

POLI 160C: Security, Conflict, Violence, War

Instructor

Dr. Andrea Everett (anlevere@ucsc.edu)
Office: Merrill Annex 152
Hours: MF 1:30 – 2:30 pm
Sign up at <http://www.wejoinin.com/anlevere@ucsc.edu>

Course Information

Fall 2015
Time: MWF 3:30 – 4:40 pm
Location: Classroom Unit 1

Teaching Assistants: Joe Lehnert (jlehnert@ucsc.edu), Jeff Sherman (ipsherma@ucsc.edu)

COURSE DESCRIPTION

This course serves as an introduction to the field of security studies. Over the next ten weeks we will examine both traditional concepts of security rooted in the interests of the nation-state and more contemporary notions of security that focus on the well-being of individuals and populations. The course is divided into three main blocs. The first section (Week 1) will introduce students to these different ideas of security. In the second section (Weeks 2 through 6) we will learn about various causes of inter-state and civil war, and relatedly, what they imply about the prospects for peace. We will also discuss why some wars are worse than others. Finally, in section three (Weeks 7 through 10) we will cover a number of unconventional security issues and threats that are relevant to today's world. We will also discuss the various policy approaches that are used to combat them. Key issues include insurgency, terrorism, genocide and mass atrocities, population migration, the international spread of disease, and environmental change.

OBJECTIVES

In this course you will learn:

- To identify different concepts of security and their implications for policy
- To understand the major causes of war and peace, and what they imply about policies to help avoid conflict
- To recognize the range of security challenges confronting the world today, and the policies used to combat them
- To evaluate the persuasiveness of theoretical and empirical claims using evidence
- More generally, to become more informed consumers of media and foreign policy debates

DISCUSSION SECTIONS

A. Mon 11:00 am - 12:10 pm	Oakes Acad 106	Jeff Sherman
B. Tues 08:30 am - 09:40 am	Oakes Acad 102	Joe Lehnert
C. Weds 08:00 am - 09:10 am	Porter Acad 144	Joe Lehnert
D. Mon 09:30 am - 10:40 am	Oakes Acad 102	Jeff Sherman

READINGS

There is one required textbook for this course: *Security Studies: An Introduction* (2nd Edition, 2013), edited by Paul D. Williams. It is available at the Bay Tree Bookstore. Additional readings will be available on eCommons (<https://ecommons.ucsc.edu/portal>) or online (with links as posted below).

COURSE REQUIREMENTS and EVALUATION

Attendance, Participation, & Reading Quizzes (15%)

Attendance at lecture and active participation in discussion sections are mandatory. Comprehension of the course material and active participation in class will depend on completing the assigned readings. Students are expected to complete all readings before the class meeting for which they are assigned, and to come to class ready to contribute. Although the course will be primarily lecture-based, I welcome questions and we will also spend some class time in large and small-group discussion activities. Students should thus come to both lecture and discussion section prepared to participate, and should bring a copy of the readings in order to facilitate discussion and questions.

This course requires a substantial but reasonable amount of reading (about 100-130 pages most weeks), which is intended both to expose you to a wide array of arguments and historical material and to help you learn to become more efficient and critical readers. To facilitate effective reading, you should try to answer the following questions as you go through each assigned piece: What is the author's main point or argument? What arguments or point of view (if any) is he arguing against? What evidence does she use to support her argument? Is it compelling? Are there other arguments or evidence that could be used to contradict her point of view? How does the author's argument relate to the other readings for the week, and for previous weeks? In addition, I recommend writing down questions and insights as you read in order to help foster active participation and discussion.

To encourage attendance and timely reading, an unspecified number of short, unannounced quizzes based on the readings will be administered at the beginning of class. These quizzes are designed to be very easy if you did the readings, and very difficult if you did not. There will be no excused absences from these quizzes, but your lowest grade will be dropped. Thus, you may miss one quiz with no penalty for any reason. They will be graded to reflect both attendance and reading. We will discuss this at greater length in class.

Participation grades will be based on both the reading quizzes and on active participation in discussion section and lecture-based activities. **The quizzes will account for 5% of your overall grade (1/3 of the participation component) and your performance in discussion section will account for the other 10% (2/3 of the participation component).**

Short Essays (Two at 15% Each = 30%)

Students will prepare two short essays of 4-5 pages based on the lecture and reading materials, in response to a prompt provided by the instructor. There will be a choice of 2-3 prompts for each paper. The prompts and grading rubric for the first essay will be **assigned on October 12 and due on October 19**. The second essay will be **assigned on November 16 and due on November 23**.

