

Pol S 357
POL S 357: International Security Policy
FALL 2019

Instructor: Dr. Mark Nieman

Time and Location: TR 2:10-3:30am, Kildee 0107

Contact: mdnieman@iastate.edu

Office Hours: MW 11am–12pm and 1pm–2pm, Ross Hall 537

Overview and Objectives

The purpose of this course is to examine international states' security policies. This class is not a historical examination of specific wars; rather, it focuses on scientific explanations of militarized conflict and security policy. This means that rather than treating every war as a unique event, we investigate what characteristics make war more likely and which promote peace. We begin by examining traditional explanations for war, such as balance-of-power and territorial claims, and explore under what conditions these explanations hold and when they do not. We will also consider individual, institutional, and rational explanations for war and peace. Next, we look at the strategies and tools that international states use to pursue their strategic interests, such as alliances, non-invasion troop deployments, and covert actions.

Upon course completion, students should be familiar with many of the factors that increase and decrease the likelihood of military conflict between states. Students should be able to apply these factors when examining real world scenarios, such as studying historical examples of war or assessing the prospects of future peace or conflict around the world in contemporary cases.

Learning Outcomes

At the end of the course, students should be able to:

- Understand theory construction (abstraction and generalizations);
- Learn basic IR theories of war and their causal mechanisms;
- Identify appropriate samples and how to measure concepts;
- Be comfortable with and able to interpret statistical output;
- Apply empirical results to current cases and make predictions;
- Critically read and evaluate scholarly work.

Grading

Grades are based on weekly quizzes, a research poster, and participation. All readings are required to be completed prior to class. Assignments are due at the start of class (2:10pm); late assignments are not accepted and earn a score of zero. Final grades are rounded to the nearest whole number.

Weekly Quizzes: 130 points (65%)

There are thirteen quizzes (each worth 10pts) over the readings and lecture; one each week starting in week 2. Each week's quiz is to be taken on Canvas and completed by the start of class the following week. For example, the quiz covering material for the week of Sept 2 is due by the start of class Tuesday, Sept 10. Quizzes are composed of between five and ten multiple choice questions.

Research Poster: 60 points (30%)

Students are expected to take what they have learned in class and apply it in the form of a poster project. Students can a) identify a shortcoming in one of the articles discussed in class and build on this work by addressing its shortcoming, b) take the theory of one of the articles in class and apply and evaluate it for a new set of cases, or c) create an original project based on one of the topics covered in class that better suits their interests (e.g., the student is interested in whether states that resolved outstanding territorial disputes are more likely to democratize). The poster must: 1) clearly identify your research question (5% of grade), 2) briefly discuss the current state of the discipline, remaining puzzles, and how it leads to your argument (i.e. literature review of topic) (10%), 3) propose your theory/argument, describe how you are advancing our knowledge on the topic, and state your hypotheses (35%), 4) discuss your research design and present your evidence (40%), and 5) conclude by re-evaluating the literature in light of your evidence and describing any policy implications (10%).

To help facilitate this, **students are required to turn in a research proposal for a poster to Canvas by October 11.** The proposal should include a topic, a first draft of your theory/expectations, and the planned research design (students are free to change topic/argument/research design between the proposal and final project). The more detail that the proposal provides, the greater the quality of feedback that I can provide. The poster is worth 58 points, while the proposal is worth 2 points.

Participation: 10 points (5%)

As an upper division class, all students are expected to have read that week's assigned articles, be prepared to describe an article's theory and findings, and be ready to critically discuss them. To encourage this, attendance and short in-class assignments may be given at the instructor's digression. Constructive discussion will also be factored in.

Grading Scale:

A	93-100	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	≤ 59

Required Texts

There is no required textbook for this class; all assigned scholarly articles are available on www.scholar.google.com. To find articles using Google Scholar, search using the author's name and article title from any computer on campus. If you are off-campus, sign into Google Scholar through the library's website and then search using the author's name and article title.

