

# War and Security – POL 2091

Fall 2020, August 24 – December 8  
University of Cincinnati, Department of Political Science  
Synchronous online course  
Monday / Wednesday / Friday, 2:30 – 3:25

Instructor: Dr. Andrew A. Szarejko (szarejaa@ucmail.uc.edu)  
Office Hours: Wednesday and Friday, 3:30 – 4:30, and by appointment

## Course Description & Learning Objectives

This class is about the means, methods, and motives for violence in world politics. After introducing the field of International Security, we will proceed through the three main sections of the course. We will first examine key theories and concepts, especially those related to the causes of war and the prerequisites for security. We will then see how those conceptual frameworks help us to understand a few important manifestations of political violence in world history. We will then focus on some key themes and ongoing debates in the study of International Security. We conclude the course by reflecting on what might constitute the just use of force.

This is a course primarily concerned with violence and the ways political actors wield it to attain their own ends. The subject matter will at times be grim, so why take such a course when we are in the middle of a global pandemic? Scholars study the causes of past wars, periods of peace, and the dynamics of political violence throughout history so as to better navigate the pressing security problems of today and tomorrow. The underlying objective of this course is to help you think about these problems and potential solutions.

## Requirements

### Attendance & Participation

Due to COVID-19, this course will be conducted online and synchronously. That is, we *will* have mandatory live meetings via Microsoft Teams. I will run this course as a seminar—I will provide brief lectures at the beginning of each week, and we will have occasional guest talks, but this will primarily be a discussion-based class. Participation will thus constitute a large portion of your grade. Good participation in this course will primarily entail making comments or asking questions that provide evidence of having done the readings and having paid attention to lectures—that is, it is not the quantity but the quality of your in-class participation that will determine your participation grade.

Attendance is a necessary but insufficient condition for a good participation grade in this class. In addition to making routine contributions to in-class discussions, I will designate at least one of you as “first mover” for a given week. Given the size of the class, there will be at least a couple weeks to which I will assign two first movers. After I start the week with a lecture, I will ask the first mover to present their own 5- to 10-minute summary of the week’s readings. These summaries should focus on the questions authors are asking, the answers they provide, and how

they substantiate their answer. For the rest of the week's class sessions, I will also ask the first movers to productively stir debate and discussion. You can do this by (politely) expressing disagreement with authors or your classmates, by reframing the discussion around something we had not yet discussed, or by otherwise prompting reflection on some key aspect of the readings. Again, it's quality rather than quantity that matters here. We will not have any first movers in the first or last week of class. I will use the first week to solicit your preferences as to when you would like to be a first mover.

Lectures may make use of PowerPoint slides, and if they do, I will post the slides on Canvas. I may also record lectures and/or discussions; this is to be determined, but it may not be necessary given the style of the class.

Please notify me as soon as possible if any documented medical, family/personal, or religious exceptions are likely to interfere with your regular participation in the course. Emergencies may not allow you time to e-mail in advance; in such cases, just notify me as soon as possible via email. Your most important task this semester is to stay well physically and mentally. I will try to be flexible as exigencies arise.

Note that lectures and other class materials should not be disseminated to anyone outside the class.

### Readings

Most class sessions include assigned readings. While I will discuss all required materials at least briefly in lectures, we will examine the readings in more detail through our in-class discussions. You should complete the assigned readings by the beginning of each week, and I highly recommend completing the material in the order it is presented in the syllabus. I will make all materials freely available online through Canvas and/or through a link on the syllabus. Please note that I reserve the right to change any of the readings or assignments listed below, but I will communicate any such changes in advance. If you have any trouble accessing any required or optional materials, please let me know.

Good participation and paper grades alike will require you to have a strong comprehension of the material covered in both the readings and the lectures. I have tried to keep the reading load manageable while also covering essential material. In some cases, I have assigned blog posts or similarly public-facing pieces instead of journal articles to ensure we can cover an appropriate range of material without over-burdening you. I do assign many journal articles and book excerpts, however, and the methods some scholars use may be unfamiliar to you. I will discuss methods used in Political Science in the first week of the course, but you don't need to understand every methodological choice that appears in the readings—you should focus on identifying the core argument of any given piece. If, however, unfamiliarity with methods impedes your understanding of a piece, please feel free to raise the issue in class or in office hours.

