning of class

**19-26 October:** Meetings with writing fellows

**27 October:** Revised outline and tentative bibliography due at the beginning of class

**15 November:** Draft of the 10 pages of the research paper due at the beginning of class

**16-22 November:** Meetings with writing fellows

**1 December:** Completed research paper (15-20 pages) due at the beginning of class

### Research Paper Objective

The research paper should be a case study that tests two competing hypotheses, preferably drawn from one of the IR theories we examine in depth: offensive realism, dynamic differentials theory, domestic logrolling theory, liberal (democratic) peace theory, hegemonic theory, balance-of-power theory, balance-of-threat theory, or balance-of-risk theory. However, you are welcome to use other IR theories depending on what your paper seeks to explain. *I encourage ambitious and advanced students to create their own theories.*

The research paper should determine which hypothesis provides the more persuasive explanation for a particular historical case, process, or an underlying trend in the grand strategy of one of the states we study: Britain, France, Russia/Soviet Union, Prussia/Germany, Japan, and the United States. Appropriate cases might include an international crisis, a puzzling instance of international cooperation, a diplomatic initiative, the outbreak, conduct, or termination of a war, the domestic determinants of foreign policy, etc. Please confine your selection of a case to the 1648-1945 period. Cases dealing with great power politics outside this period are not acceptable.

In writing your paper, please avoid excessive advocacy of what you think a policy should have been or what a particular great power (or its leaders) ought to have done. Please do not make statements that you cannot support with historical evidence. Furthermore, do not simply provide a chronology of events or a repetition of what other authors wrote. Remember, your paper should use theories and concepts to explain *why* events happened, instead of merely describing them.

### Research Paper Format

The research paper should be between 15 and 20 pages (approximately 3000 to 3500 words), typed double-space on white 8.5"x 11 paper, and neatly stapled in the upper left-hand corner. Your name, the date, the class number and title, and the paper's title should appear on separate cover page. The research paper may not exceed 20 pages (not including the cover sheet and endnotes). Fonts in the text must be 12-point (although you may use smaller fonts in footnotes or endnotes).

Your paper must use footnotes or endnotes to document all direct quotations, paraphrases, statements of fact, and the work of other authors. Your paper must use the footnote or endnote format set forth in the *Chicago Manual of Style*, 15<sup>th</sup> ed. (Chicago: University of Chicago Press, 2003) or Kate A. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations* (Chicago: University of Chicago Press, 1996). This is the standard citation format in the IR subfield of political science.

Footnotes or endnotes show the reader how much research you have done just by looking at the bottom of the page or the end of the document. Place your paper in context by providing notes that comprise a bibliography of the relevant literature. Feel free to include arguments, as well as sources, in your notes. You can find guides to the *Chicago* format on the PS 174 Blackboard and on the Tisch Library website ([http://www.library.tufts.edu/tisch/ra/citingSources\\_chicagoTurabian.htm](http://www.library.tufts.edu/tisch/ra/citingSources_chicagoTurabian.htm)). When in doubt, simply follow the footnote or endnote format in any of the required books for the course.

Please consecutively number the pages using your word processing program's auto-pagination feature. Remember, grammatical mistakes, improper capitalization, poor paragraph structure, and irredeemably bad writing reflect poorly on your work and make it difficult for a reader to follow your ideas. Please use the spell check and the grammar check functions in recent versions of Microsoft Word, Word Perfect, Microsoft Works, or any word processing program. Please proofread your paper and have others proofread your paper several times before submitting it. Again, the guidelines that I use to grade research papers appear on the PS 174 Blackboard.

In addition to meeting with your writing fellow, I encourage you to consult with me throughout the process of writing the paper, but particularly in the development of a research puzzle. I am happy to read

drafts abstracts, outlines, and works in progress. However, I do ask that you give me a 24-hour turn around time. I also encourage you to share and discuss your work-in-progress with your classmates.

### **Final Exam (20%)**

There will be a final exam on **Wednesday 14 December from 3:30 to 5:30 p.m. in Eaton Hall 333**. All students must take the final exam at that time, unless they have arranged with me beforehand to take the final exam at the Academic Resources Center. The final exam will consist of two parts:

1. **Identification Questions:** The ID questions require you to briefly identify, define, and explain the significance of major theoretical or historical terms from the lectures and the readings. You will have choice of three out of five terms. A list of possible ID questions appears in the Assignment folder of the PS 174 Blackboard.
2. **Essay Questions:** The essay question will draw upon major theoretical and historical themes from this course. Your exam essay should make a single, coherent argument and then support that argument. Some essay questions from past final exams appear in the Assignment folder of the PS 174 Blackboard.