Course Policies

Student Responsibilities in the Learning Process: Students are expected to complete all required readings and watch all assigned videos on a topic prior to completing that topic's assessment. Students are also expected to complete all assessments on time. This means accessing the online materials with sufficient time to complete assessments prior to deadlines. In the event that a student has questions concerning the material, they should formulate specific questions to ask the professor via office hours or email with sufficient time for a response prior to assessment deadlines (i.e. emailed questions should be sent at least 24 hours prior to a deadline, excluding weekends).

Harassment and Discrimination: Any concerns about prohibited discrimination or harassment based on race, ethnicity, sex (including sexual assault), pregnancy, color, religion, national origin, physical or mental disability, age, marital status, sexual orientation, gender identity, genetic information, or status as a veteran should be brought to the instructor, Student Assistance (515-294-1020 or dso-sas@iastate.edu), or the Office of Equal Opportunity and Compliance (515-294-7612).

Accommodations: Please discuss any special needs with the teaching staff at the start of the semester, for example to request reasonable accommodations if an academic or work requirement conflicts with your religious practices and/or observances. Those seeking accommodations based on disabilities should provide a completed Student Academic Accommodation Request form from the Disability Resources office (Student Services Building 1076, phone 515-294-7220). The Dean of Students Office or the Office of Equal Opportunity and Compliance may be able to provide additional assistance.

Academic Misconduct All acts of dishonesty in any work constitute academic misconduct. Online courses are no exception. The Student Disciplinary Regulations (<http://policy.iastate.edu/policy/SDR>) will be followed in the event of academic misconduct. Depending on the act, a student could receive an F grade on the test/assignment, F grade for the course, and could be suspended or expelled from the University. Academic misconduct includes all acts of dishonesty in any academically related matter and any knowing attempt to help another student commit an act of academic dishonesty. Plagiarism is a form of academic misconduct. Plagiarism is the act of representing directly or indirectly another person's work as your own. It can involve presenting someone's speech, wholly or partially, as your; quoting without acknowledging the true source of the quoted material; copying and handing in another person's work with your name on it; and similar infractions. Even indirect quotations, paraphrasing, etc., can be considered plagiarism unless sources are properly cited.

I reserve the right to modify the syllabus to reflect the pace of the course.

Course Outline

Part I: Causes of War

Week 1 (Aug 26): Introduction, Scientific Primer, and Conflict Data

Sarkees, Meredith Reid, Frank Whelon Waymon, and J. David Singer. 2003. Inter-State, Intra-state, and Extra-state Wars: A Comprehensive Look at Their Distribution over Time, 1816-1997. *International Studies Quarterly*. 47(1): 49-70.

Optional: Hoover Green, Amelia. How to Read Political Science: A Guide in Four Steps. **Available on Canvas.**

Optional: Rubric Worksheet for note-taking. **Available on Canvas.**

Week 2 (Sept 2): Balance of Power

Gilpin, Robert. 1988. The Theory of Hegemonic War. *Journal of Interdisciplinary History*. 18(4): 591-613.

Levy, Jack S. and William R. Thompson. 2010. Balancing on Land and at Sea. *International Security* 35(1): 7-43.

Week 3 (Sept 9): Territorial Issues

Hensel, Paul R., Sara McLaughlin Mitchell, Thomas E. Sowers II, and Clayton L. Thyne. 2008. Bones of Contention: Comparing Territorial, Maritime, and River Issues. *Journal of Conflict Resolution*. 52(1): 117-143.

Senese, Paul and John A. Vasquez. 2003. Assessing the Steps to War. *British Journal of Political Science* 35(4): 607-633.

Week 4 (Sept 16): Rivalry

Werner, Suzanne. 1999. "The Precarious Nature of Peace: Resolving the Issues, Enforcing the Settlement, and Renegotiating the Terms." *American Journal of Political Science*. 43(3): 912-934.

Colaresi, Michael. 2004. When Doves Cry: International Rivalry, Unreciprocated Cooperation, and Leadership Turnover. *American Journal of Political Science* 48(3): 555-570.

Week 5 (Sept 23): Domestic Institutions

Danilovic, Vesna and Joe Clare. 2007. The Kantian Liberal Peace (Revisited). *American Journal of Political Science* 51(2): 397-414.

Weeks, Jessica L. 2012. Strongmen and Straw Men: Authoritarian Regimes and the Initiation of International Conflict. *American Political Science Review* 106(2): 326-347.

