

# RPOS 386: International Conflict and Security

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**Students: Please download the most up-to-date version of this syllabus from <http://www.jkarreth.net/rpos386.html>.**

## Course description and objectives

Welcome to RPOS 386, an advanced undergraduate seminar on all issues related to international and intrastate conflict! According to military theorist Carl von Clausewitz, “war is the continuation of *Politik* by other means.” But what explains when politics turn violent? Why can states sometimes resolve disputes peacefully, but not at other times? What are feasible solutions to political violence? What are the most pressing issues in defense policy today?

In this course, we will work together on answering these and more questions. Throughout the semester, we will specifically:

- Identify the meanings and implications of the concepts *war* and *peace*
- Develop and compare different frameworks to study why states go to war and why they maintain peace
- Explore the utility of a variety of factors in preventing war
- Study war *within* countries
- Identify some of the most recent facets of war and political violence
- Debate the implications of social-scientific findings about war and peace for defense policy
- Discuss current challenges in defense policy and civil-military relations, and
- Learn and practice how to use data to examine theories and support arguments.
- Learn how to communicate insights from the scientific study of conflict to the broader public

## Prerequisites

Participants should have taken RPOS 102 (Introduction to Comparative & International Politics) for their own benefit to succeed in this course. I may also provide some background reading on social science concepts and may ask you to study these readings in the first few weeks of class.

## Materials

No full books are assigned for this course. Articles and book chapters/excerpts are posted on Blackboard (<https://blackboard.albany.edu>) or are available through the UAlbany library (<http://library.albany.edu>). The library website offers helpful tutorials on how to retrieve scholarly articles here: (<http://library.albany.edu/usered/find/index.html>).

## Requirements and assignments

### 1. Student Initiative, reading & attendance

To succeed in this course (and per UAlbany policy), students need to **attend all classes** and all **examinations** (quizzes) and complete all course **requirements on time**. This is a reading-intensive course. The assigned articles and chapters can be quite dense. You must complete and take notes on all assigned readings prior to the class in which they are scheduled to be discussed. We will go over efficient reading techniques in the first week of class. Also make a habit of **checking news sources** (see below) on a regular basis. A rule of thumb for upper-level classes like this is that you will need to spend about 3 times the time we meet in class to read and take notes every week. This means that you need to be spending **at least 8 hours per week outside the classroom** on this class, plus any extra time you spend working on your class projects. Please note the “**safety policies**” below: you can miss two class meetings without direct effects on your grade, but please save these for emergencies and planned absences.

### 2. In-class participation (10% of your course grade)

You as a student are the most important part of this seminar; your active participation in a civil manner is necessary to succeed in this course. Participation will be graded based on (1) your contributions in class, (2) short written statements in class, and (3) your reading notes. You begin the semester with 100 (out of 100) points for participation. Your contributions are evaluated on randomly selected days. Students who are present and submit their contributions keep 100 points. If a student does not contribute when selected, s/he will lose 10 participation points on that day. Students who are absent when observed will also lose 10 participation points on that day.

*Safety policy:* You do not lose points for the first two missed clicker opportunities.

### 3. Clicker points (10% of your course grade)

We will use Clickers in this class for short quizzes and polls. If you haven't yet, please purchase or rent a Clicker at the bookstore and register your device on Blackboard. If you forget to bring your clicker to class, or miss class, or your clicker isn't functioning for the second time in a row, you cannot make up for potential clicker points from that day. Please know that you are responsible for bringing your own clicker, operational and registered to your name, to class. Your clicker points will be calculated as the fraction of  $\frac{\text{Clicker responses that were registered}}{\text{Click-in opportunities}}$ .

*Safety policy:* You do not lose points for the first two missed clicker opportunities.

### 4. Class blog and online participation (15% of your course grade)

**Blog about a news item.** At least three times during the semester, you will use our class blog at (<http://jkrpos386.wordpress.com>) to **write about a question, current event, or discussion related to international conflict and security**. At the beginning of each week (on Sunday nights), I will post a topic for the week on the blog; you will be required to blog about this particular topic. Instructions and a sign-up list are posted on Blackboard. Your blog post should be at least two paragraphs long, link to at least three news story or blog post on the web, explain why your readers within and outside the class should find the story consequential, and point out how it relates to material we discuss in class. The news item(s) must come from the *Economist* or any of the sources listed at (<http://www.jkarreth.net/rpos386.html>), and it must be broadly related to what we discuss in the course.