In addition to the specific assigned reading for the class, you should be reading the international affairs section of a major national newspaper, such as the *New York Times* or the *Washington*

*Post*, on a daily basis. Many of our discussions will draw on current events, and familiarity with ongoing developments abroad will be useful in approaching the subject.

### Reading Response Papers

I will ask you to complete two reading response papers throughout the course. The course is divided into five sections, and you will need to complete one reading response each in the second and fourth sections (i.e., “Theories and Concepts” and “Themes in International Security”). Within those two sections, you will need to pick two assigned readings (not necessarily from the same week, but they must not be from the week when you were a first mover). Each reading response should be 500-750 words. After choosing your two assigned readings, you should (1) identify a favorite sentence in each reading—something especially important or interesting, (2) explain why you found these items so interesting, and (3) explain how your two chosen pieces complement or contrast with each other. If you have the space for it (750 words is a hard cap), you may also identify a lingering question or two that you have on the topic. You should upload a reading response paper no later than 5 PM on the date of the last class in that section (October 9 and November 25).

### Final Paper/Project

There will be also be a final paper or project—you may choose either of the following options:

- 1) Paper: In 1,250 to 1,750 words, identify a current issue in International Security, explain with reference to course materials what we know about the issue in general, explain how well (or poorly) these general lessons apply to your chosen issue, make an argument as to how a set of policy-makers (in the U.S. or otherwise) should respond, and conclude with a discussion of how future research could help better guide future policy-makers facing similar situations.
- 2) Project: Create 1) a short film of five to ten minutes, 2) a podcast of eight to twelve minutes, or 3) some other medium of intellectual/artistic expression approved by me. Whichever one you choose, you should focus on a current issue in International Security, use class materials and outside sources to explain your chosen issue, and propose either a solution to or a deeper understanding of your chosen issue.

Whether you choose to write a paper or do a project, you should get my approval for your topic by October 30, and the final assignment will be due by 5:00 PM on December 7. We will discuss all of these assignments further in class, but if anything remains unclear, I encourage you to contact me via email or in office hours.

You should submit all of the written assignments on Canvas as Word or Pages files (.doc, .docx, or .pages, not as PDFs, please), and the documents should be double-spaced and typed in 12-point Times New Roman font with standard spacing, 1-inch margins, and page numbers in the upper right-hand corner. I ask that you use footnotes as opposed to in-text, author-date citations, and you should submit a bibliography with the final paper or project. I prefer the Chicago Manual of Style for citations (see [here](#)), but I will not deduct points for citations so long as you consistently provide all relevant bibliographical information. Please note that I will not include headers, titles, page numbers, footnotes, or bibliographies in the word count for your papers (but do not abuse the space in the footnotes, please).

## Procedures

### Office Hours and E-mail Etiquette

I will hold virtual office hours twice a week, during which you are free to come discuss any relevant academic matters with me I encourage you to come for substantive questions about readings, lectures, and assignments (e.g., the sort of questions that might be difficult to answer briefly via email). I am also happy to discuss related academic matters such as post-graduate plans, internship ideas, and the like. I will provide further details on this in our first class session.

I also encourage you to send me questions by email. When doing so, please include POL 2091 in the subject line. If you send me an email and do not receive a reply within 24 hours, feel free to follow up to remind me of your question. If it is a time-sensitive matter, you may follow up sooner as well, but keep in mind that I might not reply immediately to emails sent at odd hours.

### Green Teaching and Learning

I borrow from American University's Center for Teaching, Research, and Learning to encourage "green" teaching and learning [practices](#). For this online class, I would encourage you to read this syllabus and all other assigned readings on a laptop or tablet, and I would also encourage you to take notes on a laptop/tablet rather than on paper. That said, [research](#) suggests that hand-writing notes can be better for recall and comprehension, so the choice of digital or hand-written note-taking is up to you. If you opt for the latter, I would suggest you try to mitigate paper usage by writing on recycled paper and maximizing the amount of writing per page. We will discuss optimal means of taking notes on readings on the first day of class.

### Late Assignments

All appeals for extensions will be considered on a case-by-case basis. All times in this syllabus are in Eastern Standard Time, but for those of you in other time zones, I am willing to work with you to ensure that paper deadlines occur at a reasonable hour—just send me an email if you think the deadlines will be an issue. Given the state of affairs, I will try to accommodate reasonable requests for extensions. That said, predictable issues such as a large work-load are insufficient grounds for extension. Late assignments will automatically lose 15 points, plus an additional 10 points for each 24-hour period that elapses after the original due date. E.g., a paper submitted up to 24 hours late will begin at an 85, a paper submitted between 24 and 48 hours late will start at a 75, and so on until you reach a 55 (F).

