

International Conflict
POLI-3020-01, 3 credits
Fall 2019
MWF 12-12:50pm, Norman Mayer 101

Contact Information

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Course site: [Canvas](#)

Catalog/Course Description. This course covers the theory, policy, and politics of international security. Orthodox approaches to security have emphasized classic “high politics” in the form of great power conflict but we now live in a era when great power war is almost (but not quite) inconceivable. The course introduces a set of theoretical approaches that helps us understand why great power conflict is so rare in the 21st century and then spends the remainder of our time dealing with topical issues like nuclear proliferation, health and disease, terrorism, and human security.

Course Learning Objectives. After completing this course, students will:

- 1) understand the major theoretical approaches to international security and how/when to apply them;
- 2) have an appreciation for the few certainties in international security and the difficulties that policymakers face when trying to produce absolute security;
- 3) and be aware of the evolving nature of threats, in particular how/why non-traditional threats have for the moment replaced great power conflict.

Program-Level Outcomes. This course addresses the following program outcomes:

- 1) students will become better writers and thinkers by receiving critical feedback on their prose and analysis;
- 2) students will gain research skills and use the proper methodologies necessary to write a research paper in the discipline of political science;
- 3) students will become familiar with the principal questions and debates in the IR subfield of international security, from great power conflict to environmental and human security.

Course Requirements and Evaluation

Break-down of course grades:

Midterm (Oct. 7)	25%
“Presentations”	10%
Research Proposal (due Oct. 7)	20%
Final Paper (due Dec. 9)	25%
Participation	20%

Participation. Individual participation is worth 20% of your grade. Simply showing up for class is not sufficient to earn participation points. You are expected to attend classes regularly and participate in discussions. I want you to talk so that you engage with the material and your classmates. It is not any more complicated than that. You are free to ask about current events, readings you did not understand, et cetera. This way we can learn interactively.

Midterm Exam. The midterm exam covers all topics discussed in class from our introduction on August 26th to the day of the exam on October 7th.

Research Proposal. You will complete a 2-page research proposal on a subject of your choosing. A strong proposal requires five essential elements: 1) a refined research question; 2) an argument for why the question is of socio-political importance; 3) a brief discussion, derived from outside research, on possible/alternative answers to your question; 4) a statement on how you would conduct the necessary research to answer your question; and 5) a note on possible obstacles/barriers to conducting your question, such as difficulty in locating/accessing sources. We will discuss each of these elements in detail during our class sessions. Proposals are due via Canvas’s Turnitin tool before class on October 7th.

Final Paper. Using your research proposal and my comments on it, you will complete a 7-page research paper. You should follow the [rubric](#) guidelines as well as any additional instructions offered during our class period. Final papers are due via Canvas’s Turnitin tool by 1pm on December 9th.

Presentations. Each member of the class will act as a discussion facilitator for one class meeting. The facilitator’s principal duty is to present commentaries on the weekly readings intended to raise questions and offer a critical assessment of the readings. A mere summary of the readings without posing critical questions and providing in-depth analysis is not appropriate for this purpose.

Course Grading Policies

Makeup exams. You are not automatically entitled to a makeup examination, which are only given in cases of compelling and well-documented excuses, e.g., acute illness, religious observances, athletic events. Oversleeping is not included on that list. You must also have documentation from a physician (not a nurse) or the appropriate administrator at the College. If you have sufficient cause to warrant a makeup exam, I will determine the date and time of the exam.

Late submissions. If you submit work late, I reserve the right to fail you (with a zero) on that particular assignment. If you find yourself needing more time to complete assignments, please proactively contact me via email and ask for an extension.

Grading. I encourage you to come see me if you have questions about a grade for an assignment. However, I do ask that you wait one week (a cooling off period). During that time, please re-read your assignment and be prepared to defend your position by incorporating relevant course materials.

Readings. You are responsible for all reading assignments. Come prepared to discuss them, and please make sure to have them handy during class. All readings are available through the syllabus via links, which are marked in blue (below). Clicking on the Further Reading “doc” will bring you to a Google Doc of additional readings on each course topic. These links will remain active beyond the length of the course, so you can use them for independent research, capstones, and the like. Clicking “Notes” brings you to a Google Doc that raises general and specific questions related to the readings for each topic. Ideally, you will click this link before you read for class, as a reading guide. These will also serve as study guides because I update them after each lecture.