**Online participation.** You will also use the class blog to comment on your colleagues' posts. For other topics, the discussion board on Blackboard provides a good opportunity to contribute to class discussions. I will check the discussion board daily and take note of posts that are relevant to course content and that promote discussion online or in class. If students blog or tweet about relevant topics on their own, please link to your material on the discussion board to bring it to everyone's attention. Together, posts on the class blog and online comments will account for 15% of your course grade.

**When to contribute:** Your blogging grade will be evaluated over the whole semester. This means that you cannot compensate for a lack of online activity by commenting and posting frequently in the last week of the semester. Late blog posts or comments, or blog posts or comments offline or via email, are not accepted.

#### 4. Quizzes (30% of your course grade)

About once a week (dates: see the schedule), you will take a short quiz in class. These quizzes will test your comprehension of the material assigned and discussed in all class meetings since the end of the last quiz. They will not cover the content of the day on which they are administered. They will be administered at the beginning of the class period and take about 5-10 minutes. There will be 12 quizzes total.

*Safety policy:* If you miss a quiz for any reason, it will be scored as a 0. Your two lowest quizzes are dropped automatically, so missing two quizzes will still allow you to earn a perfect score on the quiz portion of your grade.

#### 5. Analysis and arguments (35% of your course grade)

**Debate.** Throughout the semester, we hold debates to investigate in more depth some issues that arise from the topics we are discussing in this course. You will sign up for a topic and date in the second week of the semester and submit a pre-debate memo in advance of the debate. Your grade is based on the quality of your memo, your arguments and your debating performance. More information about the format of this assignment can be found at the end of this syllabus.

**Note:** You must meet with me in person at least two weeks before your assigned date.

**Term paper.** You will write a short term paper in this class, 2 single-spaced pages long. See the end of this syllabus for more detailed instructions. This paper will build on the work you do for your debate (see above). The term paper is due on Wednesday, December 9, by 9am.

### Grading

In-class participation	10%						
Clicker points	10%						
Class blog	15%			B+	89.999 - 87.0	C+	79.999 - 77.0
Quizzes (10 best)	30%	A	100 - 93.0	B	86.999 - 83.0	C	76.999 - 73.0
Debate	15%	A-	92.999 - 90.0	B-	82.999 - 80.0	C-	72.999 - 70.0
Term paper	20%						D
Total	100%						E

**Grade appeals.** If you believe your assignment has been graded wrongly, you may appeal your grade **in writing only** on the day after the assignment was returned. Comparisons to other students' graded assignments will not be accepted as evidence for the complaint. The original copy of the graded assignment must be submitted with the petition. Note that the new grade may be the same, higher, or lower than the original grade and will be final. **This course does not offer extra credit opportunities.**

**Achieving a good grade.** If you aim to achieve a good grade in this course, and if this seminar is essential to your academic success (e.g., avoiding academic probation), your best shot at success is to put a lot of effort into this seminar early into the semester. You will not be able to affect your grade substantially in the last week of class when 80 or more percent of your grade are already determined. If you cannot commit to putting in effort throughout the whole semester, do not take this course.

## Course policies

**Disability accommodations.** Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Director of the Disability Resource Center (Campus Center 137, 442-5490). That office will provide the course instructor with verification of your disability, and will recommend appropriate accommodations. If you wish to discuss academic accommodations for this course, please also inform me as soon as possible. While I will make every effort to accommodate valid requests, students should not expect that, if they do poorly on an exam or other assignment, to claim, at that time, the need of an accommodation. This statement is to preclude that problem, and allow people with a need for accommodations to be treated fairly and appropriately.

**Religious observance.** I will also make every effort to accommodate religious observances and obligations. You are asked to bring any possible conflicts to my attention as soon as possible. Students should not expect that, if they do poorly on an exam or other assignment, to claim, at that time, the need of an accommodation. This statement is to preclude that problem, and allow people with a need for accommodations to be treated fairly and appropriately.