### Grading

Grades will be based on the merit of your work (not in relation to others). In other words, there is no grading "curve" employed in this class. Your final grade will be calculated as follows:

<b>Participation</b>	<b>35%</b>
<b>Reading Response #1</b>	<b>15%</b>
<b>Reading Response #2</b>	<b>15%</b>
<b>Final Paper/Project</b>	<b>35%</b>

I will grade each of the above requirements on the following scale:

100 to 95	A	74 to 71	C
94 to 91	A-	70 to 67	C-
90 to 87	B+	66 to 63	D+
86 to 83	B	62 to 59	D
82 to 79	B-	58 to 55	D-
78 to 75	C+	Below 55	F

An “A” grade means that you have demonstrated a genuinely superior level of understanding of the subject and have provided ample evidence of that insight. I will round up for grades at or above *N.5*. I will discuss grading standards further in announcements via the Canvas course page.

#### Assignment Feedback

You will receive grades and feedback within two weeks of the submission of each piece. I will provide all feedback on the Canvas course page. If at any point you would like to know if your participation has been satisfactory—or if you would like additional feedback beyond what we provide on Canvas—please email me or come to office hours to ask for more detail.

#### Grade Disputes

You are entitled to a satisfactory explanation for why you received the grade you did. If you are not satisfied with the explanation I provide via Canvas, then you should meet with me in office hours. If, after further discussion, you remain unsatisfied with your grade, you may request that I regrade the assignment, albeit with the understanding that I may ultimately issue a grade that is better, the same, or worse than the original. You may also appeal your final grade on the grounds of a mathematical error, error in grading procedures, or inequity in the application of policies stated in this syllabus.

## Part I. Introduction

**Monday, August 24**

### *Introduction*

- Amelia Hoover Green, “How to Read Political Science: A Guide in Four Steps” (2013).
- William Strunk, Jr. and E.B. White, “Elementary Principles of Composition,” in *The Elements of Style* (2000 [1918], Macmillan Publishing Co.).

**Wednesday, August 26 / Friday, August 28**

### *The History and Substance of International Security*

- Robert Vitalis, “The Noble American Science of Imperial Relations and Its Laws of Race Development,” *Comparative Studies in Society and History* Vol. 52, No. 4 (2010): 909-938.
- Tanisha M. Fazal and Paul Poast, “War Is Not Over,” *Foreign Affairs* Vol. 98 (2019): 74-83.
- **Optional:** David Baldwin, “Security Studies and the End of the Cold War,” *World Politics*, Vol. 48, No. 1 (1995), 117-141.
- **Optional:** Richard K. Betts, “Should Strategic Studies Survive?” *World Politics*, Vol. 50, No. 1 (1997), 7-33.

## Part II. Theories and Concepts

**Monday, August 31 / Wednesday, September 2 / Friday, September 4**

### *Anarchy and Hierarchy*

- Kenneth Waltz, “Structural Realism after the Cold War,” *International Security* Vol. 25, No. 1 (2000): 5-41.
- Ian Hurd, “Legitimacy and Authority in International Politics,” *International Organization* Vol. 53, No. 2 (1999): 379-408
- Meghan McConaughey, Paul Musgrave, and Daniel H. Nexon, “Beyond Anarchy: Logics of Political Organization, Hierarchy, and International Structure,” *International Theory* Vol. 10, No. 2 (2018): 181-218.

**\*Monday, September 7, 2020 – Labor Day Holiday**

**Wednesday, September 9 / Friday, September 11\***

### *Power and Security*

- Hans J. Morgenthau, “The Primacy of the National Interest,” *The American Scholar* Vol. 18, No. 2 (1949): 207-212.
- Michael Barnett and Raymond Duvall, “Power in International Politics,” *International Organization* Vol. 59, No. 1 (2005): 39-75.
- Jennifer Mitzen, “Ontological Security in World Politics: State Identity and the Security Dilemma,” *European Journal of International Relations* Vol. 12, No. 3 (2006): 341-370.

