

Latest as of Aug 21, 2016

## **POLS 4650/5930 – War, Peace, and Politics**

Fall 2016, Th 19:00-21:30

Professor Nori Katagiri

Office: McGannon 127

Office hours: Thursdays 16:00-17:00 or by appointment

Classroom: McGannon 122

Email: [katagirin@slu.edu](mailto:katagirin@slu.edu)

Phone: 977-3044

### **Course Description and Objectives**

This is a graduate-level survey course in the field of international security. The course is designed to provide the student 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 student 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 and publishers. In addition, there are supplementary articles and book chapters. They are placed on e-reserve at the library.

### **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 September 15 and October 13. You will make three *original* arguments based on the readings and defend them from potential counterarguments. A paper shorter than 1,500 words and longer than 2,000 words will be penalized.

*Final paper: 40% of final grade*

The final paper will be comprehensive. You will receive a paper topic in the class on December 1 and submit your paper electronically by the deadline of 11pm, December 9. You will have to be physically in the class to pick up the topic.

*Class participation: 30% of final grade*

Your attendance and active participation are vital to the success of this course. At a minimum, you should come to class on time having completed and thought about the assigned readings for that class. We will cover materials during class that are not in the readings (and we will not cover every single point from the readings in class). A record of attendance will be maintained, and it is your individual responsibility to sign the class roster at each session. Your absence will be excused only in case of illness, death or medical emergency in the immediate family, and University-sponsored activities and if you provide evidence (email from your doctor,

Latest as of Aug 21, 2016

electronic copy of airplane/bus tickets, or official SLU letter/email about university activities) within 3 days of each absence. Unexcused absences will affect your participation grade. 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 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+	87-89	C+	77-79	D	60-70
A-	90-92	B	83-86	C	73-76	F	below 60
		B-	80-82	C-	70-72		

### **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 (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.

Latest as of Aug 21, 2016

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

### Aug 25 Course Introduction

- Bob Woodward, *Obama's Wars* (New York: Simon and Schuster, 2010), pp. 1-12.
- Jason Stearns, "African Conflicts, Western Activism," *Current History* (November 2012), pp. 317-321.
- David Gompert, et al., *War with China: Thinking Through the Unthinkable* (Santa Monica, RAND, 2016), pp. ix-xv, 1-9, 67-68, [http://www.rand.org/pubs/research\\_reports/RR1140.html](http://www.rand.org/pubs/research_reports/RR1140.html) (click "PDF File" on the right side of the webpage)
- John Mearsheimer, "Why the Ukraine Crisis is the West's Fault," *Foreign Affairs* (September/October 2014).
- Kenneth Pollack, "Fight or Flight: America's Choice in the Middle East," *Foreign Affairs* (March/April 2016), pp. 62-75.
- John Mearsheimer and Stephen Walt, "The Case of Offshore Balancing: A Superior U.S. Grand Strategy," *Foreign Affairs* (July/August 2016).

### Sept 1 On War

- Clausewitz, *On War*, pp. 75-89, 117-147.
- Sun Tzu, *The Art of War* (Oxford: Oxford University Press, 1971), pp. 62-101.
- James Scott, *Weapons of the Weak: Everyday Forms of Peasant Resistance* (New Haven: Yale University Press, 1985), pp. xv-xix, 1-27.

### Sept 8 No Class (Instructor presenting at outside conference)

### Sept 15 Ideas about War, Peace, and Diplomacy

- Norman Angell, *The Great Illusion: A Study of the Relation of Military Power to National Advantage*, 4<sup>th</sup> ed. (New York: Putnam's, 1913), Synopsis.
- Erik Gartzke, "The Capitalist Peace," *American Journal of Political Science*, Vol. 51, No. 1 (January 2007), pp. 166-184, [http://pages.ucsd.edu/~egartzke/publications/gartzke\\_ajps\\_07.pdf](http://pages.ucsd.edu/~egartzke/publications/gartzke_ajps_07.pdf).
- 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).
- Joshua Goldstein, *Think Again: War* (Foreign Policy, August 15, 2011), <http://foreignpolicy.com/2011/08/15/think-again-war/>.
- Thomas Schelling, *Arms and Influence* (New Haven: Yale University Press, 1968), pp. 1-18.