**Classroom interactions.** Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to this standard may be subject to disciplinary procedures. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity, gender expression, age, disability, class, and nationality. Course rosters are provided to the instructor with the student's legal name, but I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

**Academic honesty.** All students of the University at Albany are responsible for knowing and adhering to the academic integrity policy of our institution. Please familiarize yourself with this policy at ([http://www.albany.edu/undergraduate\\_bulletin/regulations.html](http://www.albany.edu/undergraduate_bulletin/regulations.html)). Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. **The policy also prohibits submitting material that was previously submitted in another course.** If you are involved in plagiarism, the penalty will be failure in the course and you will be reported to judicial affairs. In this one regard there are no second chances. If you are not sure if something violates standards—ask. If you are not sure whether to cite or not to cite—cite. **Every student must complete the following tutorial in the first week of class:** (<http://library.albany.edu/usered/plagiarism/index.html>).

**Emergencies and absences.** If you miss a quiz or deadline, there are no opportunities to make up for late work regardless of the reason for absence. However,

- you may miss two participation and two clicker opportunities without an effect on your grade
- your two lowest quizzes are dropped automatically, so missing two quizzes will still allow you to earn a perfect score on the quiz portion of your grade,

- you can write your blog posts before your assigned date to avoid missing the deadline,
- your paper is eligible for 80% of the paper grade if submitted by 9am on December 10, and eligible for 60% of the paper grade if submitted by 9am on December 11.

**Laptops in the Classroom.** Studies have shown that “laptop use is negatively associated with student learning and it poses a distraction to fellow students.”<sup>1</sup> Despite negative effects, taking digital notes, if done right, may allow for more efficient studying. If you wish to use your laptop to take notes, please come see me immediately after our first course meeting. Cellphones and all other electronic devices cannot be used during class time.

**Writing.** Although this is not a writing/composition class, you will spend a substantial amount of time on perfecting your writing skills. Good and concise writing is one of the key skills you can develop during a curriculum in political science/international affairs, and it will be an essential skill in your professional portfolio. You will earn failing grades for assignments that suffer from bad writing, fail to make coherent arguments, and do not cite sources properly. Please consult Henry Farrell’s guide on essay writing in Political Science ([http://www.henryfarrell.net/pol\\_sci\\_essay.html](http://www.henryfarrell.net/pol_sci_essay.html)) and Strunk and White’s *The Elements of Style*.

## Schedule

**This schedule is subject to change throughout the semester. The latest version of the syllabus is always posted at <http://www.jkarreth.net/rpos386.html>.**

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### 1. Introduction

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#### Day 1 (Thursday, August 27)

Introduction to the course, instructor, and course requirements. Reading techniques.

- Required: read the syllabus before our first meeting.
- Required: read “How to read academic texts critically” (Blackboard)
- Required: take the “class quiz” on Blackboard.
- Required: complete UAlbany’s plagiarism tutorial at (<http://library.albany.edu/infolit/plagiarism1>).

#### Day 2 (Tuesday, September 1)

Basic concepts in social science. Why and how can social science help us explain war and peace? What tools do social scientists use to analyze in order to investigate important questions?

- Required: Bueno de Mesquita, B. (1985). Toward a Scientific Understanding of International Conflict: A Personal View. *International Studies Quarterly*, 29(2):121–136.
  - Read pp. 121-123 and 127-135. Be sure to have a working understanding of the following terms:
    - \* Falsification
    - \* Case study
    - \* Large-N study
    - \* Logical consistency
    - \* Variable (dependent and independent)
    - \* Hypothesis

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<sup>1</sup>Fried, Carrie B. 2008. “In-Class Laptop Use and Its Effects on Student Learning.” *Computers and Education* 50: 906-914.

- \* Internal validity
- \* External validity

- Recommended—particularly if any of the above terms are unclear: Chapters 1, 2, and 4 in Hoover, K. R. and Donovan, T. (2011). *The Elements of Social Scientific Thinking*. Cengage Learning, Independence, KY. (Blackboard)

### Day 3 (Thursday, September 3)

International Relations theory pre-fresher. What do the major theories of IR have to say about relations between countries and about war and peace?

- Required reading: Slaughter, A.-M. (2011). International Relations, Principal Theories. In *Max Planck Encyclopedia of Public International Law*. Oxford University Press.
  - *Although this short summary's primary audience are students of international law, it is useful for our questions: what explains the occurrence of war or the persistence of peace?*

### Day 4 (Tuesday, September 8) | Quiz 1

What is a war? How do we make sense of wars and political science in the news and in history? Why is it important to define the concept of war, and what is difficult about it? Does *big data* help address some of these difficulties?