\*Guest talk: Dr. Jennifer Mitzen, Associate Professor of Political Science, The Ohio State University

**Monday, September 14 / Wednesday, September 16 / Friday, September 18**

***Creating and Projecting Military Power***

- Joseph M. Parent and Sebastian Rosato, “Balancing in Neorealism,” *International Security* Vol. 40, no. 2 (2015), pp. 51-86.
- Nora Bensahel, “International Alliances and Military Effectiveness” in *Creating Military Power: The Sources of Military Effectiveness*, Edited by Risa Brooks and Elizabeth Stanley (Stanford University Press, 2007): 186-206.
- Rosella Cappella Zielinski and Paul Poast, “Supplying Allies: Political Economy of Coalition Warfare,” *Journal of Global Security Studies*. Available at: <https://doi.org/10.1093/jogss/ogaa006>.
- **Optional:** Thomas C. Schelling, “An Essay on Bargaining,” *The American Economic Review* Vol. 46, No. 3 (1956): 281-306.

**Monday, September 21 / Wednesday, September 23 / Friday, September 25\***

***What is a “Security” Issue?***

- Jessica Tucman Mathews, “Redefining Security,” *Foreign Affairs* Vol. 68, No. 3 (1989): 162-167.
- Gunhild Hoogenson and Kristi Stuvoy, “Gender, Resistance, and Human Security,” *Security Dialogue* 2006 Vol. 37, No. 2: 207-228
- Joshua Busby, “Warming World: Why Climate Change Matters More Than Anything Else,” *Foreign Affairs* Vol. 97, No. 4 (2018), pp. 49-55.
- Michelle Jurkovich, *Feeding the Hungry: Advocacy and Blame in the Global Fight Against Hunger* (Cornell University Press, 2020): 1-12.

\*Guest Talk: Dr. Michelle Jurkovich, Assistant Professor of Political Science, University of Massachusetts Boston

**Monday, September 28 / Wednesday, September 30 / Friday, October 2**

***Can International Institutions Produce Security?***

- John J. Mearsheimer, “The False Promise of International Institutions,” *International Security* Vol. 19, No. 3 (1994/1995): 5-49.
- Robert Keohane and Lisa Martin, “The Promise of Institutional Theory: Response to John Mearsheimer,” *International Security* Vol. 20, No. 1 (1995): 39-51.
- Charles A. Kupchan and Clifford A. Kupchan, “The Promise of Collective Security,” *International Security* Vol. 20, No. 1 (1995): 52-61.
- John Gerard Ruggie, “The False Premise of Realism,” *International Security* Vol. 20, No. 1 (1995): 62-70.
- Alexander Wendt, “Constructing International Politics,” *International Security* Vol. 20, No. 1 (1995): 71-81.

**Monday, October 5 / Wednesday, October 7 / Friday, October 9*****Can Democratic Regimes or Benevolent Leaders Produce Security?***

- John M. Owen, "How Liberalism Produces Democratic Peace," *International Security* Vol. 19, No. 2 (1994): 87-125.
- Patrick J. McDonald, "Great Powers, Hierarchy, and Endogenous Regimes: Rethinking the Domestic Causes of Peace," *International Organization* Vol. 69, No. 3 (2015): 557-588.
- Susan D. Hyde and Elizabeth N. Saunders, "Recapturing Regime Type in International Relations: Leaders, Institutions, and Agency Space," *International Organization* Vol. 74, No. 2 (2020): 363-395.

**Part III. War in World History****Monday, October 12 / Wednesday, October 14 / Friday, October 16*****The Peloponnesian War***

- Thucydides, *The History of the Peloponnesian War*, edited by Robert B. Strassler. Pages 3-128.

**Monday, October 19 / Wednesday, October 21 / Friday, October 23*****The Imjin War***

- *The East Asian War, 1592-1598: International Relations, Violence and Memory* (Routledge, 2015), edited by James B. Lewis. Pages 11-41, 73-92, 256-274.

**Monday, October 26 / Wednesday, October 28 / Friday, October 30*****Settler Colonial Wars***

- Matthew Restall, "The New Conquest History," *History Compass* Vol. 10, No. 2 (2012): 151-160.
- Christopher J. Bilodeau, "Creating an Indian Enemy in the Borderlands: King Philip's War in Maine, 1675-1678," *Maine History* Vol. 47, No. 1 (2013): 10-41.
- M.P.K. Sorrenson, "Colonial Rule and Local Response: Maori Responses to European Domination in New Zealand since 1860," *The Journal of Imperial and Commonwealth History* Vol. 4, No. 2 (1976): 127-137.
- **Optional:** Andrew A. Szarejko, "Do Accidental Wars Happen? Evidence from America's Indian Wars," *Journal of Global Security Studies*. Available at: <https://academic.oup.com/jogss/advance-article-abstract/doi/10.1093/jogss/ogaa030/5869763>.

