

## 1 | **prompt**

The political scientist Kenneth Waltz argues that the causes of war can be analyzed at three different levels: the individual human level, the state level, and the international system level. Those who view things from the first level believe that war is best explained by “selfishness,” “misdirected aggressive impulses,” or “stupidity” within the human psyche.

Those who favor the second level believe there are hostile or aggressive or revisionist states who, because of their form of government or other domestic issues, behave in a warlike manner while other states simply want to keep the peace (the status quo).

Those who favor the third level believe that the international system itself, because it is an anarchy with “no system of law enforceable” between states, and in which each state acts according to its own interest and reserves the right to use force to achieve its aims, makes war inevitable.

Analyze World War 1 according to one (or a blend) of these levels of analysis. Which best explains the general causes of the war as well as the specific sequence of events (including events that prolonged the war beyond the initial outbreak)?

Essays should cite from the Palmer reading, and, if you want to aim for the exemplary evidence standard, any of these primary sources as well.

Other Submission guidelines: 3 pages, size 12 font, double-spaced. Citations should be in-line and formatted as (Authorname Pagenumber) i.e. (Kennedy 12). Include a Works Cited page in MLA format for the secondary sources. Primary sources do not need to be included in the Works Cited page, but their authorship and date and other relevant information should be introduced in your text when you cite them.

Tips: See the essay rubric guide below for questions to ask yourself as you write and revise. History essay rubric guide

## 2 | **standards targets**

### 2.1 | **knowledge of history**

#### 2.1.1 | **reference specific events, places, dates, and people with a clear sense of chronology**

## 3 | **evidence**

## 4 | **todos**

### 4.1 | **TODO read primary sources.**

### 4.2 | **TODO review evidence/notes**

### 4.3 | **TODO come up with general frame**

### 4.4 | **TODO come up with argument, body paragraphs**

### 4.5 | **TODO { outline, write, edit } for standards**