

Political Science 437: War and World Politics

Spring 2020 Semester

TuTh 10:35-11:50, Elec Eng West 109

Instructor Information:

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Office Hours: Tu 12:00-1:00, Th 9:00-10:00, and by appointment

Course Overview

This course will introduce students to the causes of and potential solutions to wars and other forms of international conflict. It will address traditional wars between nation-states as well as civil wars and asymmetric warfare. The first and longest portion of the course will deal with the causes of war. The second portion will cover conflict resolution. The third portion will focus on new types of warfare, including terrorism and cyberwar. In all portions of the course, theories about war will be interspersed with examples from current events and modern history.

Each class meeting will include both lecturing and opportunities for discussion. I will typically present theories and background information in lecture format, and we will use discussion format to analyze the material in more depth. In addition, I will often pose questions to the class while lecturing, and I encourage you to raise your hand with any questions while I am lecturing.

Objectives

- Understand theories about the causes of international conflict.
- Compare the merits of various means of resolving international conflict.
- Analyze the causes of and solutions to prominent international conflicts.
- Debate the merits of arguments expressed in academic and policy articles.
- Write a research paper that explains a war using theories from class.

COURSE REQUIREMENTS

Course Grade Breakdown

Grade Component	Grade %	Date/Deadline
Class participation	20	Every class
Reading quizzes	5	In class, as designated in schedule
Midterm Exam	25	Feb 27, in class
Final Exam	25	To be scheduled by university
Draft Research Paper	ungraded	April 10, 5:00 PM, via TurnItIn
Final Research Paper	25	April 24, 5:00 PM, via TurnItIn

Class Participation and Attendance

For each class meeting, you will receive a participation score between 0 and 10. Students who make frequent and high-quality contributions to the discussion will earn 10 points, students who make at least some relevant contribution will earn 9 or 9.5 points, and students who are present but silent will earn 8.5 points. Because some days will have more opportunities to participate than others, I will do a slight curve of the participation averages at the end of the semester.

Students will receive a 0 for each unexcused absence. Excused absences will be dropped from the course grade. To have an absence excused, you must contact me with a valid excuse within one week after the absence. I will determine the validity of excuses at my own discretion and may require documentation. Valid excuses generally include physical or mental illness, family emergencies, university-sponsored activities, and career-related activities. Furthermore, I will drop your lowest two participation scores at the end of the semester, which essentially means you can have two “free” absences without needing a valid excuse.

If you arrive after I take attendance, it is your responsibility to let me know after class that you were present. One or more points will be deducted from the daily participation score of students who come in late, leave early, have side conversations, or engage in other disrespectful behavior. If you have a valid reason for arriving late or leaving early on a particular day, please let me know.

Readings and Quizzes

All of the readings on the syllabus provide useful background for the lecture, and I will occasionally reference them as I lecture. However, there are some readings that I want to have deeper discussions about, and these are designated as “*quiz and discussion*” readings in the course schedule below. These readings are typically academic articles that make an argument and seek to support it with empirical evidence. By analyzing these articles, you will gain insight into how to evaluate an argument.

For the “quiz and discussion” readings, I will send out reading comprehension questions at least two days in advance. In class, before we discuss the reading, I will administer a short (3-5 minute) open-notes quiz based on a subset of the questions that were sent out earlier.

If you have an *excused* absence on a quiz day, I will simply drop the quiz from your average. If you have an unexcused absence on a quiz day, you will receive a 0 for the quiz, unless you email me your answers to *all* of the reading comprehension questions before class starts. (This is an option you might want to use if you know in advance you will be absent for a non-excusable reason, such as a vacation.) At the end of the semester, I will drop your lowest quiz grade, which may be a 0.

Exams

The exams will cover the lectures and the quiz and discussion readings. Each exam will include multiple choice questions and two short essay questions. I will release an exam study guide two weeks before each exam is scheduled. A make-up exam will only be given if a student contacts me prior to the exam and provides a valid excuse with documentation. Otherwise, you will receive a 0 if you miss an exam.

