

# INR 3933: THE STATE AND THE MODERN INTERNATIONAL SYSTEM

Spring 2022 | Tue & Thu 9:45–11:00 a.m. in BEL 004

Professor Duque  
Department of Political Science  
Florida State University

Email: [marina.duque@fsu.edu](mailto:marina.duque@fsu.edu)  
Office: 569 Bellamy  
Office hours: by appointment via  
<https://profduque.youcanbook.me/>

## COURSE DESCRIPTION

This course explores the lifecycle of states in the modern international system. Although central in international relations, the state remains relatively unexplored. Drawing on insights from the social sciences, the course unpacks the changing concept of the state as well as its role. The course will proceed in three stages. First, it will explore what states are and where they come from, considering historical developments not only in Europe but also in the world more broadly. Second, the course will discuss how states are born—that is, why political units such as secessionist movements or de facto states can sometimes achieve sovereignty. Finally, the course will examine why states die (or not) in the modern international system and the implications of that for international conflict and cooperation.

## LEARNING OUTCOMES

Upon successful completion of this course, students will have demonstrated the ability to:

1. Recognize key concepts in the study of the modern states system;
2. Identify and articulate the various positions in the assigned literature and draw sound comparisons among them;
3. Apply concepts and theoretical frameworks to understand real-world problems;
4. Judge the validity of claims involving the modern states system, or find resources that will allow competent judgment of the claims;
5. Independently engage with information in text, video, or audio format;
6. Communicate ideas with fluency and clarity;
7. Practice standards of professional behavior in an academic learning environment.

## COURSE MATERIALS

There is no textbook for this course. All readings will be made available on Canvas.

## COURSE SCHEDULE

The schedule below is the rough outline for the course. All readings are to be completed before the class meeting for which they are listed. The reading schedule is subject to changes with advance notice; any changes will be announced in class and on Canvas.

Week	Due Date	Reading / Activity
Part I: Whence the Modern States System?		
1	Thu, Jan 6	Course Introduction
2	Tue, Jan 11	Tilly (1985)
	Thu, Jan 13	Herbst (1990)
3	Tue, Jan 18	Spruyt (1994)
	Thu, Jan 20	Abramson (2017)
4	Tue, Jan 25	Reus-Smit (2011)
	Thu, Jan 27	Finnemore (1996)
5	Tue, Feb 1	Part I Review
	Thu, Feb 3	<b>Part I Writing Assignment due</b>
6	Tue, Feb 8	<b>Exam 1</b>
Part II: How Are States Born?		
	Thu, Feb 10	Fazal and Griffiths (2014)
7	Tue, Feb 15	Österud (1997)
	Thu, Feb 17	Coggins (2011)
	Feb 18: Last day to drop a course without receiving a grade	
8	Tue, Feb 22	Barkin and Cronin (1994)
	Thu, Feb 24	Jackson and Rosberg (1982)
9	Tue, Mar 1	Carter and Goemans (2011)
	Thu, Mar 3	Part II Review
10	Tue, Mar 8	<b>Part II Writing Assignment due</b>
	Thu, Mar 10	<b>Exam 2</b>
Part III: How Do States Die (or Not)?		
11	Tue, Mar 15	No class (Spring Break)
	Thu, Mar 17	No class (Spring Break)
12	Tue, Mar 22	Fazal (2004)
	Thu, Mar 24	Brooks (1999)
13	Tue, Mar 29	No class (International Studies Association)
	Thu, Mar 31	No class (International Studies Association)
	Apr 1: Last day to drop a course with dean's permission	
14	Tue, Apr 5	Zacher (2001)
	Thu, Apr 7	Hensel et al. (2009)
15	Tue, Apr 12	Altman (2020)
	Thu, Apr 14	Part III Review
16	Tue, Apr 19	<b>Part III Writing Assignment due</b>
	Thu, Apr 21	<b>Exam 3</b>

## Reading Guide

As you read the assigned texts, keep in mind the questions below. Most of your coursework will revolve around these questions.