A note on Citation and Documentation of Sources in Papers:

All courses in the Politics Department use one of two standard forms of citation: 1) parenthetical/in-text citations, or 2) footnotes. For the in-text system, the Department follows the Modern Language Association (MLA); for footnotes, the Chicago Manual of Style. Familiarize yourself with the style guides for the two systems provided on the Politics Department website at <http://politics.ucsc.edu/undergraduate/citation.html>. All sources must be cited appropriately.

Midterm (20%) and Final Exam (35%)

The course will also include two exams. Both will be closed book, and will cover the readings, lectures and other in-class activities and discussions. Some of the material that we cover in class will not be in the readings, and vice versa. *All* of it is fair game. The exams will cover the entire course up until that point. The **midterm** will be given **in class** on **November 4**, and the **final** will be on **December 9 from 4 – 7 pm**.

POLICIES

Make-up Exams & Late/Missing Assignments

Students are expected to attend all exams and to complete all assignments on time. There will be no make-up exams or paper extensions except for an appropriately documented family or medical emergency. Extension requests are more compelling if you contact your TA or myself *in advance* about a potentially disruptive medical or family condition. You must also contact me during the first week of the quarter if there is a university-excused conflict that will prevent you from taking the exam in class on the scheduled date. For papers, assignments received within an hour of the deadline will receive a penalty of one-third of a grade reduction. Papers received within 24 hours of the deadline will be penalized two-thirds of a grade. An additional two-thirds of a grade will be deducted for each subsequent 24-hour period or portion thereof. Papers more than three days late will not be accepted. The clock stops when you *email* your TA a copy of the paper.

Technology and Etiquette in the Classroom

Students are asked to follow basic etiquette in class by arriving and leaving on time, raising your hand before speaking in class, and refraining from insults or threatening behavior. Students are to ***turn off or silence all mobile devices*** prior to class. Students may use laptops to take notes during lecture or to refer to readings during class discussion, but not for web surfing/social networking/email, etc. If I find that use of student computers for non-course related purposes becomes a problem, I reserve the right to reduce students' final grades as a result. Finally, failure to abide by these policies may result in the student being asked to leave the classroom.

Disciplinary Communication (DC) Requirement

In the Politics major, the university's DC requirement is fulfilled by completing any three of four core courses (105A, B, C, D; 120A, B, C; 140A, B, C, D; 160A, B, C). The goal of the DC requirement is to ensure that you acquire the skills in writing and other forms of communication necessary for your major. The central goals of the core courses are breadth of knowledge within the major and training and improvement in writing. You should see the core courses as a progressive and cumulative process requiring sustained attention to the form and quality of your writing. Another form of disciplinary communication is speaking and discussion. You are encouraged to work on the clarity and quality of your contributions to section and lecture discussions.

Academic Integrity

I take academic integrity very seriously and I expect all students to do the same. All written work you submit for this class must be your own. Cheating and plagiarism will not be tolerated. Students are expected to familiarize themselves with and follow the university's policies on academic integrity at http://www.ue.ucsc.edu/academic_integrity. Lack of knowledge of the academic integrity policy

is not a reasonable explanation for a violation. Questions related to course assignments and the integrity policy should be directed to me. Suspected violations will be pursued according to university policy, and may lead to failing the course and suspension or dismissal from the university.

Accessibility and Disabilities

If you qualify for classroom accommodations because of a disability, please submit an Accommodation Authorization from the Disability Resource Center (DRC) to me during office hours or by appointment within the first two weeks of the quarter. Contact DRC at [831-459-2089](tel:831-459-2089) (voice), by email at drc@ucsc.edu, or on the web at <http://drc.ucsc.edu> for more information.

Grade Appeals

Requests for re-grades of exams or papers may be made no less than 5, and no more than 14, days after receiving a graded assignment. This permits you to think about and compose a justification for the request, but also ensures that we address any grading concerns together in an expeditious manner. I will not consider requests for re-grades outside this window. If you wish to contest a grade given by a TA, you must explain in writing (within one week) why your grade is inaccurate in light of the comments you received and include a copy of the original assignment. All requests will result in the assignment being re-graded in its entirety, and I reserve the right to adjust the grade *either up or down*. Any computational errors, by contrast, should be brought to my attention immediately. Finally, students should keep copies of the assignments they turn in and retain graded assignments and exams until they receive their final course grade.

Email Policy

I will respond to course-related emails within 48 hours during the week, but I may not check them on the weekend (*Exception: I will not answer paper-related questions by email during the 24 hours before they are due*). Students should plan accordingly, and contact me by Thursday morning with questions needing an answer by the weekend. I will not respond to questions that are answered in the syllabus. If you have administrative questions (Why can't I download this reading? When is the final exam?), please review the syllabus and then ask a fellow student before contacting your TA or myself. If you still cannot find an answer, of course we will be happy to help. Students who miss a class are responsible for obtaining lecture notes, instructions, and other information from a classmate.

