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## **POLS 4650/5950 – War, Peace, and Politics**

Spring 2020, M 715-10pm

Professor Nori Katagiri

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### **Course Description and Objectives**

This is a survey course in the field of international security suited for graduate and upper-level undergraduate students. The course is designed to provide students with the background and conceptual tools for understanding international security. It covers a wide range of topics with some of the most important literature. The overall goal of the course is for the students to achieve a heightened level of understanding related topics.

This class fulfills the College and Arts and Sciences Global Citizenship requirement and the social science requirement. For Political Science majors, it counts as an international relations course.

### **Required Books**

- Carl von Clausewitz, *On War* (Princeton: Princeton University Press, 1985).
- Scott Sagan and Kenneth Waltz, *The Spread of Nuclear Weapons: An Enduring Debate* (New York: W.W. Norton, 2012).

These books are available for purchase at the SLU bookstore. Please buy only the designated versions. In addition, there are supplementary articles and book chapters assigned for the course that are made available on BlackBoard. It is students' responsibility to download and, if necessary, save the materials off BlackBoard to make them available for student preparation for course assignments, such as exams and papers.

### **Grading**

- *Analysis paper: 30% of final grade*

You will write a 1,500-2,000 word paper on readings in one of the weeks between February 3 and March 2. In the paper, you will make two *original* arguments based on the readings and defend them from conceivable but strong counterarguments. A paper shorter than 1,500 words and longer than 2,000 words will be penalized. To get a full credit for the assignment, you must submit a complete paper electronically by 12pm of the day the class meets for the reading. Late papers will not be accepted and will automatically receive the grade of F for this assignment.

- *Research paper: 30% of final grade*

Undergraduate students will write a research paper between 3,600-4,500 words (12-15 pages equivalent). In order to get full credit, they must consult the instructor on the topic and receive a written approval from him by 12pm on January 27. A paper shorter than 3,600 words and longer than 4,500 words will be penalized. They must submit a completed paper electronically by the deadline of 12pm, May 4. Late papers will not be accepted and will automatically receive the grade of F for this assignment.

Graduate students will write a research paper between 4,500-6,000 words (15-20 pages equivalent). In order to get full credit, they must consult the instructor on the topic and receive a written approval from him by 12pm on January 27. A paper shorter than 4,500 words and longer than 6,000 words will be penalized. They must submit a completed paper electronically by the deadline of 12pm, May 4. Late papers will not be accepted and will automatically receive the grade of F for this assignment.

- *Research paper presentation: 10% of final grade*

All students must present their research paper-in-progress at the April 7 student research symposium. For students who cannot do so on this day for a legitimate reason, they will do so in the April 13 class. To be excused from the April 7 symposium, students must inform the instructor of the planned absence by March 23, Monday and present evidence of time conflict with official university events that keeps them from presenting at the symposium. The events must be officially sanctioned by the university.

- *Class participation: 30% of final grade*

Your attendance and active participation is vital to the success of this course. At a minimum, you should come to class on time having completed and prepared to discuss assigned readings for that class. A record of attendance is maintained, and it is your individual responsibility to sign the class roster at each session. Your absence is excused only if you provide the instructor with evidence of family and medical emergency (doctor's note, copy of flight tickets, etc.) or university-sponsored activities within 48 hours of absence. You are responsible for all materials covered in class, whether you are physically present or not. I expect that all students will contribute to class discussion through analysis, questions, and criticisms of assigned readings. In assigning participation grades, quality of participation will take precedence over quantity of participation (hence, students who participate frequently but without giving much thought to their comments/questions are not at an advantage compared to students who offer occasional but insightful analysis and questions).

I expect that all students will contribute to class discussions through analysis, questions, and criticisms of the assigned readings. In assigning participation grades, quality of participation will take precedence over quantity of participation (hence, students who participate frequently but without giving much thought to their comments/questions are not at an advantage compared to students who offer occasional but insightful analysis).

