

Latest as of August 22, 2022.

## **POLS 4650/5650 – War, Peace, and Politics**

Fall 2022, Mondays 415-7pm

Professor Nori Katagiri

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Office hour: Monday 3-4pm

Classroom: McGannon 121

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### **Course Description and Objectives**

This is a survey course in the field of international security. It is designed to provide students with the background and conceptual tools for understanding international security. It covers a wide range of topics with some of the most important literature. The overall goal of the course is for the students to achieve a heightened level of understanding related topics. This class fulfills the College and Arts and Sciences Global Citizenship requirement and the social science requirement. For Political Science majors, it counts as an international relations course.

### **Required Book**

- Carl von Clausewitz, *On War* (Princeton: Princeton University Press, 1989).

The book is available for purchase at the SLU bookstore. Please buy only the designated version in hardcopy. In addition, there are required articles placed on our Canvas page. It is students' responsibility to download and, if necessary, save the materials off Canvas to make them available for preparation of course assignments.

### **Grading**

- *Analysis paper: 20% of final grade*

Students will write a 1,500-2,000 word paper on readings in one of the weeks between September 19 and October 17. In the paper, they will make a set of three (3) *original and separate* arguments based on *all* the readings assigned for that week. Students must submit a paper electronically to the instructor by 11am of the day the class meets for the reading. Late papers will not be accepted and will automatically receive the score of zero for this assignment. A paper shorter than 1,500 words and longer than 2,000 words will be penalized.

- *Research paper: 30% of final grade*

Undergraduate students will write a research paper of between 3,600-4,500 words (12-15 pages equivalent). Graduate students will write a research paper between 4,500-6,000 words. Students must submit the paper electronically by the deadline in December (see below for the deadline). A paper shorter than or longer than the designated range of words will be penalized. Late papers will not be accepted and will automatically receive the score of zero for this assignment. Students must also obtain instructor approval on a topic of the paper.

- *Research paper topic and outline: 10% of final grade*

Students must consult the instructor on the research paper topic early in the semester and receive an Email approval by 11am on September 12 (5% of final grade). Students must also submit a paper outline of 1,000-1,200 words by 11am on October 31 (5%). A paper shorter than or longer than the designated range of words

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will be penalized. Late papers will not be accepted and will automatically receive the score of zero for this assignment.

- *Research paper presentation: 10% of final grade*

Students must orally present their research paper on either November 21 or 28. There will be no make-up opportunity for missed presentations.

- *Class participation: 30% of final grade*

Your attendance and active participation is vital to the success of this course. At a minimum, you should come to class on time having completed and prepared to discuss assigned readings for that class. A record of attendance is maintained, and it is your individual responsibility to sign the class roster at each session. Your absence is excused only if you provide the instructor with evidence of family and medical emergency (doctor's note, copy of flight tickets, etc.) or university-sponsored activities within 48 hours of absence. You are responsible for all materials covered in class, whether you are physically present or not. I expect that all students will contribute to class discussion through analysis, questions, and criticisms of assigned readings. In assigning participation grades, quality of participation will take precedence over quantity of participation (hence, students who participate frequently but without giving much thought to their comments/questions are not at an advantage compared to students who offer occasional but insightful analysis and questions).

I expect that all students will contribute to class discussions through analysis, questions, and criticisms of the assigned readings. In assigning participation grades, quality of participation will take precedence over quantity of participation (hence, students who participate frequently but without giving much thought to their comments/questions are not at an advantage compared to students who offer occasional but insightful analysis).

Final letter grades will be assigned that correspond to the following numeric scale:

A	93-100	B+	87-90	C+	77-80	D	60-70
A-	90-93	B	83-87	C	73-77	F	below 60
		B-	80-83	C-	70-73		

## **Academic Integrity**

*Academic integrity is honest, truthful and responsible conduct in all academic endeavors.* The mission of Saint Louis University is “the pursuit of truth for the greater glory of God and for the service of humanity.”

Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service through which SLU fulfills its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern. The full University-level Academic Integrity Policy can be found on the Provost's Office website at: [https://www.slu.edu/provost/policies/academic-and-course/policy\\_academic-integrity\\_6-26-2015.pdf](https://www.slu.edu/provost/policies/academic-and-course/policy_academic-integrity_6-26-2015.pdf).

Additionally, each SLU College, School, and Center has its own academic integrity policies, available on their respective websites.

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## **Disability Accommodations**

Students with a documented disability who wish to request academic accommodations must formally register their disability with the University. Once successfully registered, students also must notify their course instructor that they wish to use their approved accommodations in the course.