Nota Bene. It is essential that you complete the readings in the course. If it becomes apparent that the class is not keeping up with the readings, I reserve the right to administer surprise quizzes. If this occurs, I will redistribute the relative weight of the course assignments.

Course Feedback. Aside from the formal evaluation at the end of the term, I welcome and encourage feedback throughout the semester on course structure, readings, lectures, et cetera. If you would like to see additional topics covered, please let me know and I will give it consideration. Comments, suggestions, and criticisms will have no bearing (positive or negative) on your grade. You may leave anonymous feedback via Google Forms by: 1) signing in to the course Canvas site; 2) clicking the “Modules” tab; 3) clicking “Course Feedback” tab.

Attendance. Attendance is a requirement if you wish to do well in this course. In-class notes, discussion, and lecture material are the basis for the course's exams.

I give you two allowed absences, no questions asked. You will be responsible for course material and discussion content for days that you miss. For absences beyond the given two allowed absences, you must provide some sort of documentation, excluding in certain circumstances as discussed with me. Missing more than three courses without good cause, e.g., illness, religious holidays, family deaths, will result in a 2% grade reduction per absence. It is possible to earn a failure due to absence (FA) in this course.

ADA/Accessibility Statement. Any students with disabilities or other needs, who need special accommodations in this course, are invited to share these concerns or requests with the instructor and should contact Goldman Center for Student Accessibility: <http://accessibility.tulane.edu> or 504.862.8433.

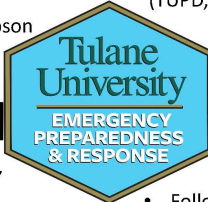
Code of Academic Conduct. The Code of Academic Conduct applies to all undergraduate students, full-time and part-time, in Tulane University. Tulane University expects and requires behavior compatible with its high standards of scholarship. By accepting admission to the university, a student accepts its regulations (i.e., [Code of Academic Conduct](#) and [Code of Student Conduct](#)) and acknowledges the right of the university to take disciplinary action, including suspension or expulsion, for conduct judged unsatisfactory or disruptive.

Title IX. Tulane University recognizes the inherent dignity of all individuals and promotes respect for all people. As such, Tulane is committed to providing an environment free of all forms of discrimination including sexual and gender-based discrimination, harassment, and violence like sexual assault, intimate partner violence, and stalking. If you (or someone you know) has experienced or is experiencing these types of behaviors, know that you are not alone. Resources and support are available: you can learn more at allin.tulane.edu. Any and all of your communications on these matters will be treated as either “Confidential” or “Private” as explained in the chart below. Please know that if you choose to confide in me I am mandated by the university to report to the Title IX Coordinator, as Tulane and I want to be sure you are connected with all the support the university can offer. You do not need to respond to outreach from the university if you do not want. You can also make a report yourself, including an anonymous report, through the form at tulane.edu/concerns.

Confidential	Private
Except in extreme circumstances, involving imminent danger to one’s self or others, nothing will be shared without your explicit permission.	Conversations are kept as confidential as possible, but information is shared with key staff members so the University can offer resources and accommodations and take action if necessary for safety reasons.
Counseling & Psychological Services (CAPS) (504) 314-2277 <i>or</i> The Line (24/7) (504) 264-6074	Case Management & Victim Support Services (504) 314-2160 <i>or</i> srss@tulane.edu
Student Health Center (504) 865-5255	Tulane University Police (TUPD) Uptown: (504) 865-5911 Downtown: (504) 988-5531
Sexual Aggression Peer Hotline and Education (SAPHE) (504) 654-9543	Title IX Coordinator (504) 314-2160 <i>or</i> msmith76@tulane.edu

Emergency Preparedness & Response.

EMERGENCY NOTIFICATION SYSTEM: TU ALERT		RAVE GUARDIAN	
In the event of a campus emergency, Tulane University will notify students, faculty, and staff by email, text, and phone call. You were automatically enrolled in this system when you enrolled at the university. Check your contact information annually in Gibson Online to confirm its accuracy.		• Download the RAVE Guardian app from the App Store • Communicate with dispatchers silently by selecting "Submit Tip" feature in the app • Use the Safety Timer feature to alert your "guardian" (TUPD, family, friend) when travelling alone at night For more information, visit publicsafety.tulane.edu/rave-guardian	
ACTIVE SHOOTER / VIOLENT ATTACKER		SEVERE WEATHER	
• RUN – run away from or avoid the affected area, if possible • HIDE – go into the nearest room that can be locked, turn out the lights, silence cell phones, and remain hidden until all-clear message is given through TU ALERT • FIGHT – do not attempt this option, except as a last resort For more information on Active Shooter emergency procedures or to schedule a training, visit emergencyprep.tulane.edu		• Follow all TU Alerts and outdoor warning sirens • Seek shelter indoors until the severe weather threat has passed and an all-clear message is given • Do not attempt to travel outside if weather is severe • Monitor the Tulane Emergency website (tulane.edu/emergency/) for university-wide closures during a severe weather event	