Week 6 (Sept 30): Leader Incentives and Characteristics

Foster, Dennis M. 2006. State Power, Linkage Mechanisms, and Diversion against Nonrivals. *Conflict Management and Peace Science* 23(1): 1-21.

Horowitz, Michael C., Philip Potter, Todd S. Sechser, and Allan Stam. 2018. Sizing Up the Adversary: Leader Attributes and Coercion in International Conflict. *Journal of Conflict Resolution*. 62(10): 2180-2204.

Week 7 (Oct 7): Rationalist Explanations.

Fearon, James D. 1995. Rationalist Explanations for War. *International Organization* 49(3): 379-414.

Bueno de Mesquita and David Lalman. 1989. The Road to War is Strewn with Peaceful Intentions. In *Models of Strategic Choice in Politics*, ed. Peter Ordeshook, 253-266. Ann Arbor: University of Michigan Press. **Available on Canvas.**

Poster topic due by Friday at 5pm. Upload to Canvas.

Part II: Strategies and Tools**Week 8 (Oct 14): Aims and Strategies**

Sullivan, Patricia L. 2007. War Aims and War Outcomes: Why Powerful States Lose Limited Wars. *Journal of Conflict Resolution*. 51(3): 496-524.

Biddle, Stephen. 2001. Rebuilding the Foundations of Offense-Defense Theory. *The Journal of Politics* 63(3): 741-774.

Week 9 (Oct 21): Deterrence

Signorino, Curtis S. and Ahmer Tarar. 2006. A Unified Theory and Test of Extended Immediate Deterrence. *American Journal of Political Science* 50(3): 586-605.

Jo, Dong-Joon and Erik Gartzke. 2007. Determinants of Nuclear Weapons Proliferation. *Journal of Conflict Resolution*. 51(1): 167-194.

Week 10 (Oct 28): Alliances

Leeds, Brett Ashley. 2003. Do Alliances Deter Aggression? The Influence of Military Alliances on the Initiation of Militarized Interstate Disputes. *American Journal of Political Science* 47(3): 427-439.

Gibler, Douglas M. 2008. The Costs of Reneging: Reputation and Alliance Formation. *Journal of Conflict Resolution* 52(3): 426-454.

Week 11 (Nov 4): Reputation

Sartori, Anne E. 2002. The Might of the Pen: A Reputational Theory of Communication in International Disputes. *International Organization* 56(1): 121-149.

Mark Crescenzi, 2007. Reputation and Interstate Conflict. *American Journal of Political Science* 51(2):382-396.

Week 12 (Nov 11): Signaling

McManus, Roseanne. 2018. Making It Personal: The Roles of Leader-Specific Signals in Extended Deterrence. *Journal of Politics*. 80(3): 982-995.

Martinez Machain, Carla and T. Clifton Morgan. 2013. The Effect of US Troop Deployment on Host States' Foreign Policy. *Armed Forces & Society* 39(1): 102-123.

Week 13 (Nov 18): Hierarchy and Spheres-of-Influence

McDonald, Patrick J. 2015. Great Powers, Hierarchy, and Endogenous Regimes: Rethinking the Domestic Causes of Peace. *International Organization* 69(3): 557-588.

McManus, Roseanne and Mark David Nieman. 2019. Identifying the Level of Major Power Support Signaled for protégés: A Latent Measure Approach. *Journal of Peace Research* 56(3): 364-378.

Week 14 (Nov 25): Thanksgiving Break—No Class

Week 15 (Dec 2): Covert Actions

Carson, Austin and Keren Yarhi-Milo. 2017. Covert Communication: The Intelligibility and Credibility of Signaling in Secret. *Security Studies*. 26(1): 124-156.

Mir, Asfandyar and Dylan Moore. Forthcoming. Drones, Surveillance, and Violence: Theory and Evidence from a US Drone Program. *International Studies Quarterly*. **Available on Canvas.**

Week 16 (Dec 9): Poster Presentations

All students must upload an electronic copy of their poster by Dec 10 by 2:10pm.

Week 17 (Dec 16): Final Exam Week