Please contact Disability Services to schedule an appointment to discuss accommodation requests and eligibility requirements. Most students on the St. Louis campus will contact Disability Services, located in the Student Success Center and available by email at [Disability\\_services@slu.edu](mailto:Disability_services@slu.edu) or by phone at 314.977.3484. Once approved, information about a student's eligibility for academic accommodations will be shared with course instructors by email from Disability Services and within the instructor's official course roster. Students who do not have a documented disability but who think they may have one also are encouraged to contact Disability Services. Confidentiality will be observed in all inquiries.

*Note: due to accreditation requirements, regulatory differences, and/or location-specific resources, the School of Law, the School of Medicine, and SLU Madrid have their own standard language for syllabus statements related to disability accommodations. Faculty in those units should seek guidance for syllabus requirements from their dean's office.*

## **Title IX**

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual harassment, including sexual assault, stalking, domestic or dating violence, we encourage you to report this to the University. If you speak with a faculty member about an incident that involves a Title IX matter, that faculty member must notify SLU's Title IX Coordinator and share the basic facts of your experience. This is true even if you ask the faculty member not to disclose the incident. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

Anna Kratky is the Title IX Coordinator at Saint Louis University (DuBourg Hall, room 36; [anna.kratky@slu.edu](mailto:anna.kratky@slu.edu); 314-977-3886). If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK or make an anonymous report through SLU's Integrity Hotline by calling 1-877-525-5669 or online at [https://www.lighthouse-services.com/\\_StandardCustomURL/LHILandingPage.asp](https://www.lighthouse-services.com/_StandardCustomURL/LHILandingPage.asp) To view SLU's policies, and for resources, please visit the following web addresses: <https://www.slu.edu/here4you> and <https://www.slu.edu/general-counsel>.

**IMPORTANT UPDATE:** SLU's Title IX Policy (formerly called the Sexual Misconduct Policy) has been significantly revised to adhere to a new federal law governing Title IX that was released on May 6, 2020. Please take a moment to review the new policy and information on the following web address: <https://www.slu.edu/here4you>. Please contact the Anna Kratky, the Title IX Coordinator, with any questions or concerns.

*Note: due to accreditation requirements, regulatory differences, and/or location-specific resources, the School of Law, the School of Medicine, and SLU Madrid have their own standard language for syllabus statements*

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*related to Title IX. Faculty in those units should seek guidance for syllabus requirements from their dean's office.*

### **Mandatory Syllabus Statement on Face Masks (until further notice)**

Throughout the COVID-19 pandemic, key safeguards like face masks have allowed SLU to safely maintain in-person learning. If public health conditions and local, state, and federal restrictions demand it, the University may require that all members of our campus community wear face masks indoors.

**Therefore, any time a University-level face mask requirement is in effect, face masks will be required in this class.** This expectation will apply to all students and instructors, unless a medical condition warrants an exemption from the face mask requirement (see below).

**When a University-wide face mask requirement is in effect,** the following will apply:

- Students who attempt to enter a classroom without wearing masks will be asked by the instructor to put on their masks prior to entry. Students who remove their masks during a class session will be asked by the instructor to resume wearing their masks.
- Students and instructors may remove their masks briefly to take a sip of water but should replace masks immediately. The consumption of food will not be permitted.
- Students who do not comply with the expectation that they wear a mask in accordance with the University-wide face mask requirement may be subject to disciplinary actions per the rules, regulations, and policies of Saint Louis University, including but not limited to those outlined in the *Student Handbook*. Non-compliance with this policy may result in disciplinary action, up to and including any of the following:
  - dismissal from the course(s)
  - removal from campus housing (if applicable)
  - dismissal from the University
- To immediately protect the health and well-being of all students, instructors, and staff, instructors reserve the right to cancel or terminate any class session at which any student fails to comply with a University-wide face mask requirement.

**When a University-wide face mask requirement is not in effect,** students and instructors may choose to wear a face mask or not, as they prefer for their own individual comfort level.

### **ADA Accommodations for Face Mask Requirements**

Saint Louis University is committed to maintaining an inclusive and accessible environment. Individuals who are unable to wear a face mask due to medical reasons should contact the Office of Disability Services (students) or Human Resources (instructors) to initiate the accommodation process identified in the University's ADA Policy. Inquiries or concerns may also be directed to the Office of Institutional Equity and Diversity. Notification to instructors of SLU-approved ADA accommodations should be made in writing prior to the first class session in any term (or as soon thereafter as possible).