Research Paper

The research paper assignment is to analyze the causes of a current or previous international conflict. You may choose an interstate conflict, a civil conflict, or an asymmetric conflict. The conflict you choose need not necessarily involve violence, but there must at least be potential for violence.

Your paper should consider three different causes that might have contributed to the conflict you are writing about and make an argument about the relative importance of the causes. Your argument should be focused on the underlying causes of the conflict rather than just the events that led to the conflict. At least two of the three causes you consider should be causes of conflict that we learned about in class. For example, you could choose to write about the Israeli-Palestinian conflict and discuss the spiral model, the deterrence model, and domestic politics as possible causes.

Research papers must be submitted via TurnItIn and will be checked using TurnItIn anti-plagiarism software. (Go to <https://turnitin.psu.edu/> and use class id 23348996 and enrollment key McManus_S20 to sign up.) Papers will be graded based on evidence of understanding theories from class, quality of research, strength of argumentation, and writing style. More detailed instructions for the research paper and a grading rubric will be posted on Canvas.

Research Paper Draft

If you would like feedback on your research paper prior to your final submission, you must upload it to TurnItIn by 5pm on April 10. The nature of the feedback that you receive will be general. For example, if there are grammar problems, I will not correct your grammar, but rather say that your grammar needs work. Your draft will not be graded.

If you miss the deadline for submitting a draft, I will not be able to look at your entire research paper, but I am willing to review an outline or excerpt up to 300 words long with 24 hours' notice. You are welcome and encouraged to run your paper topic and thesis by me at any time. I am also happy to talk with you about how to structure your argument, where to find evidence, or any other questions you may have.

COURSE AND UNIVERSITY POLICIES

Exceptions to Course Policies: The policies for this course are clearly laid out and fairly generous (for example, dropping the lowest quiz score and lowest two participation scores). Therefore, I am very unlikely to make exceptions. I also do not plan to offer extra credit.

Contacting Me: I generally allot time to respond to student emails at the beginning of each business day (Monday-Friday). Do not wait until the last minute to ask a question. If your question requires a response more than a few sentences long, it would be better to ask me after class, come to my office hours, or make an appointment.

Required Materials: All course readings will be posted on Canvas.

Class Notes: I will post my lecture slides on Canvas, but these are merely an outline of what is covered in class. The lecture slides should be supplemented by your own note-taking. If you are absent from class for any reason, it is your responsibility to get notes from a classmate.

Electronics in the Classroom: You may use a laptop or tablet to take notes if desired. Please refrain from doing non-course-related activity on your laptop during class, both for your own benefit and as a courtesy to those seated behind you. Please do not take photos during class.

Grading Scale

I will use the following grading scale:

A = 93 to 100

A- = 90 to 92

B+ = 87 to 89

B = 83 to 86

B- = 80 to 82

C+ = 77 to 79

C = 70 to 76

D = 60 to 69

F = 59 and below

Academic Integrity

Penn State defines academic integrity as “the pursuit of scholarly activity in an open, honest and responsible manner” (Senate Policy 49-20). Dishonesty of any kind will not be tolerated in this course. Dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without permission from the instructor, or tampering with the academic work of other students. Students facing allegations of academic misconduct should not drop the course; those who do will be added to the course again and will be expected to complete course work and meet course deadlines. If the allegations are dismissed, then the drop will be permitted. Students found responsible for academic misconduct often receive academic sanctions, which can be severe, and put themselves at risk for disciplinary sanctions assigned by the University's Office of Student Conduct (see Senate Policy G-9).

Your papers will be automatically checked for plagiarism using TurnItIn. To avoid plagiarizing, you must do all of the following each time you incorporate someone else's arguments or work or any information that is not common knowledge into your paper:

1. Either use quotation marks around the author's words or rephrase completely in your own words.
2. Include an in-text citation.
3. Have an entry in your References section at the end that matches the citation.

Students with Disabilities

I am happy to make reasonable accommodations for disabilities. If you require this, please provide me with a letter from Student Disability Resources within the first two weeks of class.