Course Outline

August 26, Introduction

I. Anarchy, the State, & Violence.

Further Reading, Notes

August 28, Anarchy & the State I

John Mearsheimer. (2001). "[Anarchy and the Struggle for Power.](#)" In *The Tragedy of Great Power Politics*. New York, N.Y.: W. W. Norton & Co.

August 30, No class, APSA Conference

September 2, No class, Labor Day

September 4, Anarchy & the State II

Timothy Mitchell. (1991). "[The Limits of the State: Beyond Statist Approaches and Their Critics.](#)" *The American Political Science Review* 85(1), 77-96.

September 6, The State & War

Charles Tilly. (1985). "[War making and state making as organized crime.](#)" In P. Evans, D. Rueschemeyer, & T. Skocpol (Eds.), *Bringing the State Back In* (pp. 169-191). Cambridge, MA: Cambridge University Press.

September 9, The State & War in Regional Perspective

Miguel Angel Centeno. (1997). "[Blood and Debt: War and Taxation in Nineteenth -Century Latin America.](#)" *American Journal of Sociology* 102(6), 1565-1605.
Jeffrey Herbst. (1990). "[War and the state in Africa.](#)" *International Security*, 14(4), 117-139.

September 11, State Failure & Security

Seth G. Jones. (2008). "[The Rise of Afghanistan's Insurgency: State Failure and Jihad.](#)" *International Security*, 32(4), 7-40.
Frontline. (2015). "[Inside Assad's Syria.](#)" *Public Broadcasting Service*. October 27.

II. State Conflict.

Further Reading, Notes

September 13, Polarity & Alliances

William C. Wohlforth. (2009). “[Unipolarity, Status Competition, and Great Power War.](#)” *World Politics*, 61(1), 28-57.

Neil Holloran. (2015). “[The Fallen of World War II.](#)” Vimeo. May 20.

September 16, The Security Dilemma

Robert Jervis. (1978). “[Cooperation Under the Security Dilemma.](#)” *World Politics* 30(2), 167-214.

Randall L. Schweller. (1996). “[Neorealism’s Status-Quo Bias: What Security Dilemma?](#)” *Security Studies*, 5(3), 90-121.

September 18, Guns versus Butter

Patrick J. McDonald. (2007). “[The Purse Strings of Peace.](#)” *American Journal of Political Science*, 51(3), 569-582.

September 20, A Democratic Peace?

Bruce Russett, Christopher Layne, David E. Spiro, & Michael W. Doyle. (1995). “[The Democratic Peace.](#)” *International Security*, 19(4), 164-184.

September 23, A Dictatorial Peace?

Mark Peceny, Caroline C. Beer, & Shannon Sanchez-Terry. (2002). “[Dictatorial peace?](#)” *The American Political Science Review*, 96(1), 15-26.

September 25, A Capitalist Peace?

Erik Gartzke. (2007). “[The Capitalist Peace.](#)” *The American Journal of Political Science*, 51(1), 166-191.

September 27, Effects of Nukes

Michael Riordan. (1982). *The Day After Midnight: The Effects of Nuclear War*. Cheshire, United Kingdom: Cheshire Books.

Ana Swanson. (2015). “[What it would look like if the Hiroshima bomb hit your city.](#)”

The Washington Post. August 5.

German Lopez & Bill Rankin. (2014). “[Map: The world has set off at least 2,400 nuclear weapons since 1945.](#)” *Vox*. October 1.

September 30, Building Nukes

Scott D. Sagan. (1996). “[Why Do States Build Nuclear Weapons? Three Models in Search of a Bomb.](#)” *International Security*, 21(3), 54-86.

Akshat Rathi. (2016). “[Why it’s so difficult to build a hydrogen bomb.](#)” *Quartz*. January 7.

Adam Taylor. (2016). “[Two Charts that Put North Korea’s Latest Nuclear Test in Perspective.](#)” *The Washington Post*. January 7.