## **Mandatory Syllabus Statement on In-Person Class Attendance and Participation (until further notice)**

The health and well-being of SLU's students, staff, and faculty are critical concerns, as is the quality of our learning environments. Accordingly, the following University policy statements on in-person class attendance are designed to preserve and advance the collective health and well-being of our institutional constituencies and to create the conditions in which all students have the opportunity to learn and successfully complete their courses.

1. Students who exhibit any potential COVID-19 symptoms (those that cannot be attributed to some other medical condition the students are known to have, such as allergies, asthma, etc.) shall absent themselves from any in-person class attendance or in-person participation in any class-related activity until they have been evaluated by a qualified medical official. Students should contact the University Student Health Center for immediate assistance.
2. Students (whether exhibiting any of potential COVID-19 symptoms or not, and regardless of how they feel) who are under either an isolation or quarantine directive issued by a qualified health official must absent themselves from all in-person course activities per the stipulations of the isolation or quarantine directive.
3. Students are responsible for notifying their instructor of an absence as far in advance as possible; when advance notification is not possible, students are responsible for notifying each instructor as soon after the absence as possible. Consistent with the University Attendance Policy, students also are responsible for all material covered in class and must work with the instructor to complete any required work. In situations where students must be absent for an extended period of time due to COVID-19 isolation or quarantine, they also must work with the instructor to determine the best way to maintain progress in the course as they are able based on their health situation.
4. Consistent with the University Attendance Policy, students may be asked to provide medical documentation when a medical condition impacts a student's ability to attend and/or participate in class for an extended period of time.
5. As a temporary amendment to the current University Attendance Policy, all absences due to illness or an isolation/quarantine directive issued by a qualified health official, or due to an adverse reaction to a COVID-19 vaccine, shall be considered "Authorized" absences.

## **Distance Education Etiquette**

Your actions in distance education contexts are just as important as in on-ground, face-to-face educational contexts – and sometimes require additional attention and commitment, as some distance education technologies might be less familiar to us. Accordingly, all students are expected to follow the guidelines below:

### **Synchronous Video Contexts (Zoom, etc.)**

1. Mute your microphone when you are not speaking. Remember to "un-mute" yourself just prior to speaking. Identify yourself when you begin speaking.
2. Expect a few seconds of delay in getting a response from the instructor or another class member to a question; wait before repeating your question or assuming it was not heard.

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3. If possible, position your camera such that your video feed does not capture too much of your surroundings or other activity/sound from your home/location. Be conscious of posters, art, or other surroundings that others might find offensive or inappropriate for an educational context.
4. Use the “Raise Hand” and “Chat” (or similar) features of your video-conferencing tool. This limits verbal interruptions and the confusion generated when multiple people try to speak at once.
5. Just as in an on-ground, face-to-face class, limit side conversations, multi-tasking (on your computer or otherwise), and use of your cellphone.
6. Temporarily turn off your video feed and mute your microphone when engaged in any non-class conversation or activity.
7. Respect and be attentive to the diversity of your classmates and instructor. Before communicating, consider your message in the context of the class’ diversity in race, ethnicity, religion, disabilities, gender, sexual orientation, age, social class, marital status, geography, etc. Consider the diversity you can see or know – as well as that you cannot.
8. Remember that video-based class sessions (including chat transcripts) may be recorded and retrieved for later viewing.

#### **Non-Video & Asynchronous Contexts (Blackboard, Canvas, Online Chats, Discussion Boards, etc.)**

1. When using the “Chat” or “Discussion Board” (or similar) features of your course management system, remember that your course-related communications to the instructor or other students should be considered “professional” (they are not like texts to your friends). Remember that course context and all related written work – including chat and discussion board transcripts – can be recorded and retrieved.
2. Be cautious when using humor or sarcasm; without the context of facial expressions or other body language, your tone or intent could be missed or misunderstood by others.
3. Respect and be attentive to the diversity of your classmates and instructor. Before communicating, consider your message in the context of the class’ diversity in race, ethnicity, religion, disabilities, gender, sexual orientation, age, social class, marital status, geography, etc. Consider the diversity you can see or know – as well as that you cannot.
4. Respect others’ time and life circumstances, which often don’t allow for an immediate response to a question or comment.

#### **Social Science Core Requirement**

Student Outcomes: Students will acquire conceptual tools and methodologies to analyze and understand their social world. With these tools, they will be able to act in their world more effectively and become forces for positive change. They will gain a better understanding of human diversity. Students will be able to think and

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write critically about human behavior and community. They will become aware of the various methodological approaches used by social scientists.