Final letter grades will be assigned that correspond to the following numeric scale:

A	93-100	B+	87-90	C+	77-80	D	60-70
A-	90-93	B	83-87	C	73-77	F	below 60
		B-	80-83	C-	70-73		

### **Student Success**

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor and University-level support

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(e.g., tutoring/writing services, Disability Services) by visiting the Student Success Center (BSC 331) or by going to [www.slu.edu/success](http://www.slu.edu/success).

Students who believe that, due to a disability, they could benefit from academic accommodations are encouraged to contact Disability Services at [314-977-8885](tel:314-977-8885) or visit the Student Success Center. Confidentiality will be observed in all inquiries. Course instructors support student accommodation requests when an approved letter from Disability Services has been received and when students discuss these accommodations with the instructor after receipt of the approved letter.

### **Academic Integrity**

The University is a community of learning, whose effectiveness requires an environment of mutual trust and integrity. Academic integrity is violated by any dishonesty such as soliciting, receiving, or providing any unauthorized assistance in the completion of work submitted toward academic credit. While not all forms of academic dishonesty can be listed here, examples include copying from another student, copying from a book or class notes during a closed book exam, submitting materials authored by or revised by another person as the student's own work, copying a passage or text directly from a published source without appropriately citing or recognizing that source, taking a test or doing an assignment or other academic work for another student, securing or supplying in advance a copy of an examination or quiz without the knowledge or consent of the instructor, sharing or receiving the questions from an on-line quiz with another student, taking an on-line quiz with the help of another student, and colluding with another student or students to engage in academic dishonesty.

All clear violations of academic integrity will be met with appropriate sanctions. In this course, academic dishonesty on an assignment will result in *an automatic grade of 0 for that assignment* and a report of academic dishonesty will be sent to the Academic Honesty Committee of the College of Arts and Sciences. In the case of Class B violations, the Academic Honesty Committee may impose a larger sanction including, but not limited to, assigning a failing grade in the course, disciplinary probation, suspension, and dismissal from the University.

Students should refer to the following SLU website for more information about Class A and B violations and the procedures following a report of academic dishonesty: <http://www.slu.edu/college-of-arts-and-sciences-home/undergraduate-education/academic-honesty>.

### **Social Science Core Requirement**

**Student Outcomes:** Students will acquire conceptual tools and methodologies to analyze and understand their social world. With these tools, they will be able to act in their world more effectively and become forces for positive change. They will gain a better understanding of human diversity. Students will be able to think and write critically about human behavior and community. They will become aware of the various methodological approaches used by social scientists.

## Global Citizenship

This class fulfills the core Global Citizenship requirement. The Global Citizenship requirement is designed to educate students about global and transnational problems and to provide students with the tools to address issues of social justice beyond the United States. Students who complete the Global Citizenship requirement will gain a substantial subset of the following capabilities:

1. Identify sources of and strategies to address conflict, cooperation or competition in a global or regional context.
2. Investigate how people and nations confront inequality and claim a just place, whether in their own societies or in the world.
3. Identify how perceptions of “otherness” impact leaders, communities, and community-building in areas beyond the U.S. through the examination of such factors as race, ethnicity, gender, religion, economic class, age, physical and mental capability, and sexual orientation.
4. Understand the impact of their lives and choices on global and international issues.
5. Understand how their values are related to those of other people in the world.

## Course Schedule

### Jan 13 Course Introduction

- John Mearsheimer, “Why the Ukraine Crisis is the West’s Fault,” *Foreign Affairs* (September/October 2014).
- David Sanger, *The Perfect Weapon: War, Sabotage, and Fear in the Cyber Age* (New York: Crown, 2018), pp. xi-11.
- Bob Woodward, *Fear: Trump in the White House* (New York: Simon & Schuster, 2018), pp. 115-133, 144-154, 177-185, 309-315.
- Kenneth Pollack and Bilal Saab, “Countering Iran,” *The Washington Quarterly*, Vol. 40, No. 3 (2017), pp. 97-107.

### Jan 20 No class (Martin Luther King, Jr. Day)

### Jan 27 On War

- Clausewitz, *On War*, pp. 75-89, 117-147.
- Sun Tzu, *The Art of War* (Oxford: Oxford University Press, 1971), pp. 62-101.