Counseling

Many students at Penn State face personal challenges or have psychological needs that may interfere with their academic progress, social development, or emotional well-being. The university offers a variety of confidential services to help you through difficult times, including individual and group counseling, crisis intervention, consultations, online chats, and mental health screenings. Here is some contact information:

- Counseling and Psychological Services at University Park(CAPS): 814-863-0395 or <http://studentaffairs.psu.edu/counseling/>
- Penn State Crisis Line (24 hours/7 days/week): 877-229-6400
- Crisis Text Line (24 hours/7 days/week): Text LIONS to 741741

Educational Equity and Reporting Bias Incidents

Penn State takes great pride to foster a diverse and inclusive environment for students, faculty, and staff. Consistent with University Policy AD29, students who believe they have experienced or observed a hate crime, an act of intolerance, discrimination, or harassment that occurs at Penn State are urged to report these incidents as outlined on the University's Report Bias webpage (<http://equity.psu.edu/reportbias/>).

Extended Absences

If extreme circumstances arise requiring extended absences, I recommend working with me directly to determine how you can make up missed work. If your situation rises to a level of difficulty that you cannot manage on your own with faculty support, reach out to the Student Care & Advocacy office by phone at (814-863-2020) or email them at StudentCare@psu.edu.

COURSE OUTLINE

Note: Some topics will spill over between classes. Any changes to the order of topics or assignment deadlines will be announced in class and by email.

Jan 14 Course Overview: Why Is War a Puzzle?

- No reading

PART 1: WAR AS A TRAGIC MISUNDERSTANDING?

Jan 16 Anarchy, the Security Dilemma, and the Spiral Model

- Waltz, Kenneth N. 1988. "The Origins of War in Neorealist Theory." *Journal of Interdisciplinary History* 18(4):615-628.

Jan 21 Spiral v. Deterrence Model

Also discuss how to read an academic article

- Jervis, Robert. 1976. *Perception and Misperception in International Politics*. Princeton: Princeton University Press. Chapter 3, pages 58-83.

Jan 23 Skepticism about Accidental War

- Kydd, Andrew. 1997. "Sheep in Sheep's Clothing: Why Security Seekers Do Not Fight Each Other." *Security Studies* 7(1):114-155.
 - Reiter, Dan. "Exploding the Powder Keg Myth: Preemptive Wars Almost Never Happen." *International Security* 20(2):5-34.
- (QUIZ AND DISCUSSION)**

Jan 28 Spiral v. Deterrence Model Applications: North Korea and Iran

- No reading

PART 2: WAR AS A BARGAINING FAILURE?

Jan 30 Introduction to game theory

- No reading

Feb 4 Rationalist Causes of War

- Fearon, James D. 1995. "Rationalist Explanations for War." *International Organization* 49(3):386-414.

Feb 6 Limitations of the Bargaining Model and Application to Iraq

- Lake, David A. 2011. "Two Cheers for Bargaining Theory: Assessing Rationalist Explanations of the Iraq War." *International Security* 35(3):7-52.
- (QUIZ AND DISCUSSION)**

- Feb 11 Coercion within the Bargaining Model Framework: Importance of Reputation and Signaling**
- Excerpt from McManus, Roseanne W. 2017. *Statements of Resolve: Achieving Coercive Credibility in International Conflict*. New York: Cambridge University Press.

- Feb 13 Reputation and Signaling prior to World War II and during the Cold War**
- Press, Daryl. 2005. "The Credibility of Power: Assessing Threats during the 'Appeasement' Crises of the 1930s." *International Security* 29(3):136-169. **(QUIZ AND DISCUSSION)**
 - Lebow, Richard Ned, and Janice Gross Stein. 1995. "Deterrence and the Cold War." *Political Science Quarterly* 110(2):157-181.

PART 3: OTHER CAUSES OF INTERSTATE WAR

- Feb 18 Power Transition Theory (Application to China)**
Also go over research paper assignment
- Kim, Woosang, and Scott Gates. 2015. "Power Transition Theory and the Rise of China." *International Area Studies Review* 18(3):219-226.