### **Global Citizenship**

This class fulfills the core Global Citizenship requirement. The Global Citizenship requirement is designed to educate students about global and transnational problems and to provide students with the tools to address issues of social justice beyond the United States. Students who complete the Global Citizenship requirement will gain a substantial subset of the following capabilities:

1. Identify sources of and strategies to address conflict, cooperation or competition in a global or regional context.
2. Investigate how people and nations confront inequality and claim a just place, whether in their own societies or in the world.
3. Identify how perceptions of “otherness” impact leaders, communities, and community-building in areas beyond the U.S. through the examination of such factors as race, ethnicity, gender, religion, economic class, age, physical and mental capability, and sexual orientation.
4. Understand the impact of their lives and choices on global and international issues.
5. Understand how their values are related to those of other people in the world.

### **Course Schedule**

**Aug 29**

#### **Course introduction**

- Start reading for the next session.

**Sept 5**

**No class – Labor Day**

**Sept 12**

#### **On War, the Art of War, and how to write a research paper**

- Clausewitz, *On War*, pp. 75-89, 117-147.
- Sun Tzu, *The Art of War* (Oxford: Oxford University Press, 1971), pp. 63-101.

Professor Rebecca Hyde of SLU Library will come to class at 415pm to discuss resources for research papers, so be on time.

**Sept 19**

#### **Ideas about war, peace, and politics**

- Edward Luttwak, “Give War A Chance,” *Foreign Affairs* (July/August 1999).
- Thomas Schelling, *Arms and Influence* (New Haven: Yale University Press, 1966), pp. 1-18.
- Robert Jervis, “Cooperation Under the Security Dilemma,” *World Politics*, Vol. 30, No. 2 (Jan., 1978), pp. 167-214.
- Peter Liberman, *Does Conquest Pay? The Exploitation of Occupied Industrial Societies* (Princeton: Princeton University Press, 1998), pp. 3-14, 18-35 (no need to read pp. 14-

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17).

- Jon Mueller, ““Pax Americana” Is a Myth: Aversion to War Drives Peace and Order,” *The Washington Quarterly*, Vol. 43, No. 3 (2020).

### **Sept 26**      **Victory and defeat in modern war**

- Clausewitz, *On War*, pp. 177-183, 566-573, 595-610.
- John Mearsheimer, *The Tragedy of Great Power Politics* (New York: W.W. Norton, 2001), pp. 83-125.
- Stephen Biddle, *Military Power: Explaining Victory and Defeat in Modern Battle* (Princeton: Princeton University Press, 2006), pp. 1-9, 14-51.
- Kenneth Pollack, *Armies of Sand: The Past, Present, and Future of Arab Military Effectiveness*, (Oxford: Oxford University Press, 2018), pp. 1-43.

### **Oct 3**        **War, peace, and technology**

- Audrey Kurth Cronin, *Power to the People: How Open Technological Innovation is Arming Tomorrow’s Terrorists* (Oxford: Oxford University Press, 2019), pp. 1-35.
- Kenneth Payne, “Artificial Intelligence: A Revolution in Strategic Affairs?” *Survival*, Vol. 60, No. 5 (2018).
- Michael Handel, “Clausewitz in the Age of Technology,” *Journal of Strategic Studies*, Vol. 9, Nos. 2-3 (1986), pp. 51-69 (not -92).
- Daniel Byman, “Why Drones Work: The Case for Washington’s Weapon of Choice,” *Foreign Affairs* (July/August 2013), pp. 32-43.
- Audrey Kurth Cronin, “Why Drones Fail: When Tactics Drive Strategy,” *Foreign Affairs* (July/August 2013), pp. 44-54.

### **Oct 10**      **Cybersecurity and peace**

- Clausewitz, *On War*, pp. 357-378, 523-531.
- Dina Temple-Raston, “How The U.S. Hacked ISIS,” *NPR* (September 26, 2019), <https://www.npr.org/2019/09/26/763545811/how-the-u-s-hacked-isis>.
- Tim Maurer, *Cyber Mercenaries: The State, Hackers, and Power* (Cambridge: Cambridge University Press, 2017), pp. ix-28.
- Joseph Nye, “The End of Cyber-Anarchy? How to Build a New Digital Order,” *Foreign Affairs* (January/February 2022).