### **CLASS POLICIES**

**Late Assignments:** All parts of the research paper (both the initial drafts and the revised drafts), as well as the take-home final exam, are due at the time, on the day, and in the place indicated above. *I penalize all late submissions by 10% (i.e., a letter grade) per each day or portion thereof after the deadline.* A paper submitted one day late that might have earned a 90 (A-), would instead receive an 80 (B-). If the same paper were two days late, it would receive a 70 (C-). All assignments submitted five or more days after the deadline automatically receive a 50 (F).

- Your assignment is "submitted" when it is physically in my hands. You may not submit assignments via e-mail, fax, or any other electronic means. Please do not leave any assignment in my mailbox in the Political Science Department, since items in mailboxes tend to get lost.
- Only students with *documented* and *legitimate* excuses are exempt from the late penalty. The only legitimate excuses for a late assignment are bereavement, a life-threatening illness in your immediate family, or a serious illness that requires you to receive immediate medical attention. Nonetheless, it is your responsibility to notify me as soon as possible.
- If you are in such an unfortunate circumstance, you must obtain a signed letter from your class dean in Dowling Hall and/or a medical professional in Health Services before I give an extension for the assignment or rescind a late penalty already imposed.
- Please remember that I am stringent in enforcing deadlines to reward the overwhelming majority of your classmates who complete assignments on time. I also seek to prevent collective action problems and chaos. Everyone in the class has multiple commitments and time constraints. I must be fair to your classmates, who may have similar or worse time constraints than you, and yet turn in assignments on time.

**Academic Honesty and Plagiarism:** *This class has a zero tolerance policy on plagiarism and academic dishonesty.* Please familiarize yourself with the guidelines for academic honesty in *Academic Integrity @ Tufts* (<http://studentservices.tufts.edu/dos/Academic%20Integrity%202004.pdf>).

- Each student should only submit work that is substantially his or her own. The 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 are automatically suspect.

- Do not download or purchase a paper (or part of a paper) from the web. Do not "recycle" papers written for other classes. Do not copy materials from encyclopedias, scholarly journals, conference papers, or books without proper citation.
- The penalties for plagiarism and other forms of academic dishonesty are severe. Please do not put your entire academic career at risk for the sake of a better grade. It is far easier to detect papers that plagiarize materials than one might think. If I suspect a research paper of plagiarism, you will receive a failing grade for this course. I will also refer the case to the Dean of Student Affairs' Office for disciplinary action..

**Grading and Grade Appeals:** There is no curve in this class. All excellent work will earn an A (90-99%); all good work a B (80-89%); all average work a C (70-79%); and all mediocre work a D (60-69%). Abysmal, incompetent, or non-existent work will earn an F (59% or lower).

- I want you to do excellent work. I will try hard to explain assignments clearly ahead of time and otherwise do everything I can to help you do your best. Please read and follow the guidelines for the research paper in the Assignment folder of the PS 174 Blackboard. When the person grading you gives you the playbook, then read and follow the playbook!
- Please do not attempt to bargain or negotiate for a higher grade. If asked to review a graded assignment, I reserve the right to raise or lower the grade. The second grade that I give will be final. If legitimate grading errors occur, then I will correct them promptly.

**Classroom Etiquette:** Unfortunately, it is necessary for me to remind you to turn-off your cellular phones before entering the classroom. Ringing or vibrating cell phones are disruptive to the class and discourteous to your fellow students. You are welcome to take notes using a laptop or notebook computer. However, if you use your laptop or notebook to surf the Web, check e-mail, watch movies, play video games, or complete assignments for other classes, you will distract your classmates. Remember, your fellow students (and their parents) pay just as much money as you to be here. Please do not tape record class sessions without the knowledge and consent of all those present. Finally, repeatedly arriving late to class or engaging in private conversations during lectures and class discussions is unprofessional and rude.