1. What question(s) or problem(s) does the author address?
2. Why do these questions arise? From what literature or real-world events? Offer background that clarifies the questions and puts them in context.
3. What answer(s) does the author provide? Summarize the argument in a few sentences.
4. Does the argument make logical sense? What are its strengths and weaknesses?
5. What is the counter-argument? Do other readings or cases suggest otherwise?
6. Which one is best: the argument or the counter-argument? Why?
7. How does the author reach their answer(s)? Summarize the sources and methods used.
8. Is there a reason to doubt this evidence? Can you think of other cases that might support the argument (or not)?
9. If the argument were true, what else would result?
10. How does this tie in with what we learned before?

## STUDENT RESPONSIBILITIES

**Time Commitment.** Per federal requirements, a 3-credit course equates to, on average, a minimum of 3 hours per week engaging with course instruction and an additional 6 hours per week completing assigned work outside of class. To do well in this course, you will need to devote at least 9 hours each week to completing the course materials and assignments.

**Self-Directed Learning.** This course will require independently engaging with information in text, video, or audio format; regularly contributing to in-class discussions and group presentations; completing multiple reading quizzes and exams; and conducting research. Regular and substantial participation in the course are necessary conditions for student success.

**Civility.** The university is committed to maintaining a respectful learning environment in which students can express a variety of ideas and opinions. Uncivil, obscene, or disrespectful communication negatively affects the learning of other students and is not allowed. Behavior that violates these expectations constitutes negative participation and can subject the student to charges under the Student Conduct Code.

**Technology.** We will be using Canvas extensively in this course: <https://canvas.fsu.edu/>. There you will find course materials, find and complete your assignments, view grades, and receive announcements from your professor. It is your responsibility to have access to Canvas and to update your Canvas notification settings to avoid missing course updates. In addition, this course may require the use of hardware and software that meets certain university-established compatibility standards; the ability to access, securely store, and export files in specified formats; the use of integrated video, anti-plagiarism, or other applications; or the access of externally-hosted course materials. Contact Canvas Support (<https://support.canvas.fsu.edu/>) if you experience difficulties with any of the above. The instructor is not able to diagnose technical problems.

**Electronic Devices.** Cell phones and laptops are generally a distraction and detrimental to the classroom experience. They tend to take students away from the lecture and impede the active engagement with in-class discussions. I encourage you to leave your laptops at home and to take notes with a pen or a pencil. Phones should be **out of sight** during class. I will remind you to put your phone on airplane mode at the beginning of every class. After that, no phone should be heard or seen for the next 75 minutes. Phone use during class constitutes negative participation, and is subject to the corresponding penalty.

## COURSE ASSIGNMENTS

Student evaluation in this course depends on the submission of multiple low-stakes assignments, rather than only one or two high-stakes assignments during the semester. The evaluation of your performance will be based on three categories:

**Group presentations:** A total of 90 points will be allocated based on 3 group presentations by the students, which will take place at the end of each part of the course (Parts I, II, and III). Each presentation will cover a case (for example, a country or a conflict) and will ask you to apply the course materials to answer questions about that case. These assignments will ask you to generate your own arguments based on the course materials and to evaluate claims or policy options. Cases will be assigned to groups at the beginning of each part of the course. Groups will work on the presentation throughout each part, during in-class activities that will take place at least once a week. The group presentation grade for each part has two components: (1) evaluation of the student's performance by the other group members (worth 10 points); and (2) in-class presentation (worth 20 points).

**Online quizzes:** You are responsible for taking 6 online quizzes, each of which are worth 15 points, for a total of 90 points during the semester. Quizzes will test your recollection of key concepts and debates from the readings and other course materials, or will ask you to apply ideas from the readings to a new example. Quizzes will cover the course materials up to that point (usually the materials for the previous week or the previous two weeks) and will include multiple-choice questions. Quizzes will be made available on Canvas on the Thursdays before their due date and will close down on the following Monday at 4:00 p.m. You have 3 attempts to answer each quiz, and your highest score out of the 3 will count toward your grade. But once a quiz is closed, you cannot take it. That is, you must answer the quizzes over the course of the semester, and will not be able to answer many quizzes at the end of the semester.

**Exams:** Three exams, each worth 45 points, will test your recollection of facts from the reading and lecture materials. Forms of questions will include true/false, multiple choice, and fill-in-the-blank. Each exam is on scantron, so **you must bring a pencil**. Each exam will cover material since the last exam, and is **not cumulative**. All exams are closed-book and closed-note exams. I encourage you to submit exam questions throughout the semester. Consideration will be given to questions submitted at least four days before the exam. All exams will take place in the regularly scheduled classroom. No early examinations will be given, nor will an exam be administered to a student who arrives 10 minutes after the start of the class period for which the exam is scheduled. Please make note of the exam dates, plan accordingly, and be on time.