### **Oct 17**      **Causes of war and peace**

- Bruce Russett and John Oneal, *Triangulating Peace: Democracy, Interdependence, and International Organizations* (New York: W.W. Norton, 2001), pp. 35-42, 271-282 (do not read pp. 15-34).
- Samuel Huntington, “The Clash of Civilizations?” *Foreign Affairs*, Vol. 72, No. 3 (Summer 1993), pp. 22-49.
- Dominic Johnson, *Overconfidence and War: The Havoc and Glory of Positive Illusions* (Cambridge, MA: Harvard University Press, 2004), pp. 1-26, 191-238.



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- Charles Duelfer and Stephen Benedict Dyson, “Chronic Misperception and International Conflict: The U.S.-Iraq Experience,” *International Security*, Vol. 36, No. 1 (Summer 2011), pp. 73-100.

**Oct 24**      **Power politics in Asia and China**

- Scott Sagan, “The Korean Missile Crisis: Why Deterrence Is Still the Best Option,” *Foreign Affairs*, Vol. 96, No. 6 (2017).
- Stacie Pettyjohn, “War with China: Five Scenarios,” *Survival*, Vol. 64, No. 1 (2022).
- Scott Kastner, “Is the Taiwan Strait Still a Flash Point? Rethinking the Prospects for Armed Conflict between China and Taiwan,” *International Security*, Vol. 40, No. 3 (2016).
- Adam Segal, “China’s Pursuit of Cyberpower,” *Asia Policy*, Vol. 15, No. 2 (2020).

**Oct 31**      **Power politics in Europe and Russia**

- John Mearsheimer, “Why the Ukraine Crisis is the West’s Fault,” *Foreign Affairs* (September/October 2014).
- Robert Dalsjö, Michael Jonsson, and Johan Norberg, “A Brutal Examination: Russian Military Capability in Light of the Ukraine War,” *Survival*, Vol. 64, No. 3 (2022).
- Fiona Hill and Clifford Gaddy, *Mr. Putin: Operative in the Kremlin* (Washington, DC: Brookings Institution Press, 2015), pp. 385-397.
- Olga Oliker, “Moscow’s Nuclear Enigma: What Is Russia’s Arsenal Really For?” *Foreign Affairs* (November/December 2018).

**Nov 7**      **Irregular warfare, terrorism, and insurgency**

- Clausewitz, *On War*, pp. 479-483.
- Mao Tse-Tung, *On Guerrilla Warfare* (Mineola, NY: Dover, 2005), pp. 41-93.
- Andrew Krepinevich, *The Army and Vietnam* (Baltimore: Johns Hopkins University Press, 1988), pp. 3-17, 258-275.
- Reed Wood, *Female Fighters: Why Rebel Groups Recruit Women for War* (New York: Columbia University Press, 2019), pp. 1-9, 14-22 (do not need to read pp. 10-13, 23-25).
- Audrey Kurth Cronin, *How Terrorism Ends: Understanding the Decline and Demise of Terrorist Campaigns* (Princeton: Princeton University Press, 2009), pp. 1-13, 193-206.

**Nov 14**      **External environment and conflict**

- Peter Andreas, *Killer High: A History of War in Six Drugs* (Oxford: Oxford University Press, 2020), pp. 1-14, 251-267.
- Joshua Busby, “Who Cares about the Weather? Climate Change and U.S. National Security,” *Security Studies*, Vol. 17, No. 3 (2008), pp. 468-504.
- Deborah Jordan Brooks, Stephen Brooks, Brian Greenhill, and Mark Haas, “The Demographic Transition Theory of War: Why Young Societies Are Conflict Prone and Old Societies Are the Most Peaceful,” *International Security*, Vol. 43, No. 3 (Winter 2018/19), pp. 53-68 (do not need to read 69-95).

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- Jeff Colgan, *Petro-Aggression: When Oil Causes War* (Cambridge: Cambridge University Press, 2013), pp. 1-12, 16-37 (do not need to read pp. 12-15, 37-50).

**Nov 21**      **Research paper presentations**

**Nov 28**      **Research paper presentations**

**Dec 5**      **The American way of war**

- Russell Weigley, *The American Way of War* (New York: MacMillan, 1973), pp. xvii-xxiii.
- Erik Dahl, "Finding Bin Laden: Lessons for a New American Way of Intelligence," *Political Science Quarterly*, Vol. 129, No. 2 (2014), pp. 179-210.
- Samuel Newland and Douglas Johnson, II, "The Military and Operational Significance of the Weinberger Doctrine," *Small Wars and Insurgencies*, Vol. 1, No. 2 (1990), pp. 171-188.
- Richard Haass, *Intervention: The Use of American Military Force in the Post-Cold War World* (Washington: Carnegie Endowment for International Peace, 1999), pp. 49-100.

**Dec 9**      **Research paper due at 4pm**