- Required: pp. 5-12 in Eck, K. (2005). A Beginner's Guide to Conflict Data. *Uppsala Conflict Data Program Working Paper*, 1.
- Required: pp. 814-831 in Sambanis, N. (2004). What Is Civil War? Conceptual and Empirical Complexities of an Operational Definition. *Journal of Conflict Resolution*, 48(6):814–858.
- Recommended: “What can we learn from the last 200 million things that happened in the world?” *Foreign Policy—War of Ideas* blog ([http://ideas.foreignpolicy.com/posts/2013/04/10/what\\_can\\_we\\_learn\\_from\\_the\\_last\\_200\\_million\\_things\\_that\\_happened\\_in\\_the\\_world](http://ideas.foreignpolicy.com/posts/2013/04/10/what_can_we_learn_from_the_last_200_million_things_that_happened_in_the_world))
- Recommended: Fazal, T. M. (2014). Dead Wrong? Battle Deaths, Military Medicine, and Exaggerated Reports of War's Demise. *International Security*, 39(1):95–125.

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## 2. Causes of conflict

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### Day 5 (Thursday, September 10)

The Prisoner's Dilemma and Cooperation. Why do we see war instead of peaceful bargains? Why can cooperation be so difficult?

- Required: Axelrod, R. (1984). *The Evolution of Cooperation*. Basic Books, New York. (Blackboard)
  - *Read chapter 1. Be sure to have a working understanding of the following terms:*
    - \* Cooperation
    - \* Prisoner's Dilemma
    - \* Defection
    - \* Commitment
    - \* Discount
- Required: answer one question at (<http://nyti.ms/1L84deI>) and bring your result to class.
- Recommended: watch this episode of *Golden Balls*: (<http://youtu.be/p3Uos2fzIJ0>).
- Recommended: listen to this episode of *Radiolab*: (<http://goo.gl/BtdIa0>).

## No class on Tuesday, September 15 (Rosh Hashanah)

### Day 6 (Thursday, September 17) | Quiz 2

War as an extension of political bargaining. Schelling's work has been highly influential for U.S. defense policy since the 1960s.

- Required: Schelling, T. C. (1956). An Essay on Bargaining. *American Economic Review*, 46(3):281–306.

### Day 7 (Tuesday, September 22)

The modern bargaining model: We revisit the basics of a systematic bargaining explanation for war and peace. Private information and commitment problems. Under what conditions are states unable to make a peaceful bargain?

- No required reading.
- Recommended: Fearon, J. D. (1995). Rationalist Explanations for War. *International Organization*, 49(3):379–414.

## No class on Thursday, September 24 (Yom Kippur)

### Day 8 (Tuesday, September 29) | Quiz 3

Systemic causes of war: (Changes in) the distribution of power and war.

- Required: Waltz, K. N. (1988). The Origins of War in Neorealist Theory. *Journal of Interdisciplinary History*, 18(4):615–628.
- Recommended: Chapters 5, 7, and 8 in Waltz, K. N. (1979). *Theory of International Politics*. Addison-Wesley, New York, NY.

### Day 9 (Thursday, October 1)

Diversionary war. Do politicians choose to go to war to divert attention from domestic problems?

- Required: Leeds, B. A. and Davis, D. R. (1997). Domestic Political Vulnerability and International Disputes. *Journal of Conflict Resolution*, 41(6):814–834.
- Required: Bueno de Mesquita, B., Smith, A., Siverson, R. M., and Morrow, J. D. (2003). *The Logic of Political Survival*. MIT Press, Cambridge, MA. (Blackboard)

– Read pp. 7-12. Be sure to have a working understanding of the following terms:

- \* Winning coalition
- \* Selectorate
- \* Democracy
- \* Autocracy

- Debate 1 (tentative): Should we spend substantial resources on learning about the domestic politics of other countries to figure out their foreign policy down the road?
- Movie recommendation: *Wag the Dog* (directed by Barry Levinson, USA, 1997).

### Day 10 (Tuesday, October 6)

Psychological explanations. Are simple expected-utility models missing important aspects of decision-making?