**E-mail Etiquette:** If you need to e-mail me, please confine your messages to brief questions (i.e., no more than 5 lines) that require "yes" or "no" answers or that I can answer in a sentence or two. Please ask substantive or lengthy questions in class, after class, or during office hours. *I ask that you keep e-mail traffic to me at a bare minimum. I wish to avoid e-mail overload.* Remember, as the semester becomes more hectic, my response time slows down. I cannot guarantee a timely response to any e-mail as the semester ends. Please note that I do not open attachments because of the threat of viruses and worms.

## RESOURCES FOR STUDENTS

**Office Hours:** I encourage you to raise questions in class. However, if you do not feel comfortable asking questions in class, please speak me during office hours. I hold weekly office hours on a first come, first served basis. Throughout the semester, I occasionally hold "extra office hours" on Monday and Wednesday to meet with students who cannot meet with me on Tuesday and Thursday. I announce my "extra office hours" in class and post them on the Announcement page of the PS 174 Blackboard. Again, I am happy to set up a time to speak with you if you cannot meet me during my office hours or "extra office hours." Please stop by and introduce yourself.

**ESL Students and Students with Disabilities:** *I want all students to be able to participate fully in this class. However, I evaluate all students according to the same academic standards.* 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,

workshops on efficient reading, note taking, and time management. The ARC also provides services for students with physical or learning disabilities. If you have a disability that may affect your participation and wish to discuss accommodations (e.g., note-taking services, sign language interpreters, extended time for exams, or the option of taking the final exam at the ARC), please contact me as soon as possible. You must also register with Sandra Baer, the coordinator of academic services for students with disabilities ([Sandra.baer@tufts.edu](mailto:Sandra.baer@tufts.edu)). The ARC and I will work with you to arrange appropriate accommodations. [The ARC is a great resource for all students making the adjustment from high school to university.]

**PS 174 Blackboard:** (<http://blackboard.tufts.edu/>) The PS 174 Blackboard contains a copy of the syllabus, suggested sources for your research paper, sample paper abstracts, writing and study guides, the grading guidelines for the papers, and selected required readings for the class. There are also links to other sites on IR, diplomatic and military history. Your User ID is your last name plus the last four digits of your Student ID number. Your password is your complete Student ID number. If you are not pre-enrolled in the class I will need to add you to the course list before you can get complete access to the site.

**Writing Fellows Program:** (<http://ase.tufts.edu/wts-writingfellows/default.asp>). This semester, we are fortunate to have two writing fellows in our class: Alex Zerden and Emily Cooper. Good writing requires patience, perseverance, multiple drafts, and revision. No one becomes a good writer without feedback from colleagues along the way. All writers prepare multiple drafts and exchange their early efforts with colleagues before sending that work out for publication. This semester, we are fortunate to have two undergraduate writing fellows assigned to our class. 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. Alex and Emily are not TAs; they are not here to judge your work. Rather, they are here to provide constructive feedback to help all of us become better writers.

**Your Classmates:** One of the most important intellectual skills that undergraduates should learn is how to show their work to others and to offer constructive comments on one another's work. Feel free to talk to your classmates about the readings and the progress of your research paper. I encourage you to trade drafts of your abstracts, outlines, and research papers. This is not cheating; rather it is part of the intellectual process of strengthening your ideas and your expression of them. You should acknowledge help you receive by thanking fellow students who read, edited, or discussed your work, usually in a footnote (or endnote) early in your research paper.

**Tisch Library Tours and Workshops:** All students should become familiar with Tisch Library. Doing so will greatly facilitate your research for the paper. During the open block on 11 October, we will have a meeting with Connie Reik of the Tisch reference staff to discuss various online databases, indexes, and journals that will be helpful to you in writing the paper. Attendance at this meeting is mandatory. Remember, undergraduates also have access and borrowing privileges at the Ginn Library at the Fletcher School. Finally, undergraduates can get borrowing and interlibrary loan privileges through the Boston Library Consortium (BLC). The BLC consists of sixteen research libraries in the Boston area, including those at Boston College, Boston University, Brandeis University, MIT, Northeastern University, and Wellesley College, as well as the Boston Public Library. To obtain a *free* BLC borrower's card, you must fill out an application at the Tisch Library's circulation desk.

## **SCHEDULE OF READINGS AND TOPICS**

I will try to maintain the following schedule of readings and lecture topics. However, we may need to make changes in light of current world events or because we spend more time on a particular topic that I anticipated. You can find any and all updates on the PS 174 Blackboard under "Course Information." I will also make an announcement in class. Please treat the syllabus on the website as the most recent and definitive version.