III. Civil-Military Relations.

Further Reading, Notes

October 2, Civil-Military Relations

Peter D. Feaver. (1996). “[The civil-military problematique: Huntington, Janowitz, and the question of civilian control.](#)” *Armed Forces and Society*, 23(2), 149-178.

October 4, Midterm Review & Discussion of Research Proposals

Midterm, Yom Kippur & Fall Break¹

October 7 & October 9-11

¹ We will take the midterm on October 7, which is the day that your research proposals are due before the start of class via Canvas. After that, you're on break for Yom Kippur and Fall Break, so there is no class on October 9 or October 11. Relax!

October 14, Societies, States, and the Mass Army

Ronald Krebs. (2004). "A school for the nation? How military service does not build nations, and how it might." *International Security*, 28(4), 85-124. *Security*, 18(2), 80-124.

October 16, Coups & Coup Theory

Drew Holland Kinney. (2018). "Politicians at Arms: Civilian Recruitment for Middle East Coups." *Armed Forces & Society*. Firstview.

October 18, The Use of Force

Stephen Peter Rosen. (1995). "Military Effectiveness: Why Society Matters." *International Security*, 19(4), 5-31.

October 21, Review

IV. Political Violence.

Further Reading, Notes

October 23, Terrorism

John Mueller. (2004). "A False Sense of Insecurity?" *Regulation*, 27(3), 42-46.

October 25, Ethnic Conflict

John Mueller. (2000). "The Banality of Ethnic War." *International Security* 25(1), 42-70.
Pankaj Mishra. (2007). "Exit wounds: The legacy of Indian partition." *The New Yorker*. August 13.

October 28, Civil War

H. Hegre, T. Ellingsen, S. Gates, and N. P. Gleditsch. 2001. "Toward a Democratic Civil Peace?" *The American Political Science Review* 95(1), 33-48.
Karen Yourish, K.K. Rebecca Lai, & Derek Watkins. (2015). "How Syrians are Dying." *The New York Times*. September 14.
Megan Specia. (2018). "How Syria's Death Toll Is Lost in the Fog of War." *The New York Times*. April 13.

October 30, Gender & Violence

Nicole Detraz. (2012). *International Security and Gender*. Cambridge, United Kingdom: Cambridge University Press (read ch. 1).

November 1, Review

V. Critical Theory & Human Security.

Further Reading, Notes

November 4, Critical Security Studies

Georg Löffmann. 2013. "[Hollywood, the Pentagon, and the cinematic production of national security.](#)" *Critical Studies on Security* 1(3): 280-94.

November 6, Securitization

Luca Mavelli. (2013). "[Between Normalisation and Exception: The Securitisation of Islam and the Construction of the Secular Subject.](#)" *Millennium*, 41(2), 159-181.

November 8, Human Security

Roland Paris. (2001). "[Human Security: Paradigm Shift or Hot Air?](#)" *International Security*, 26(2), 87-102.

November 11, Human Security: Returning from War

Frontline. (2010). "[The Wounded Platoon.](#)" *Public Broadcasting Service*. May 18.

November 13, Human Security: Drugs & the Drug War

James Adames. 2017. "[Dope, S1-E2: Once You See It, You Can Never Unsee It.](#)" *Netflix*.

November 15, Review & Discussion of Papers

VI. Non-Traditional Security Studies.

Further Reading, Notes

November 18, Demographics

Jack A. Goldstone, Eric P. Kaufmann, & Monica Duffy Toft (eds.). (2012). *Political Demography How Population Changes Are Reshaping International Security and National Politics*. Boulder, C.O.: Paradigm (read ch. 2, 4, & 8).

November 20, Environmental Security

Val Percival & Thomas Homer-Dixon. (1998). “[Environmental Scarcity and Violent Conflict: The Case of South Africa](#).” *Journal of Peace Research*, 35(3), 279-298.

November 22, Disease

Frontline. (2013). “[Hunting the Nightmare Bacteria](#).” *Public Broadcasting Service*.
October 22.

November 25, Cyber Security

Lene Hansen & Helen Nissenbaum. (2009). “[Digital Disaster, Cyber Security, and the Copenhagen School](#).” *International Studies Quarterly*, 53(4), 1155-1175.

November 27 & 29, Thanksgiving Break

December 2, Course Summary & Recap

December 4, Review & Discussion of Research Papers

Final Paper²
December 6 & December 9

² We will not meet for class on the 6th. Instead, work on your final papers, which are due by the date and time of our scheduled final examination slot, which is December 9th at 1pm, via Canvas.