- Required: Stein, J. G. (2002). Psychological explanations of international conflict. In Carlsnaes, W., Risse, T., and Simmons, B. A., editors, *Handbook of international relations*, pages 293–309. SAGE Publications, London. (Blackboard)

- Recommended: Kahneman, D. and Tversky, A. (1979). Prospect Theory: An Analysis of Decision under Risk. *Econometrica*, 47(2):263–291.
- Recommended: Lake, D. A. (2010). Two Cheers for Bargaining Theory: Assessing Rationalist Explanations of the Iraq War. *International Security*, 35(3):7–52.

### 3. Conflict prevention

#### Day 11 (Thursday, October 8) | Quiz 4

The democratic peace. What explains the regularity that there are no wars between democracies (if there aren't)? What is democratic peace "theory" (if there is one)?

- No required reading.
- Recommended: Doyle, M. W. (1983). Kant, Liberal Legacies, and Foreign Affairs. *Philosophy & Public Affairs*, 12(3):205–235.
- Recommended: Bueno de Mesquita, B., Morrow, J. D., Siverson, R. M., and Smith, A. (1999). An Institutional Explanation of the Democratic Peace. *American Political Science Review*, 93(4):791.
- Recommended: Hayes, J. (2012). The Democratic Peace and the New Evolution of an Old Idea. *European Journal of International Relations*, 18(4):767–791.
- Debate 2 (tentative): Should the U.S. and its allies actively promote democracy to reduce international conflicts in the future?

#### Day 12 (Tuesday, October 13)

Alliances. Do military alliance commitments always prevent conflicts?

- Required: Leeds, B. A. (2003). Do Alliances Deter Aggression? The Influence of Military Alliances on the Initiation of Militarized Interstate Disputes. *American Journal of Political Science*, 47(3):427–439.
- Required: Leeds, B. A., Mattes, M., and Vogel, J. S. (2009). Interests, Institutions, and the Reliability of International Commitments. *American Journal of Political Science*, 53(2):461–476.
- Debate 3 (tentative): Should NATO make efforts to have Ukraine join as a member?

#### Day 13 (Thursday, October 15) | Quiz 5

Trade. How do economic ties affect interstate relations?

- Required: Mansfield, E. D. and Pollins, B. M., editors (2003). *Economic Interdependence and International Conflict: New Perspectives on an Enduring Debate*. University of Michigan Press, Ann Arbor, MI. (Blackboard)
  - Read "Interdependence and Conflict: An Introduction". Be sure to have a working understanding of the broader concept of interdependence and the challenges connected to it.

#### Day 14 (Tuesday, October 20)

Economic integration, capitalism, and war. Is the democratic peace masking a capitalist peace?

- Required: Gartzke, E. (2007). The Capitalist Peace. *American Journal of Political Science*, 51(1):166–191.

## Day 15 (Thursday, October 22) | Quiz 6

International institutions. When and why do international organizations influence war and peace between states?

- Required: Chapman, T. L. and Wolford, S. (2010). International Organizations, Strategy, and Crisis Bargaining. *Journal of Politics*, 72(1):227–242.
- Recommended: Russett, B., Oneal, J. R., and Davis, D. R. (1998). The Third Leg of the Kantian Tripod for Peace: International Organizations and Militarized Disputes, 1950–85. *International Organization*, 52(3):441–467.
- Recommended: Bearce, D. H. and Omori, S. (2005). How Do Commercial Institutions Promote Peace? *Journal of Peace Research*, 42(6):659–678.
- Recommended: Keohane, R. O. (1998). International Institutions: Can Interdependence Work? *Foreign Policy*, (110):82–96.
- Debate 4 (tentative): Can we rely on international organizations to monitor the nuclear deal with Iran?
  - Recommended: Goldberg, M. The Cash-Strapped Agency at the Heart of the Iran Deal. *The Atlantic*. (<http://goo.gl/MmPSJz>).

## Day 16 (Tuesday, October 27)

Peace agreements and their effect on post-conflict relations.

- Required: Werner, S. and Yuen, A. (2005). Making and Keeping Peace. *International Organization*, 59(2):261–292.
- Recommended: Beardsley, K. (2008). Agreement without Peace? International Mediation and Time Inconsistency Problems. *American Journal of Political Science*, 52(4):723–740.

International law and conduct of war. When do states comply with the laws of war?