The total number of points available in this class is 270, distributed as follows:

Group presentations	90 points
Online quizzes	90 points
Exams	90 points
Total	270 points

## POLICY ON MISSED ASSIGNMENTS

Make up assignments will be considered for excused absences only. As per the University Attendance Policy, excused absences include only documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness. Please note that per university policy, missing class assignments for work related activities is not considered a valid excuse.

Consideration will only be given when I am contacted **prior to or within 72 hours after a missed assignment with appropriate documentation from the Dean of Students**. That is, for a student to be eligible for a make up assignment, two conditions must be met:

1. Within 72 hours of the missed assignment, the appropriate documentation for an excused absence must be submitted to Case Management Services at the Dean of Students' office (University Center A, Suite 4100; see <https://dos.fsu.edu/cms>).
2. The instructor must receive a letter of support from the Dean of Students on behalf of the student about an excused absence that covers the day of the assignment.

Missed assignments for which no documentation is provided will receive a score of zero. In addition, the following policies apply to each assignment category:

**Group presentations:** Students must complete make up assignments no later than one week following the missed class period. Make up activities will take place during office hours. It is the student's responsibility to contact the professor in advance to schedule the make up assignment.

**Online quizzes:** Students must attempt 6 online quizzes throughout the semester, though there are at least 10 quiz opportunities. That is, **each student automatically gets 4 make up quizzes during the semester**. It is up to you which 6 quizzes you would like to complete. If you take more than 6 quizzes, your 6 highest scores will count towards your quiz grade. Given the number of make up quizzes already built into the course, as well as the fact that quizzes are open for 4 days, **under no circumstances will quizzes be reopened after their due date**.

**Exams:** Students must complete 2 exams throughout the semester, though there are 3 exam opportunities. That is, **each student automatically gets 1 make up exam during the semester**. If you take more than 2 exams, your 2 highest scores will count towards your grade. Make up exams for Exams 1 and 2 will be administered on Friday, April 22 at 8:00-9:15 a.m. No make up exams for those exams will be administered at alternate times. Make up exams for Exam 3 will be adminis-

tered during finals week (Apr 25-29). No make up exams will be administered after finals week. It is the student's responsibility to contact the professor in advance to schedule a make up exam.

## GRADING SCHEME

The only letter grade you will receive in the course will be your final grade, and it will reflect the total of assignments you have satisfactorily completed in the course. That final letter grade is not an assessment of your intelligence, your abilities, or your value as a person. Rather, the grade reflects what you demonstrated that you learned in the course: no more, no less. If you strive to get an A in the course and maximize your learning, you should know that you are taking on that work and challenge yourself; and should make sure you are in a personal and academic situation to achieve that level of engagement.

I adhere to the number-to-letter grade conversion chart below for your final grades. Final grades ending in 0.5 or higher are rounded up to the nearest whole percentage point. Final grades ending in 0.4 or lower will not be rounded up; any requests to that effect are instances of negative participation and are subject to the corresponding penalty.

93% and above: A*	86-83%: B	76-73%: C	66-63%: D
92-90%: A-	82-80%: B-	72-70%: C-	62-60%: D-
89-87%: B+	79-77%: C+	69-67%: D+	59% and below: F

\* An A is the highest grade you can earn in this class.

Registration in this course implies that you agree with all elements of evaluation herein described. Though I reserve the right to modify this syllabus with advance notice to students, I will not do so with respect to the parameters of student evaluation.

**Extra Credit.** Extra credit opportunities may be made available to all students at the professor's discretion, but per University policy, will never be extended to an individual student. There will be no exceptions, nor is there room to negotiate.

**Re-grading policy.** If you think a grading error occurred, you should approach grade appeals in a courteous and professional manner: (1) You should address your concerns directly to me, within one week of receiving the grade; and (2) When making a petition about your grade, you should substantiate any claim you make based on the assignment rubric and the course materials, be respectful, and avoid the frivolous pursuit of extra points. Petitions that do not meet these criteria constitute negative participation and are subject to the grade penalty described below.