### Feb 3 Ideas about War, Peace, and Politics

- Bruce Russett and John Oneal, *Triangulating Peace: Democracy, Interdependence, and International Organizations* (New York: W.W. Norton, 2001), pp. 35-42, 271-282.
- John Mueller, *Retreat from Doomsday: The Obsolescence of Major War* (New York: Basic Books, 2009), pp. ix-13, <http://politicalscience.osu.edu/faculty/jmueller/doom.pdf>.
- Edward Luttwak, “Give War A Chance,” *Foreign Affairs* (July/August 1999).

- Tanisha Fazal, *Wars of Law: Unintended Consequences in the Regulation of Armed Conflict* (Ithaca: Cornell University Press, 2018), pp. 1-8, 11-37.
- Orde Kittrie, *Lawfare: Law as a Weapon of War* (Oxford: Oxford University Press, 2016), pp. TDB.

**Feb 10**      **No class (professor presenting at an overseas conference)**

**Feb 17**      **Causes of War and Peace**

- Edward Mansfield and Jack Snyder, *Electing to Fight: Why Emerging Democracies Go to War* (Cambridge: MIT Press, 2005), pp. 1-19.
- Dale Copeland, *Economic Interdependence and War* (Princeton: Princeton University Press, 2014), pp. 1-50, 428-446.
- Dominic Johnson, *Overconfidence and War: The Havoc and Glory of Positive Illusions* (Cambridge, MA: Harvard University Press, 2004), pp. 1-26, 191-238.
- Charles Duelfer and Stephen Benedict Dyson, “Chronic Misperception and International Conflict: The U.S.-Iraq Experience,” *International Security*, Vol. 36, No. 1 (Summer 2011), pp. 73-100.

**Feb 24**      **Strategy to Win War and Peace**

- Clausewitz, *On War*, pp. 177-183, 566-573, 595-610.
- John Mearsheimer, *The Tragedy of Great Power Politics*, Updated Edition (New York: W.W. Norton, 2014), pp. 83-125.
- Stephen Biddle, *Military Power: Explaining Victory and Defeat in Modern Battle* (Princeton: Princeton University Press, 2006), pp. 1-9, 14-51.
- James Scott, *Weapons of the Weak: Everyday Forms of Peasant Resistance* (New Haven: Yale University Press, 1985), pp. xv-xix, 1-27.
- Andrew Mack, “Why Big Nations Lose Small Wars: The Politics of Asymmetric Conflict,” *World Politics*, Vol. 27, No. 2 (Jan., 1975), pp. 175-200.

**March 2**      **The American Way of War**

- Russell Weigley, *The American Way of War* (New York: MacMillan, 1973), pp. xvii-xxiii.
- Samuel Newland and Douglas Johnson, II, “The Military and Operational Significance of the Weinberger Doctrine,” *Small Wars and Insurgencies*, Vol. 1, No. 2 (1990), pp. 171-188.
- Daniel Byman and Ian Merritt, “The New American Way of War: Special Operations Forces in the War on Terrorism,” *The Washington Quarterly*, Vol. 41, No. 2 (Summer 2018), pp. 79-92.
- Erik Dahl, “Finding Bin Laden: Lessons for a New American Way of Intelligence,” *Political Science Quarterly*, Vol. 129, No. 2 (2014), pp. 179-210.

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- Daniel Byman, “Why Drones Work: The Case for Washington’s Weapon of Choice,” *Foreign Affairs* (July/August 2013), pp. 32-43.
- Audrey Kurth Cronin, “Why Drones Fail: When Tactics Drive Strategy,” *Foreign Affairs* (July/August 2013), pp. 44-54.