- Required: Morrow, J. D. (2007). When Do States Follow the Laws of War? *American Political Science Review*, 101(3):559–572.
- Recommended: Wallace, G. P. R. (2012). Regulating Conflict: Historical Legacies and State Commitment to the Laws of War. *Foreign Policy Analysis*, 8(2):151–172.
- Recommended: Wallace, G. P. R. (2013). International Law and Public Attitudes Toward Torture: An Experimental Study. *International Organization*, 67(1):105–140.
- Debate 5 (tentative): Should militaries always abide by the Laws of War even if it puts soldiers' lives at risk?

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### 4. Conflict within states

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## Day 17 (Thursday, October 29) | Quiz 7

Why are civil wars relevant for international security?

- Recommended: Blattman, C. and Miguel, E. (2010). Civil War. *Journal of Economic Literature*, 48(1):3–57. *If you choose to skim this article, focus on pp. 3-9 and 37-45.*

When and where do civil wars occur?

- Required: Fearon, J. D. and Laitin, D. D. (2003). Ethnicity, Insurgency, and Civil War. *American Political Science Review*, 97(1):75–90.
- Recommended: Collier, P. and Hoeffler, A. (2004). Greed and Grievance in Civil War. *Oxford Economic Papers*, 56(4):563–595.
- Debate 6 (tentative): Should outside forces (e.g., the U.S. or an international coalition) intervene in the current civil war in South Sudan?

## Day 18 (Tuesday, November 3)

Microfoundations. Who fights in civil wars?

- Required: Humphreys, M. and Weinstein, J. M. (2008). Who Fights? The Determinants of Participation in Civil War. *American Journal of Political Science*, 52(2):436–455.
- Recommended: Kalyvas, S. N. and Kocher, M. A. (2007). How “Free” is Free Riding in Civil Wars? Violence, Insurgency, and the Collective Action Problem. *World Politics*, 59(2):177–216.

## Day 19 (Thursday, November 5) | Quiz 8

Why do some civil wars last longer than others?

- Required: Fearon, J. D. (2004). Why Do Some Civil Wars Last So Much Longer than Others? *Journal of Peace Research*, 41(3):275–301.

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### 5. Conflict without direct violence

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## Day 20 (Tuesday, November 10)

Deterrence theory.

- Required: Achen, C. H. and Snidal, D. (1989). Rational Deterrence Theory and Comparative Case Studies. *World Politics*, 41(2):143–169.
  - Read pp. 150-153. Be sure to have a working understanding of the following terms:
    - \* Rational actor assumption
    - \* Fundamental deterrence problem
    - \* Type I and II deterrence
- Required: Berejikian, J. D. (2002). A Cognitive Theory of Deterrence. *Journal of Peace Research*, 39(2):165–183.
  - Be sure to have a working understanding of the following terms:
    - \* Gains and losses frames
    - \* Extended deterrence
- Movie recommendation: *Dr. Strangelove or: How I Learned to Stop Worrying and Love the Bomb* (directed by Stanley Kubrik, USA/UK, 1964).

## Day 21 (Thursday, November 12) | Quiz 9

Nuclear weapons & bargaining. Is it an advantage for states in bargaining games to have nuclear weapons?

- Required: Kroenig, M. (2013). Nuclear Superiority and the Balance of Resolve: Explaining Nuclear Crisis Outcomes. *International Organization*, 67(1):141–171.
- Required: Sechser, T. S. and Fuhrmann, M. (2013). Crisis Bargaining and Nuclear Blackmail. *International Organization*, 67(1):173–195.
- Recommended: Matthews, Dylan. 2014. “Meet the political scientist who thinks the spread of nuclear weapons prevents war”. Vox.com. (<http://www.vox.com/2014/8/21/6049569/would-it-be-so-bad-if-iran-gets-the-bomb>).
- Debate 7 (tentative): Would a world without nuclear weapons be safer than it is currently?

## Day 22 (Tuesday, November 17)

When do states (not) use nuclear weapons?

- Required: Tannenwald, N. (1999). The Nuclear Taboo: The United States and the Normative Basis of Nuclear Non-Use. *International Organization*, 53(3):433–468.
- Recommended: Press, D. G., Sagan, S. D., and Valentino, B. A. (2013). Atomic Aversion: Experimental Evidence on Taboos, Traditions, and the Non-Use of Nuclear Weapons. *American Political Science Review*, 107(1):188–206.