**Negative participation.** Instances of disruptive behavior, as defined by university policy and in this syllabus, will result in the penalty of a one-level reduction in the student's final course grade (for instance, from B+ to B).

## Earning Your Grade

To accomplish the course goals and ensure success in the course, a student should do the following (at a minimum):

1. Read the course syllabus to familiarize yourself with course requirements and expectations;
2. Make a realistic assessment of the time and effort you will be able to dedicate to this course. This course will require the regular completion of assignments, rather than only two or three exams during the semester. Write down assignment deadlines and reserve time on your calendar to complete each assignment. As you do that, remember to plan for contingencies. It is better to complete assignments early than to miss them;
3. Complete all of the assigned reading before class, using the reading guide above. The readings are required, not optional, and a necessary step toward student success. Course assignments may cover any aspect that appears on the readings and other course materials. Take good notes to help you process the course materials. Research indicates that the act of taking notes by hand improves learning;
4. Come to class prepared to discuss the readings. Bring a hard copy of the assigned reading with you for reference;
5. If any aspect of the course materials or discussions is less than crystal clear, make good use of the class time and office hours by asking questions;
6. Make your best contribution to all group activities, including class discussions and presentations, to avoid overburdening fellow group members;
7. Refrain from negative participation, defined as behavior that is disrespectful to other students or the professor;
8. Complete the online quizzes to check your understanding of the course materials and practice for the exams;
9. Complete the required course assignments by the deadline and contact the professor no later than 72 hours after a missed assignment to confirm your eligibility for a make up assignment;
10. Contact your professor early and often if you have questions or concerns about course materials, assignments, or expectations. I am here to help you, but I can only do that if you let me know that you need help.

## COMMUNICATION PLAN

### Office Hours

Please go to <https://profduque.youcanbook.me/> to schedule an appointment during office hours. I post my availability for the following week on Friday afternoons, and you can schedule appointments up to 12 hours in advance.

The appointment form will ask you to choose a time and provide information about the course number, your name and email address, and the purpose of the meeting. Please use complete sentences when describing the purpose of the meeting. This will help me organize the meeting.

A couple of notes about the purpose of the meeting:

- Make sure you check the syllabus when you have questions. Most administrative questions can be answered this way.
- If you submit questions I can answer in less than five minutes, I will answer them by email, possibly before the meeting time.
- Office hours appointments are meant to cover anything that may help you learn in this course. Feel free to ask questions about the course materials and assignments. You can also use appointments to introduce yourself or talk about your experience in the course.

All office hours appointments will take place via Zoom. After receiving a notification for an appointment, I will send you the Zoom link.

### Email Policy

I have structured the course and office hours so as to best assist you in mastering the materials. Take advantage of the syllabus and office hours to proactively answer any doubts you may have. Though I strive to give all students my personal attention, I am responsible for many of you each semester. Please note the following guidelines when emailing me:

1. Revisit the syllabus before emailing me with a question. The answer to most questions can be found on the syllabus.
2. If you cannot find the answer to your question on the syllabus, and your question would take longer than five minutes to answer, please schedule an appointment during office hours. Face-to-face communication is more efficient in this case.
3. If you cannot find the answer to your question on the syllabus, and your question would take less than five minutes to answer, feel free to send me an email. When doing so, please note that you should treat all email correspondences with your professor as you would treat any other professional exchange:
  - (a) Please address me by my title (**Professor Duque or Dr. Duque**) and include the course number (INR 3933) and a short description of your question in the subject line.
  - (b) I expect emails to **be respectful and polite, and to use correct grammar and complete sentences**. The following emails are instances of negative participation, and are subject to the grade penalty described above: rude, disrespectful, or poorly written emails; and repeated emails with the same question.
  - (c) When I receive your email, I will make every effort to respond in a timely manner, usually **within 24 hours, except for weekends and holidays**. Though you may receive a reply sooner than that, you should not expect an immediate response.

*Note on letters of recommendation:* I encourage your plans to study abroad, seek employment or pursue additional educational opportunities. Though you are no doubt deserving of accolades and endorsement, I am not available to write letters of recommendation for students who have only taken one course with me. If you would like to receive a reference from me, you should take at least two of my courses. Please note that, given my existing professional commitments, I need at least fourteen days of advance notice to prepare a decent letter of recommendation.