- Feb 20 Alliances and War**
- Kenwick, Michael R., and Roseanne W. McManus. "Deterrence Theory and Alliance Politics." Forthcoming in *What Do We Know about War?*, eds. Sarah Mitchell and John Vasquez.

- Feb 25 Catch Up and Review**
Also brainstorm research paper topics
- No reading.

Feb 27 Midterm Exam

- Mar 3 The Kantian Peace and Domestic Politics**
Also cover finding research paper sources
- Doyle, Michael. 1983. "Kant, Liberal Legacies, and Foreign Affairs, Part I." *Philosophy and Public Affairs* 12(3):205-235.
 - Meernik, James, and Peter Waterman. 1996. "The Myth of the Diversionary Use of Force by American Presidents." *Political Research Quarterly* 49(3):573-590

- Mar 5 Analyzing the Iraq War**
- Pillar, Paul R. 2006. "Intelligence, Policy, and the War in Iraq." *Foreign Affairs* 85(2):15-27. **(QUIZ AND DISCUSSION)**

Mar 10 & 12: No class (Spring Break)

PART 4: CAUSES OF CIVIL WAR

Mar 17 Ethnicity, Governance, Opportunity, and Civil War

Also cover avoiding plagiarism

- Posen, Barry R. 1993. "The Security Dilemma and Ethnic Conflict." *Survival* 35(1):27-47.
- Fearon, James D., and David D. Laitin. 2003. "Ethnicity, Insurgency, and Civil War." *American Political Science Review* 97(1):75-90.

Mar 19 Syrian Civil War

- Reading to be announced

Mar 24 & 26: No class (Professor at conference)

PART 5: ENDING WARS

Mar 31 Implications of the Bargaining Model for Ending War

Also give tips on research paper structure, grammar, and style

- Wagner, Harrison R. 2000. "Bargaining and War." *American Journal of Political Science* 44(3):469-484.
- Goddard, Stacie E. 2006. "Uncommon Ground: Indivisible Territory and the Politics of Legitimacy." *International Organization* 60(1):35-68. **(QUIZ AND DISCUSSION)**

Apr 2 Ending the Afghanistan War

- Reading to be announced

Apr 7 Mediation and Peacekeeping

- Beardsley, Kyle. 2008. "Agreement without Peace? International Mediation and Time Inconsistency Problems." *American Journal of Political Science* 52(4):723-40.
- Fortna, Virginia Page. 2004. "Interstate Peacekeeping: Causal Mechanisms and Empirical Effects." *World Politics* 56:481-519.

Apr 9 Humanitarian Intervention

- Kuperman, Alan J. 2008. "The Moral Hazard of Humanitarian Intervention: Lessons from the Balkans." *International Studies Quarterly* 52(1):49-80. **(QUIZ AND DISCUSSION)**

Note: Optional draft research papers due at 5pm on April 10

PART 6: NEW TYPES OF WARFARE

Apr 14 Terrorism: Definition, Trends, and Strategies

- Kydd, Andrew, and Barbara Walter. 2006. "Strategies of Terrorism." *International Security* 31(1):49-80.

Apr 16 ISIS, Counterterrorism, and Counterinsurgency

- Mueller, John, and Mark G. Stewart. 2012. "The Terrorism Delusion: America's Overwrought Response to September 11." *International Security* 37(1):81-110.

Apr 21 Cyber and Information Warfare

- Lindsay, Jon R. 2013. "Stuxnet and the Limits of Cyber Warfare." *Security Studies* 22(3):365-404.
- Klein, Hans. 2018. "Information Warfare and Information Operations: Russian and U.S. Perspectives." *Journal of International Affairs* 71(5):135-142.

Apr 23 No class (Professor at National Science Foundation)

Note: Research papers due at 5pm on April 24

Apr 28 Deterring and Responding to Cyber and Information Warfare

- Nye, Joseph F. Jr. 2017. "Deterrence and Dissuasion in Cyberspace." *International Security* 41(3):44-71.

Apr 30 Careers in International Security

- No reading