### 6. Current issues in international & national security

## Day 23 (Thursday, November 19) | Quiz 10

Civil-military relations. How do civilians control the military (“who will guard the guardians”)? What are challenges in the relationship between civilian governments and the military?

- Required: Feaver, P. D. (1999). Civil-Military Relations. *Annual Review of Political Science*, 2(1):211–241.
  - Skim this article so that you have a working understanding of the following terms:
    - \* Principal-agent relationship
    - \* Coups
    - \* Civil-military friction
    - \* Military compliance
    - \* Professionalism
    - \* Institutionalization
- Required: Nielsen, S. C. and Snider, D. M., editors (2009). *American Civil-Military Relations: The Soldier and the State in a New Era*. Johns Hopkins University Press, Washington, DC. (Blackboard)
  - Skim chapter 1 by Richard Betts.
- Recommended: Betts, R. K., Desch, M. C., and Feaver, P. D. (2011). Civilians, Soldiers, and the Iraq Surge Decision. *International Security*, 36(3):179–199.
- Debate 8 (tentative): Should the United States support military rulers in strategically important countries?
- Movie recommendations:
  - The Manchurian Candidate
  - The Soldier’s Heart (<http://goo.gl/QkwCqR>).
  - The Wounded Platoon (<http://goo.gl/0x723>).
  - Waging War: (<http://goo.gl/iwKaeb>).

## Day 24 (Tuesday, November 24)

How do violent non-state actors shape the politics of international conflict and security?

- Required: Berrebi, C. and Klor, E. F. (2008). Are Voters Sensitive to Terrorism? Direct Evidence from the Israeli Electorate. *American Political Science Review*, 102(3):279–301.
- Recommended: Gadarian, S. K. (2010). The Politics of Threat: How Terrorism News Shapes Foreign Policy Attitudes. *Journal of Politics*, 72(2):469–483.
- For a detailed reading list on political violence by non-state actors, see Erica Chenoweth’s syllabus for her seminar on *The Politics of Terrorism* at (<http://www.ericachenoweth.com/teaching/>).

## No class on Thursday, November 27 (Thanksgiving)

### Day 25 (Tuesday, December 1) | Quiz 11

Counterinsurgency operations. When is counterinsurgency successful?

- Required: Berman, E., Shapiro, J. N., and Felter, J. H. (2011). Can Hearts and Minds Be Bought? The Economics of Counterinsurgency in Iraq. *Journal of Political Economy*, 119(4):766–819.
- Recommended: Lyall, J. (2010). Are Coethnics More Effective Counterinsurgents? Evidence from the Second Chechen War. *American Political Science Review*, 104(1):1–20.
- Recommended: Kocher, M. A., Pepinsky, T. B., and Kalyvas, S. N. (2011). Aerial Bombing and Counterinsurgency in the Vietnam War. *American Journal of Political Science*, 55(2):201–218.
- Debate 9 (tentative): Should counterinsurgency campaigns rely more heavily on "hearts-and-minds" strategies?
  - Recommended: Berman, E. and Matanock, A (2015). What Do We Know, and Need to Know, About Successful Counterinsurgency? *Political Violence at a Glance*. (<http://wp.me/p2skv7-11q>).
  - Recommended: Crost, B., Felter, J., and Johnston, P. (2014). Aid under Fire: Development Projects and Civil Conflict. *American Economic Review*, 104(6):1833–56.

### Day 26 (Thursday, December 3)

Environmental stress and conflict. Do environmental trends have implications for war, peace, and strategic defense?

- Required: Busby, J. W. (2008). Who Cares about the Weather? Climate Change and U.S. National Security. *Security Studies*, 17(3):468–504.
- Recommended: Bernauer, T., Böhmelt, T., and Koubi, V. (2012). Environmental Changes and Violent Conflict. *Environmental Research Letters*, 7(1).
- Recommended: UNDP (2006). *Human Development Report, 2006. Beyond Scarcity: Power, Poverty and the Global Water Crisis*. United Nations Development Programme, New York.
- Recommended: Burke, M. B., Miguel, E., Satyanath, S., Dykema, J. A., and Lobell, D. B. (2009). Warming increases the risk of civil war in Africa. *Proceedings of the National Academy of Sciences* and Buhaug, H. (2010). Climate not to blame for African civil wars. *Proceedings of the National Academy of Sciences*.
- Recommended: Hendrix, C. S. and Salehyan, I. (2012). Climate Change, Rainfall, and Social Conflict in Africa. *Journal of Peace Research*, 49(1):35–50.