### **Part I. Theories of Great Power Politics**

6 September: Introduction

8 September: The International System and Distribution of Power

Walt, *Revolution and War*, pp. 1-45.

Mearsheimer, *Tragedy of Great Power Politics*, pp. 1-54.

13 September: Domestic Regime Type and Ideology

John M. Owen, "How Liberalism Produces Democratic Peace," *International Security*, vol. 19, no. 2 (fall 1994): 87-125. Available on the PS 174 Blackboard under "Assignments"

15 September: Individual Leaders and Elite Perceptions of Relative Power

Daniel L. Byman and Kenneth M. Pollack, "Let us Now Praise Great Men: Bringing the Statesman Back In," *International Security*, vol. 25, no. 4 (spring 2001): 107-46. Available on the PS 174 Blackboard under "Assignments"

Taliaferro, *Balancing Risks*, pp. 1-28.

### **Part II. The Origins of the State System and the Modern Great Powers (1648-1871)**

20 September: Research Workshop—Developing Research Questions

Copeland, *Origins of Major War*, pp. 1-55.

Van Evera, *Guide to Methods*, pp. 7-21 (read carefully).

22 September: Grand Strategies of Dynastic States—The Wars of Louis XIV (1661-1715)

John A. Lynn, "A Quest for Glory: The Formation of Strategy under Louis XIV, 1661-1715," in *Making of Strategy*, pp. 178-204.

Copeland, *Origins of Major War*, pp. 216-28.

27 September: The French Revolutionary Wars (1789-1801)

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

29 September: The Napoleonic Wars (1801-15) \*Hold for Possible Film Screening\*

Paul W. Schroeder, "Napoleon's Foreign Policy: A Criminal Enterprise," *Journal of Military History*, vol. 54, no. 2 (April 1990), pp. 147-62. Available on the PS 174 Blackboard site under "Assignments."

Orville T. Murphy, "Napoleon's International Politics: How Much Did He Owe to the Past?" *Journal of Military History*, vol. 54, no. 2 (April 1990), pp. 163-72. Available on the PS 174 Blackboard site under "Assignments."

4 October: Research Workshop—Creating Theories and Deriving Testable Hypotheses

Van Evera, *Guide to Methods*, pp. 21-48 (read carefully).

Taliaferro, *Balancing Risks*, pp. 28-54.

6 October: The Concert of Europe and the Eastern Question (1815-41)

Korina Kagan, "The Myth of the European Concert: The Realist-Institutionalist Debate and Great Power Behavior in the Eastern Question, 1821-41," *Security Studies*, vol. 7, no. 2 (winter 1997/98), pp. 1-57. Available on the PS 174 Blackboard site under "Assignments."

11 October: No Class in the H + Period (Substitute Monday's schedule on Tuesday)

Mandatory meeting with Professor Taliaferro and Connie Reik, coordinator of government publications at Tisch Library, during the Open Block (12-1:20 p.m.) in the Electronic Resources Center (ERC) in the Tisch Library (next to the Tower Café). Failure to attend will result in the loss of class participation credit for the day.

13 October: The Wars of German Unification (1862-71)

Mearsheimer, *Tragedy of Great Power Politics*, pp. 288-97.

Thomas J. Christensen, "Perceptions and Alliances in Europe, 1865-1940," *International Organization*, vol. 51, no. 1 (winter 1997): 65-97 (pp. 67-81 only) Available on the PS 174 Blackboard under "Assignments"

18 October: Grand Strategy of Bismarck's Germany (1871-90)

Holger R. Herwig, "Strategic Uncertainties of the Nation-State: Prussia-Germany, 1871-1918," in *Making of Strategy*, just pp. 242-54.

David Edelstein, "Managing Uncertainty: Beliefs about Intentions and the Rise of Great Powers," *Security Studies*, vol. 12, no. 1 (autumn 2002): 1-40. Available on the PS 174 Blackboard under "Assignments"

Van Evera, *Guide to Methods*, pp. 67-88.

20 October: The Rise of Meiji Japan (1857-1912)

Andrew Gordon, *History of Modern Japan: From Tokugawa to the Present* (Oxford: Oxford University Press, 2003), pp. 46-77, and 115-39. Available on the PS 174 Blackboard under "Assignments."