**Sept 16 (5-730pm) (in lieu of Sept 29)**

**Strategy to Win War and Peace**

- Clausewitz, *On War*, pp. 177-183, 566-573, 595-610.
- James Dunnigan, *How to Make War*, 4<sup>th</sup> ed. (New York: Quill, 2003), pp. 1-11, 342-349.
- Stephen Biddle, *Military Power: Explaining Victory and Defeat in Modern Battle* (Princeton: Princeton University Press, 2006), pp. 1-9, 14-51.
- Dominic Tierney, *The Right Way to Lose a War: America in an Age of Unwinnable Conflicts* (New York: Little, Brown, and Company, 2015), pp. 293-313.

**Sept 22 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, [https://mitpress.mit.edu/sites/default/files/titles/content/9780262633475\\_sch\\_0001.pdf](https://mitpress.mit.edu/sites/default/files/titles/content/9780262633475_sch_0001.pdf).
- 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.

**Sept 29 No Class (class moved to Sept 16)**

**Oct 6 Irregular Warfare, Terrorism, and Insurgency**

- Clausewitz, *On War*, pp. 479-483.
- 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.
- Max Abrahms, "Why Terrorism Does Not Work," *International Security*, Vol. 31, No. 2 (Fall 2006), pp. 42-78.
- Audrey Kurth Cronin, *How Terrorism Ends: Understanding the Decline and Demise of Terrorist Campaigns* (Princeton: Princeton University Press, 2009), pp. 1-13, 193-206.

**Oct 13 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.
- Jennifer Welsh, "The Responsibility to Protect: Dilemmas of a New Norm," *Current History* (November 2012), pp. 291-298.
- Thomas Weiss, "On R2P, America Takes the Lead," *Current History* (November 2012), pp. 322-324.

- 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.

**Oct 20 Cyber Security and Peace**

- Clausewitz, *On War*, pp. 357-378, 523-531.
- Thomas Rid, “Cyberwar and Peace: Hacking Can Reduce Real-World Violence,” *Foreign Affairs* (November/December 2013), pp. 77-87.
- Peter Singer and Allan Friedman, *Cybersecurity and Cyber War: What Everyone Needs to Know* (Oxford: Oxford University Press, 2014), pp. 67-165.

**Oct 27 Nuclear Weapons for War and Peace**

- Sagan and Waltz, *The Spread of Nuclear Weapons*, pp. 3-134, 175-214.

**Nov 3 Selected Topics in Asia: China and North Korea**

- John Mearsheimer, *The Tragedy of Great Power Politics* (New York: Norton, 2011), pp. 360-411.
- Andrei Lankov, *The Real North Korea: Life and Politics in the Failed Stalinist Utopia* (New York: Oxford University Press, 2013), pp. 187-260.

**Nov 10 The American Way of War under the New President**

- Russell Weigley, *The American Way of War* (New York: MacMillan, 1973), pp. xvii-xxiii.
- Colin Powell, “U.S. Forces: Challenges Ahead,” *Foreign Affairs* (Winter 1992/1993).
- 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.
- **Additional readings TBD.**

**Nov 17 External Environment and Conflict**

- 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.
- Thomas Homer-Dixon, *Environment, Scarcity, and Violence* (Princeton: Princeton University Press, 2001), pp. TBD.
- Garrett Hardin, “The Tragedy of the Commons,” *Science*, Vol. 162 (December 1968), pp. 1243-1248.

Latest as of Aug 21, 2016

**Nov 24**      **No class (Thanksgiving)**

**Dec 1**      **American Grand Strategy**

- Michael O’Hanlon and David Petraeus, “America’s Awesome Military: And How to Make It Even Better,” *Foreign Affairs* (September/October 2016).
- Mac Thornberry and Andrew Krepinevich, “Preserving Primacy: A Defense Strategy for the New Administration,” *Foreign Affairs* (September/October 2016).
- Colin Dueck, *The Obama Doctrine: American Grand Strategy Today* (Oxford: Oxford University Press, 2015), pp. 1-107.