Office Hours

Dr. Everett's normal office hours will be Mondays and Fridays at 1:30-2:30 pm, but other times may be scheduled as needed. You may sign up at <http://www.wejoinin.com/anlevere@ucsc.edu>. You may come without an appointment, but I will honor preexisting appointments before walk-ins. TAs will set their own office hours and announce them to their sections.

Many students attend office hours only immediately before exams or papers are due, or after grades are returned. I am happy to answer questions about course material and papers up until the due dates, but I strongly encourage you to use office hours throughout the quarter and hope you will visit whenever you think discussion on an individual basis would be helpful. Finally, if you cannot attend office hours during the scheduled time, I will be happy to make another appointment.

COURSE SCHEDULE

September 25: Introduction to the course

- Read the syllabus carefully

PART I: WHAT IS SECURITY? WHO IS IT FOR?

Week 1: September 28 – October 2

September 28: Concepts of Security

- Williams Ch.1 & 36. (26)
- Franklin D. Roosevelt, “Annual Message to Congress on the State of the Union” (“Four Freedoms” speech), January 06, 1941. (8)

September 30: Security and Insecurity for States and Humans

- Williams Chs.13 & 19. (37)
- Steven Pinker, “A History of Violence.” *The New Republic*, March 19, 2007. (8)

October 2: Gender and Security – Is Security for Men?

- Williams Ch.8 (13)
- Carol Cohn, “Sex and Death in the Rational World of Defense Intellectuals,” *Signs*, Vol. 12, No. 4 (Summer, 1987), pp. 687-718. (32)

PART II: CAUSES OF WAR AND PEACE

Week 2: October 5 – 9

October 5: Realism – Anarchy & Power

- Stephen M. Walt, “International Relations: One World, Many Theories,” *Foreign Policy* 110 (Spring 1998): 29-32+34-44. (15)
- Williams Chs. 2, 11, & 23 (through the middle of p.346 only). (39)

October 7: Liberalism – Democracy, Interdependence, and Institutions

- Williams Ch.3. (15)
- Norman Angell, *The Great Illusion*. 1910. Read the Synopsis, excerpted in Richard K. Betts, *Conflict after the Cold War: Arguments on Causes of War and Peace*, 299-301. (2)
- John R. Oneal and Bruce Russett, “The Kantian Peace: The Pacific Benefits of Democracy, Interdependence, and International Organizations, 1885-1992,” *World Politics* 52:1 (1999), 1-37. (37)

October 9: Uncertainty and Information

- Williams Ch.10. (18)
- James Fearon, “Rationalist Explanations for War,” *International Organization* 49: 3 (Summer 1995): 379-414. (36)

Week 3: October 12 – 16

October 12: Bad Capitalists

- Vladimir I. Lenin, “Imperialism: The Highest Stage of Capitalism”, excerpted in Richard K. Betts, *Conflict after the Cold War: Arguments on Causes of War and Peace*, 188-195. (8)
- Adam Hochschild, *King Leopold’s Ghost*. New York, NY: Houghton Mifflin (First Mariner Edition, 1999). Read the Introduction (pp.1-6), Ch.2 (pp.33-46), Ch.8 (pp.115-139), Ch.10 (pp.158-166 only). (54)

* First essay assignment distributed

October 14: The Role of Resources in Civil War

- Ross, Michael L. 2004. “How Do Natural Resources Influence Civil War? Evidence from Thirteen Cases.” *International Organization* 58(1): 35-67. (33)

October 16: Constructivism & Culture

- Williams Chs.5 & 12. (30)

Week 4: October 19 – 23

October 19: Ethnic & Religious Conflict

- Williams Ch.18. (15)
- Radha Kumar, “The Troubled History of Partition,” *Foreign Affairs* Vol.76 No.1 (1997). (13)

* First essay assignment due

October 21: Leaders’ Personality & Psychology

- Daniel L. Byman and Kenneth M. Pollack, “Let Us Now Praise Great Men: Bringing the Statesman Back In,” *International Security* 25 (March 2001): 107-146. (40)
- Robert Jervis, “War and Misperception,” *The Journal of Interdisciplinary History*, Vol.18 No.4 (1988), pp.675-200. (26)

October 23: Ideology

- Adolf Hitler, *Mein Kampf*, Book 2, Ch. 14 (“Eastern Orientation or Eastern Policy”). (27)
- George Kennan, “The Sources of Soviet Conduct,” *Foreign Affairs*, July 1947. (12)
- John G. Stoessinger, *Why Nations Go to War* (11th Edition). 2011. Read Ch. 2, “Barbarossa: Hitler’s Attack on Russia.” (28)

Week 5: October 26 – 30

October 26: Historical Trends in Military Technology & Doctrine

- Jack S. Levy and William R. Thompson. *The arc of war: origins, escalation, and transformation*. University of Chicago Press (2011). Chapter 5. (29)