**March 9**      **No class (Spring break)**

**March 16**     **Irregular Warfare, Terrorism, and Insurgency**

- Mao Tse-Tung, *On Guerrilla Warfare* (Mineola, NY: Dover Publications, 2005), pp. 41-93.
- Andrew Krepinevich, *The Army and Vietnam* (Baltimore: Johns Hopkins University Press, 1988), pp. 3-17, 258-275.
- Audrey Kurth Cronin, *How Terrorism Ends: Understanding the Decline and Demise of Terrorist Campaigns* (Princeton: Princeton University Press, 2009), pp. 1-13, 193-206.
- Aisha Ahmad, *Jihad & Co.: Black Markets and Islamist Power* (Oxford: Oxford University Press, 2017), pp. xiii-28.
- Clausewitz, *On War*, pp. 479-483.

**March 23**     **Cybersecurity and Peace**

- Thomas Rid, *Cyber War Will Not Take Place* (Oxford: Oxford University Press, 2017), pp. vii-10.
- Ben Buchanan, *The Cybersecurity Dilemma: Hacking, Trust, and Fear between Nations* (Oxford: Oxford University Press, 2016), pp. 1-9, 31-49, 141-156.
- Tim Maurer, *Cyber Mercenaries: The State, Hackers, and Power* (Cambridge: Cambridge University Press, 2018), pp. ix-xv, 3-28.
- Clausewitz, *On War*, pp. 357-378, 523-531.

**March 30**     **Nuclear Weapons for War and Peace**

- Sagan and Waltz, *The Spread of Nuclear Weapons*, pp. 3-134, 175-214.
- John Mueller, “Nuclear Weapons Don’t Matter: But Nuclear Hysteria Does,” *Foreign Affairs* (November/December 2018).

**April 6**        **No class (we will meet instead on April 7)**

**April 7 (Tuesday)**

**Political Science Research Symposium, Busch Student Center, 5-730pm**

**April 13**       **Research paper presentations (for those who did not present on April 7)**

**April 20**       **Confronting Great Powers in China and Russia**

- Mearsheimer, *The Tragedy of Great Power Politics*, pp. 360-411.

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- Michael Beckley, “The Emerging Military Balance in East Asia: How China’s Neighbors Can Check Chinese Naval Expansion,” *International Security*, Vol. 42, No. 2 (Fall 2017).
- From January 15, re-read Mearsheimer, “Why the Ukraine Crisis is the West’s Fault.”
- Kristin Ven Bruusgaard, “Russian Strategic Deterrence,” *Survival*, Vol. 58, No. 4 (2016).
- Olga Oliker, “Moscow’s Nuclear Enigma: What Is Russia’s Arsenal Really For?” *Foreign Affairs* (November/December 2018).

#### **April 27 Ethnic Conflict, Genocide, and Humanitarian Intervention**

- Samantha Power, “Bystanders to Genocide” *The Atlantic* (September 2001), <http://www.theatlantic.com/magazine/archive/2001/09/bystanders-to-genocide/304571/>.
- Chaim Kaufman, “Possible and Impossible Solutions to Ethnic Civil Wars,” *International Security*, Vol. 20, No. 4 (Spring 1996), pp. 136-175.
- Richard Haass, *Intervention: The Use of American Military Force in the Post-Cold War World* (Washington: Carnegie Endowment for International Peace, 1999), pp. 49-100.
- Michael Doyle and Nicholas Sambanis, *Making War and Building Peace: United Nations Peace Operations* (Princeton: Princeton University Press, 2006), pp. 1-26, <http://press.princeton.edu/chapters/s8196.pdf>.

#### **May 4 External Environment and Conflict**

Research paper due

- Joshua Busby, “Who Cares about the Weather? Climate Change and U.S. National Security,” *Security Studies*, Vol. 17, No. 3 (2008), pp. 468-504.
- Brahma Chellaney, *Water, Peace, and War: Confronting the Global Water Crisis* (Lanham, MD: Rowman & Littlefield Publishers, 2015), pp. xi-xix, 1-57.
- Jeff Colgan, *Petro-Aggression: When Oil Causes War* (Cambridge: Cambridge University Press, 2013), pp. 1-51.
- Kate Charlet, “The New Killer Pathogens: Countering the Coming Bioweapons Threat,” *Foreign Affairs* (May/June 2018).