Mearsheimer, *Tragedy of Great Power Politics*, pp. 114-28.

### **Part III. The Coming of the First World War (1871-1914)**

25 October: Wilhelmine Germany and Encirclement (1890-1912)

Mearsheimer, *Tragedy of Great Power Politics*, pp. 297-304.

Taliaferro, *Balancing Risks*, pp. 55-93.

27 October: The British Empire at Zenith and in Relative Decline (1860-1905)

John Gooch, "The Weary Titan: Strategy and Policy in Great Britain, 1890-1918," in *Making of Strategy*, pp. 278-306.

Mearsheimer, *Tragedy of Great Power Politics*, pp. 234-52.

1 November: The Outbreak of the First World War—Inadvertent or Preventive War?

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

Herwig, "Strategic Uncertainties of a Nation State," in *Making of Strategy*, pp. 254-77.

3 November: Research Workshop—How to Do Case Studies (Process Tracing and Congruence)

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

[Review Copeland, *Origins of Major War*, pp. 79-117.]

#### **Part IV. The Twenty Years' Crisis (1919-39)**

8 November: The Bolshevik Revolution and the Russian Civil War (1917-23)

Walt, *Revolution and War*, pp. 129-209.

Van Evera, *Guide to Methods*, pp. 123-28.

10 November: Interwar Grand Strategies of the Soviet Union and the United States (1919-39)

Eliot A. Cohen, "The Strategy of Innocence? The United States, 1920-1945," in *Making of Strategy*, pp. 428-65.

Earl F. Ziemke, "Strategy for Class War: The Soviet Union, 1917-1941," in *Making of Strategy*, pp. 498-533.

15 November: Research Workshop—Vetting and Revising Your Work

The first ten pages of your research paper (i.e., the summary introduction, the theory section, and the beginning of the empirical section) are due at the beginning of class. There is no reading assignment for today. We will have a discussion of common problems and strategies for overcoming them. *Please bring two copies of the first ten pages of your paper to class.* I will give one copy to our writing fellows, Alex and Emily, in anticipation of your individual meetings with them over the next two weeks. Remember, that I will also read a random selection of papers.

17 November: The Rise of Nazi Germany (1933-39)

Copeland, *Origins of Major War*, pp. 118-36.

Mearsheimer, *Tragedy of Great Power Politics*, pp. 305-22.

22 November: The German Threat and Anglo-French Buckpassing (1933-39)

Robert A. Doughty, "The Illusion of Security: France, 1919-1940," in *Making of Strategy*, pp. 466-97.

Williamson Murray, "The Collapse of Empire: British Strategy, 1919-1945," in *Making of Strategy*, pp. 393-428.

24-27 November: THANKSGIVING RECESS

#### **Part V. The Second World War (1939-45) and its Aftermath**

29 November: Germany's Invasion of the Soviet Union (1941)

Copeland, *Origins of Major War*, pp. 136-45.

William Deist, "The Road to Ideological War," in *Making of Strategy*, pp. 385-92.

1 December: COMPLETED RESEARCH PAPER DUE

6 December: Declining Power and Preventive War? The Outbreak of the Pacific War (1940-41)

Mearsheimer, *Tragedy of Great Power Politics*, pp. 172-81.

Taliaferro, *Balancing Risks*, pp. 94-131.

8 December: Conclusions—Lessons for Today?

Copeland, *Origins of Major War*, pp. 146-75.

Mearsheimer, *Tragedy of Great Power Politics*, pp. 360-402.

12-13 December: READING PERIOD

14 December: FINAL EXAM, 3:30-5:30 p.m.

#### **Calendar of Assignments and Due Dates**

- 22 September: Draft research paper abstract due at the beginning of class
- 23-28 September: Meetings with the writing fellows (Alex Zerden and Emily Cooper)
- 29 September: Revised abstract due at the beginning of class
- 18 October: Draft outline and tentative bibliography due at the beginning of class
- 19-26 October: Meetings with writing fellows
- 27 October: Revised outline and tentative bibliography due at the beginning of class
- 15 November: Draft of the 10 pages of the research paper due at the beginning of class
- 16-29 November: Meetings with writing fellows
- 1 December: Completed research paper (15-20 pages) due at the beginning of class
- 14 December: Final Exam