October 28: Nuclear weapons

- Kenneth Waltz, “The Spread of Nuclear Weapons: More May Better,” *Adelphi Papers*, No. 171 London, UK: International Institute for Strategic Studies. 1981. (35)
- Scott D. Sagan, “The Perils of Proliferation: Organization Theory, Deterrence Theory, and the Spread of Nuclear Weapons.” *International Security*, Vol. 18, No. 4 (Spring, 1994), pp. 66-107. (42)

October 30: The Nuclear Non-Proliferation Regime

- Williams Ch.27. (16)
- **We will also add a reading about the 2015 Iranian nuclear negotiations and agreement, announced closer to the class date

Week 6: November 2 – 6

November 2: New technologies

- Thomas Rid. “Cyberwar and Peace.” *Foreign Affairs*. Vol.92 No.6 (2013), pp.77-87. (11)
- Herbert S. Lin, “Arms Control in Cyberspace: Challenges and Opportunities,” *World Politics Review*. March 6, 2012. (8)
- Sarah Kreps and Micah Zenko. “The Next Drone Wars.” *Foreign Affairs*. Vol. 93 No. 2 (2014), pp.68-79. (12)

November 4: In-class Midterm

November 6: Screening of Dr. Strangelove

PART III: UNCONVENTIONAL THREATS AND RESPONSES

Week 7: November 9 – 13

November 9: Insurgency

- Mao Tse-Tung. *On Guerrilla Warfare* (1937), Chs. 1, 2, & 6. (15)
- David Galula. *Counterinsurgency Warfare: Theory and Practice*. New York, NY: Praeger (1964). Read Chs. 1-2, pp.3-31. (29)

November 11: No Class – Happy Veterans Day!

November 13: Counter-insurgency

- Williams Ch.31. (16)
- David Galula. *Counterinsurgency Warfare: Theory and Practice*. New York, NY: Praeger (1964). Read Ch.5 and Ch.6 through “Coordination of Efforts,” pp.52-68. (17)
- Eliot Cohen, Conrad Crane, Jan Horvath, and John Nagl, “Principles, Imperatives, and Paradoxes of Counterinsurgency,” *Military Review* (March-April 2006). (5)

Week 8: November 16 – 20

November 16: Terrorism & Counterterrorism

- Williams Chs. 15 & 30. (29)
- Martha Crenshaw, “The Logic of Terrorism: Terrorist Behavior as a Product of Strategic Choice,” in *Origins of Terrorism: Psychologies, Ideologies, Theologies, States of Mind* by Walter Reich (ed.), 1998: pp.7-24. Woodrow Wilson International Center for Scholars. (18)

* Second essay assignment distributed

November 18: Genocide & Mass Atrocity Crimes

- Williams Ch.17. (14)
- Barbara Harff, “No Lessons Learned from the Holocaust? Assessing Risks of Genocide and Political Mass Murder since 1955,” *American Political Science Review* Vol.97, No. 1 (2003), pp.57-73. (17)

November 20: Humanitarian intervention & The Responsibility to Protect

- Williams Ch.32. (18)
- Benjamin Valentino, “The True Costs of Humanitarian Intervention.” *Foreign Affairs*. Vol.90 No.6 (2011), pp.60-73. (14)

Week 9: November 23 – 27

November 23: Population Movements

- Williams Ch.34. (15)
- Idean Salehyan and Kristian Skrede Gleditsch, “The Syrian Refugee Crisis and Conflict Spillover,” February 11, 2014. Online at: <http://politicalviolenceataglance.org/2014/02/11/the-syrian-refugee-crisis-and-conflict-spillover/>
- Christopher Rudolph, “Security and the Political Economy of International Migration,” *The American Political Science Review*, Vol. 97, No. 4 (Nov., 2003), pp. 603-620. (18)

* Second essay assignment due

November 25: TBD

November 27: No Class – Happy Thanksgiving!

Week 10: November 30 – December 4

November 30: Health

- Williams Ch.22. (13)
- Sara E. Davies, “Securitizing Infectious Disease,” *International Affairs* Vol. 84 No. 2 (March 2008), pp. 295-313. (19)
- Rebecca Katz and Daniel A. Singer, “Health and security in foreign policy,” *Bulletin of the World Health Organization* Vol.85 No.3 (March 2007), pp.233-34. (2)

December 2: Climate Change / Environment

- Williams Ch.21. (13)
- Thomas F. Homer-Dixon, “On the Threshold: Environmental Changes as Causes of Acute Conflict,” *International Security*, Vol. 16, No. 2 (Fall, 1991), pp. 76-116. (41)

December 4: Final Exam Review

- Bring your questions!

Dec 9: Final Exam at 4:00 – 7:00 pm