## UNIVERSITY POLICIES

**Attendance Policy.** Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holidays, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

**Academic Honor Policy.** The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to "...be honest and truthful and...[to] strive for personal and institutional integrity at Florida State University." See <http://fda.fsu.edu/Academics/Academic-Honor-Policy>.

**Americans with Disabilities Act.** Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; and (2) bring a letter to the instructor indicating the need for accommodation and what type. Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from the Student Disability Resource Center has been provided. This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the Student Disability Resource Center at 874 Traditions Way, 108 Student Services Building, (850) 644-9566, [sdrc@admin.fsu.edu](mailto:sdrc@admin.fsu.edu), <http://www.disabilitycenter.fsu.edu/>.

**Class Recording Guidance.** Students are permitted to make recordings of class lectures for a class in which the student is enrolled for personal educational use. A class lecture is defined as an educational presentation delivered by the instructor as part of a university course intended to inform or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab or recitation sessions; student presentations (whether individually or part of a group); class discussions (except when incidental to the lecture); clinical practica and presentations involving patient histories and other protected health information; academic exercises involving student participation; test or examination administrations; field trips; and private conversations between students in the class or between a student and the faculty member is prohibited. Recordings may not be used as a substitute for class participation and class attendance and recordings may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of FSU's Student Code of Conduct and possibly have legal consequences. Students who record class lectures are asked to do so in ways that do not make others feel reluctant to ask questions, explore new ideas, or otherwise participate in class. Students must monitor their recording so that they do not include participation by other students without permission. Students with disabilities will continue to have appropriate accommodations for recordings as established by the Office of Accessibility Services.

**Syllabus Change Policy.** Except for changes that substantially affect parameters of evaluation, including grading and the scheduling of the last exam, this syllabus is subject to change at discretion of the instructor.

## REFERENCES

- Abramson, S. F. (2017). The economic origins of the territorial state. *International Organization*, 71(1):97–130.
- Altman, D. (2020). The Evolution of Territorial Conquest After 1945 and the Limits of the Territorial Integrity Norm. *International Organization*, 74(3):490–522.
- Barkin, J. S. and Cronin, B. (1994). The state and the nation: Changing norms and the rules of sovereignty in international relations. *International Organization*, 48(01):107–130.
- Brooks, S. G. (1999). The Globalization of Production and the Changing Benefits of Conquest. *Journal of Conflict Resolution*, 43(5):646–670.
- Carter, D. B. and Goemans, H. E. (2011). The Making of the Territorial Order: New Borders and the Emergence of Interstate Conflict. *International Organization*, 65(2):275–309.
- Coggins, B. (2011). Friends in High Places: International Politics and the Emergence of States from Secessionism. *International Organization*, 65(03):433–467.
- Fazal, T. M. (2004). State death in the international system. *International Organization*, 58(2):311–344.
- Fazal, T. M. and Griffiths, R. D. (2014). Membership Has Its Privileges: The Changing Benefits of Statehood. *International Studies Review*, 16(1):79–106.
- Finnemore, M. (1996). *National Interests in International Society*. Cornell University Press, Ithaca.
- Hensel, P. R., Allison, M. E., and Khanani, A. (2009). Territorial Integrity Treaties and Armed Conflict over Territory. *Conflict Management and Peace Science*, 26(2):120–143.
- Herbst, J. (1990). War and the State in Africa. *International Security*, 14(4):117–139.
- Jackson, R. H. and Rosberg, C. G. (1982). Why Africa’s Weak States Persist: The Empirical and the Juridical in Statehood. *World Politics*, 35(1):1–24.
- Österud, Ö. (1997). The narrow gate: Entry to the club of sovereign states. *Review of International Studies*, 23(02):167–184.
- Reus-Smit, C. (2011). Struggles for individual rights and the expansion of the international system. *International Organization*, 65(2):207–242.
- Spruyt, H. (1994). Institutional Selection in International Relations: State Anarchy as Order. *International Organization*, 48(4):527–557.
- Tilly, C. (1985). War Making and State Making as Organized Crime. In Evans, P. B., Rueschemeyer, D., and Skocpol, T., editors, *Bringing the State Back In*, pages 169–91. Cambridge University Press, Cambridge, UK; New York, NY.
- Zacher, M. W. (2001). The Territorial Integrity Norm: International Boundaries and the Use of Force. *International Organization*, 55(2):215–250.