### Day 27 (Tuesday, December 8) | Quiz 12

Final quiz, wrap-up and conclusions.

**Wednesday, December 9, by 9am || Term papers due**

## Disclaimer

Last updated: August 18, 2015. This syllabus is a general outline for the class and may be modified as the course progresses. Students are responsible for closely reading the class rules and procedures in this syllabus.

The latest version of the syllabus is always posted at <http://www.jkarreth.net/rpos386.html>.

## Guidelines: Debates

By September 5, sign up in class for a project topic. You will form a team with another students and will have to face 2 other students in the class debate on the topic of your choice. Each individual student is expected to research the assigned topic thoroughly and beyond the materials in the syllabus. Meet with me no later than 2 weeks before the day of your debate.

**Format.** The presentations and discussions of your group work will be organized according to the following format (covering about 25-30 minutes):

- 5 minutes of initial arguments by each team (2.5 minutes for each individual team member)
- 5 minutes of ad-hoc questions and answers by the teams
- 10-15 minutes of discussion with the class
- 3 minutes of conclusions by teach team (1.5 minutes for each individual team member)

**Summary and bibliography.** Each team member prepares a one-page summary of her/his arguments (a bullet-point list is enough) and a brief annotated bibliography on a second page. Your annotated bibliography must have a sentence or two summarizing the significance of the source for your work (in your own words) after each bibliography entry. Email this document to me 5 full days on the day before your debate.

**Coordination.** After submitting your summary & bibliography, you will receive (1) comments from me and (2) a copy of your teammate's arguments. You will then coordinate with your teammate (via email) which arguments each of you presents in class.

**Evaluation.** Your individual debate grade is based on:

- Your individual summary & complete annotated bibliography (40%)
- Your individual in-class performance, rated by the instructor (40%)
- The swing in the audience's opinion on the debate topic, determined with pre- and post-debate clicker polls (20%)

## Guidelines: Term papers

Write a 2-page single-spaced position paper, expanding on the topic of your in-class debate.

1. Begin with describing the question you explored in your in-class debate in one paragraph.
2. Then offer your answer to and insight into this question in about **one page**. You may take a different position than you took in your in-class debate. I am not that interested in the position you are taking as such, but I want you to build a coherent, theoretically informed argument that provides relevant and fitting empirical support. You should use the required and recommended references for your topic/issue area given in the syllabus as the core of your sources, but go beyond them and find additional material to build your argument.
3. Next, make sure you address questions and issues that came up during your in-class debate in your paper—if they are pertinent to your argument. Spend about **two thirds** of a page on this.
4. Finish the paper with a **one-paragraph** conclusion, summarizing your answer to your paper's question and the implications of your answer for any current applications of this question.

**Important:** This paper is an opportunity **and obligation** to tie together many of the ideas and topics you have encountered in this class, from “big” IR theories to bargaining and causes of war and peace. I expect that you reference at least three of these topics and ideas in your papers. **Papers based simply based on opinion without referencing the ideas discussed in class throughout the semester will not receive a passing grade.**

**Sources.** All sources must be properly cited in this paper, using the Chicago Manual of Style author-date guidelines. Your writings should be analytic, insightful, creative, and integrate previous readings and your knowledge of the field. Do not regurgitate any of the readings or well-known arguments. Instead, use your theoretical and empirical knowledge creatively to argue for the position you have taken. Excellent papers will make clear points and tell the reader something new and enlightening.

**Purpose.** Think of this assignment as a practice for writing concise briefs later in your professional career. Writing this position paper will ideally deepen your understanding of a controversial issue and improve your analytical and persuasive writing skills. You should write to inform and to persuade.

**Submission.** The position paper is due on Blackboard as a **SafeAssignment** on **Wednesday, December 9, by 9am**. It must be 2 single-spaced pages long and submitted as an electronic copy.

**Evaluation.** The position paper will be evaluated along the following six criteria:

- Consistency and coherence
- Quality of evidence
- Style
- Relevance (or your ability to clarify why readers should care about your argument)
- Smart use of source material
- Creativity

**Example.** We will discuss examples of this type of paper in class in early November.