This course will look at research on the effects of a variety of domestic political institutional arrangements on states’ international behavior, focusing on the United States, though we will not be restricted to the U.S. The greater point of the course is to investigate how variance in institutional arrangements across states may account for difference in the conduct of foreign policy. For example, we will look at how democracies are expected to behave differently from non-democracies, and how the specific forms of institutional arrangement within democratic and non-democratic states affect their ability to do things and their ability to signal commitment to other states credibly.

We will be reading a selection of books and articles that represent the current research on the relationship between some aspects of domestic factors and specific examples of international behavior.

Students will write several short papers that address issues drawn from the literature that we will be discussing and one larger paper that outlines an area in which further work needs to be done. More advanced students may have this assignment adjusted to fit their research agenda.

**Requirements**

There are four sets of requirements for this class. First, students are expected to have read the assigned readings for each class, to be prepared to discuss them and to participate in the class’s discussion. Class participation will count as 20% of the course grade.

Second, each student is expected to write and present five short-paper assignments during the semester. Each student will select one of the starred (*) readings assigned for the relevant days and write a one-page, single-spaced summary of the reading. Included in that summary should be critique of the work as well as a summary of its theory, method, conclusion and implications. You should email your paper to each course participant (including me) by the 9:00 AM Monday prior to class so that we will have time to read it. There are eleven dates from which each student can select her or his 5 paper topics. I will try to see that no one article is covered by more than one student, so student preferences matter but may not determine which papers each student covers. The five short papers combined will count as 25% of the course grade.

Third, each student will write a term paper. This term paper will do one of two things. First, for students early in their program, I will expect the completion of a “research design” paper. Included in that should be a review of the pertinent literature, an outline of an important issue or hole in the existing work on the topic, a description of how that issue can be addressed empirically, and a description of the data set or sets and variables that can address the question
identified. I will expect that the “research design” papers will identify specific data sets and specific variables that could be worked with, where quantitative papers are envisioned. The goal is to start work on what could easily become a conference paper in the near future, perhaps in the 2014-2015 academic year, which could subsequently be submitted for publication. This paper, in other words, should represent the first draft of a good conference paper, though perhaps without the completed data analysis. Second, more advanced students (or those centrally interest in the course's topic) are to write papers that contain discussions of the research question that needs to be addressed, the specific hypotheses to be tested, preliminary data analysis, a discussion of the meaning of the results and what new analyses should be conducted. Essentially, these papers will carry out the empirical research, but will not contain the extensive literature reviews that the papers of the first type will. These papers, as well, should represent movement towards conference participation and eventual publication. I will discuss with each student whether s/he should be doing papers of the first or second type. I also anticipate being involved in the evolution of the papers during the semester. That’s what I get paid for. The final papers will be due Monday, May 5. The paper will constitute 40% of the course grade.

Fourth, each student will be expected to deliver two presentations to the class of her or his paper. The first presentation will take place on March 4 and will preliminary descriptions of the proposed projects. I hope the feedback you get on those presentations will be useful as work on the topic continues. These presentations- while focusing on the feedback you will get – will be serious affairs and will count as 5% of the course grade.

The second and more complete presentations will take place April 22 or 29. These presentations will take the form of conference presentations and I expect to assign students to serve as discussants on each paper. This second presentation will count as 10% of the course grade. The quality with which the discussant role is fulfilled will figure in to the "discussion" portion of the course grade.

Books

The assigned readings in part are taken from four books, all of which should soon be available in the University Book Store.


Most (if not all) of the articles that have been assigned are available on JSTOR (www.jstor.org), though some are not. We will establish some mechanism to circulate those materials not available on the web.

READINGS
January 21  

Introduction and some early work; Revolution and Regime Change


*Recommended:*


January 28  

Selectorate Theory


**February 4**

Democracies at War: I

Reiter and Stam, Chapters 1-3


**February 11**

Democracies at War: II

Reiter and Stam, Chapters 4-7


*Jeff Carter and Glenn Palmer. 2015. Keeping the Schools Open While the Troops are Away: Regime Type, Interstate War and Government Spending. *International Studies Quarterly* (forthcoming)

**February 18**

**Democracies in Crisis: I**  
Schultz, Chapters 1-4


**February 25**

**Democracies in Crisis: II**  
Schultz, Chapters 5-7


Recommended:


**March 4**

**Student Presentations: I**

**March 18**

**A Two-Good Theory and Substitution**  
Palmer and Morgan, Chapters 1-7
*Journal of Conflict Resolution, 44: 11-32.
*Journal of Conflict Resolution. 44: 90-106.
*Chris Fariss. 2010. The strategic substitution of United States foreign aid. Foreign Policy Analysis, 6:107-131

**March 25**

**Target Selection**

*Dahee Bak, Michael Kenwick and Glenn Palmer. Who's Careful?: Regime Type and Target Selection. Unpublished manuscript

**April 1**

**Leadership Survival and Conflict: I**
Chiozza and Goemans, Chapters 1,2

**April 8**

**Leadership Survival and Conflict: II**
Chiozza and Goemans, Chapters 3-6


**April 15  Leadership Survival and Diversion**


**Recommended:**


**April 22**

**Student Presentations: II**

**April 29**

**Student Presentations: III**
Academic Dishonesty

The Department of Political Science, along with the College of the Liberal Arts and the University, takes violations of academic dishonesty seriously. Observing basic honesty in one's work, words, ideas, and actions is a principle to which all members of the community are required to subscribe.

All course work by students is to be done on an individual basis unless an instructor clearly states that an alternative is acceptable. Any reference materials used in the preparation of any assignment must be explicitly cited. Students uncertain about proper citation are responsible for checking with their instructor.

In an examination setting, unless the instructor gives explicit prior instructions to the contrary, whether the examination is in-class or take-home, violations of academic integrity shall consist but are not limited to any attempt to receive assistance from written or printed aids, or from any person or papers or electronic devices, or of any attempt to give assistance, whether the one so doing has completed his or her own work or not.

Lying to the instructor or purposely misleading any Penn State administrator shall also constitute a violation of academic integrity.

In cases of any violation of academic integrity it is the policy of the Department of Political Science to follow procedures established by the College of the Liberal Arts. More information on academic integrity and procedures followed for violation can be found at: http://laus.la.psu.edu/current-students/academics/academic-integrity/college-policies

Note to students with disabilities: Penn State welcomes students with disabilities into the University's educational programs. If you have a disability-related need for reasonable academic adjustments in this course, contact the Office for Disability Services (ODS) at 814-863-1807 (V/TTY). For further information regarding ODS, please visit the Office for Disability Services Web site at http://equity.psu.edu/ods/ Instructors should be notified as early in the semester as possible regarding the need for reasonable accommodations.