**Monday, November 2 / Wednesday, November 4 / Friday, November 6\******The World Wars and the Cold War***

- Jack S. Levy, "Preferences, Constraints, and Choices in July 1914," *International Security* Vol. 15, No. 3 (1990/1991): 151-186.
- Paul W. Schroeder, "Munich and the British Tradition," *Historical Journal* Vol. 19, No. 1 (1976), pp. 223-243.
- Aaron L. Friedberg, "Why Didn't the United States become a Garrison State?," *International Security* Vol. 16, No. 4 (1992) pp. 109-142.



\*Guest Talk – Dr. Rachel Myrick, Assistant Professor of Political Science, Duke University

\*Tuesday, November 3 – Election Day – Vote! Go to <https://www.usa.gov/how-to-vote> to learn more.

## Part IV. Themes in International Security

**Monday, November 9 / Friday, November 13, 2020**

### *Security for Whom?*

- Harris Mylonas and Kendrick Kuo, “Nationalism and Foreign Policy,” *Oxford Encyclopedia of Foreign Policy Analysis*, 223-242.
- Deborah Avant, “NGOs, Corporations and Security Transformation in Africa,” *International Relations* Vol. 21, No. 2 (2007): 143-161.
- Joslyn N. Barnhart, Robert F. Trager, Elizabeth N. Saunder, and Allan Dafoe, “Women’s Suffrage and the Democratic Peace,” *Foreign Affairs* (August 18, 2020): <https://www.foreignaffairs.com/articles/united-states/2020-08-18/womens-suffrage-and-democratic-peace>.
- **Optional:** Jean Max Charles, “The Slave Revolt That Changed the World and the Conspiracy Against It: The Haitian Revolution and the Birth of Scientific Racism,” *Journal of Black Studies* Vol. 51, No. 4 (2020): 275-294.

\*Wednesday, November 11, 2020 – Veterans Day Holiday

**Monday, November 16 / Wednesday, November 18 / Friday, November 20**

### *Does Globalization Make Us More or Less Secure?*

- Phil Williams, “Transnational Criminal Organisations and International Security,” *Survival* Vol. 36, No. 1 (1994): 96-113.
- Jennifer K. Lobasz, “Beyond Border Security: Feminist Approaches to Human Trafficking,” *Security Studies* Vol. 18, No. 2 (2009): 319-344.
- Michael C. Horowitz, “Do Emerging Military Technologies Matter for International Politics?” *Annual Review of Political Science* Vol. 23 (2020): 385-400.

**Monday, November 23 / Wednesday, November 25**

### *Grand Strategy and International Order*

- John J. Mearsheimer and Stephen M. Walt, “The Case for Offshore Balancing: A Superior U.S. Grand Strategy,” *Foreign Affairs* Vol 95. No. 4 (July/August 2016): 70-83.
- Mira Rapp-Hooper and Rebecca Friedman Lissner, “The Open World: What America Can Achieve After Trump,” *Foreign Affairs* Vol. 98, No. 3 (May/June 2019), pp. 18-26.
- Alexander Cooley and Daniel H. Nexon, “How Hegemony Ends: The Unraveling of American Power,” *Foreign Affairs* Vol. 99, No. 4 (July/August 2020).
- Evelyn Goh, “Contesting Hegemonic Order: China in East Asia,” *Security Studies* Vol. 28, No. 3 (2019): 614-644.
- **Optional:** Aaron L. Friedberg, “An Answer to Aggression: How to Push Back Against Beijing,” *Foreign Affairs* Vol. 99, No. 5 (September/October 2020).

\*Friday, November 27 – Thanksgiving Holiday

## **Part V - Conclusion**

**Monday, November 30 / Wednesday, December 2**

### ***Security and Justice***

- Terry Nardin, “International Political Theory and the Question of Justice,” *International Affairs* Vol. 82, No. 3 (2006): 449-65.
- Valerie Morkevičius, “Looking Inward Together: Just War Thinking and Our Shared Moral Emotions,” *Ethics & International Affairs* Vol. 31, No. 4 (2017): 441-451.

**Thursday, December 3 – Tuesday December 8 – Exam Period**

**Final Paper/Project Due: December 7, 5:00 PM**