
PWAD 350 (3 credits)
National and International Security
Dr. Patricia L. Sullivan

Fall 2015
TR 3:30-4:45 pm
Greenlaw 101

Office: 117 Abernethy
Office hours: 1-3 pm Mondays and by appt.

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TEACHING ASSISTANTS:

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DESCRIPTION: This course is intended to provide PWAD majors with an introduction to major issues in national and international security from a broad, interdisciplinary perspective. A primary focus is on the problem of war and violent conflict in the contemporary world, and efforts to prevent, avoid, or ameliorate political violence and its effects. Course topics and readings are detailed below.

LEARNING OBJECTIVES:

- Understanding of both traditional and critical approaches to academic security studies
- Substantive knowledge of critical contemporary security issues
- the capacity to evaluate competing approaches to national and international security
- Critical thinking about the utility and limitations of various policy instruments and institutions
- Understanding of the challenges of designing and implementing policy responses to security issues
- An ability to construct well-reasoned arguments and express them both orally and in writing
- An ability to critically evaluate the quality and credibility of diverse sources of information

REQUIREMENTS: You will be evaluated based on your performance on:

1. Midterm exam (20%)
2. Statecraft simulation participation (10%)
3. Simulation memos (10%)
4. Course participation and contribution (5%)
5. Two papers (30%)
6. Final exam (25%)

Both exams will emphasize your ability to understand and *critically evaluate* the issues presented in the course. The final exam will be cumulative.

Papers are due at the beginning of class. Papers turned in after this time will incur a grade penalty of 10% immediately and 5% each additional day after the deadline. I will not accept late assignments more than one week after the original deadline.

STATECRAFT SIMULATION. This course has been redesigned to incorporate an online simulation of international politics called Statecraft. In the world of Statecraft, students take on the roles of presidents, military dictators, Secretaries of State and Defense, intelligence chiefs, and political advisers, among others. The simulation is designed to replicate core dynamics of world politics, so you will face the same challenges, opportunities, and tradeoffs that real world leaders confront. As a result, you should gain a deeper understanding of the complexities of world politics and gain insight into a host of critical concepts, theories, and real world cases.

The semester subscription fee is \$30. You will need to sign up and pay at <http://www.statecraftsim.com/> before the first week of using the simulation. A separate student manual and other materials will be posted on Sakai. Grades for the simulation will be assessed as follows (more details available online):

Participation: It is critically important that students attend and fully engage in each simulation session. You will lose 1 percentage point from your simulation participation grade each time you are absent from, unengaged, or disruptive during a simulation session. You are allowed one absence, for any reason, with no penalty. After one absence, you must have a documented family emergency or illness to be excused.

Memos: A simulation memo of at least 300 words is due on Statecraft *before* each simulation turn ends. These memos will become your ongoing "journal" for the simulation experience. They are intended to help insure that students are actively participating in, and thinking about, the simulation each week. Late memos and memos shorter than the required length will not be counted. Each missing, late, or insufficient memo will lower your simulation memo grade by 1 percentage point.

Performance: Up to 5 percentage points of *Extra Credit* can be earned for exceptional performance in the Statecraft simulation. These points will be added to your final course grade.

COURSE PARTICIPATION AND CONTRIBUTION: You are expected to do all of the assigned reading for this course before class and to attend all lectures. Much of the material that I will cover in lecture will not be in the readings and class exercises will be designed to deepen your understanding of core topics in the course. *If you must miss a class it will be your responsibility to get lecture notes, assignment instructions, etc... from a classmate.* If you have further questions you should then come to office hours or make an appointment with the professor or one of the TAs. Note that *anything* that takes place in class-- class discussions, debates, video clips--is fair game for the exams.

1. Your participation grade will be based on our evaluation of the quality of your participation in class discussions and activities as well as your performance on occasional pop quizzes. Quizzes cannot be made up, but I will drop your lowest grade. Most students will receive a B for participation. Extraordinary contribution to class and performance on quizzes can earn you a higher grade. A disruptive classroom presence or excessive absences will lower your grade.
2. Class attendance is highly recommended and considered necessary to do well in the course. I expect students to come to class prepared and to be respectful and attentive in class. Do not read the newspaper, browse the internet, conduct side conversations with other students, text, or play with your phone or other mobile device while class is in progress. Students engaging in any activity that could interfere with other students' ability to learn will be asked to leave class.

REQUIRED READING: There are no assigned textbooks for this course. Links to assigned reading are provided under the "Resources" section on Sakai. You are also expected to make a habit of reading a daily newspaper with high quality coverage of foreign affairs or listening to a public radio station for news and analyses of events related to national and international security. You should expect to spend between 2 and 3 hours reading in preparation for each class meeting.

As stated above, you will need to purchase a semester-long subscription to the Statecraft simulation (\$30) at <http://www.statecraftsim.com/> before the first week of using the simulation.

COURSE WEBSITE: Assignments, readings, links to resources, announcements, and your grades can all be accessed on Sakai. You need to have an email account and regular access to the internet to successfully complete this course. To ensure that you receive my emails, you should either check your Sakai account on a regular basis or have email from there forwarded to an account you do check regularly.

GRADE DEFINITIONS: The following definitions of grades were adopted by the University Faculty and are the official basis for assigning and interpreting undergraduate grades. Note that they are based on performance, not on effort or on individual improvement.

A - Mastery of course content at the highest level of attainment that can reasonably be expected of students at a given stage of development. The A grade states clearly that the student has shown such outstanding promise in the aspect of the discipline under study that he/she may be strongly encouraged to continue.

B - Strong performance demonstrating a high level of attainment for a student at a given stage of development. The B grade states that the student has shown solid promise in the aspect of the discipline under study.

C - A totally acceptable performance demonstrating an adequate level of attainment for a student at a given stage of development.

D - A marginal performance demonstrating a minimal passing level of attainment for a student at a given stage of development.

F - For whatever reasons, an unacceptable performance. The F grade indicates that the student's performance has revealed almost no understanding of the course content.

Grade	Percentile
A	94-100%
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	74-76%
C-	70-73%
D+	67-70%
D	60-66%
F	< 60%

GRADE APPEALS: I take the evaluation and grading of your academic work very seriously. If you feel that a test or assignment was graded incorrectly or unfairly you must submit a type-written explanation of the problem along with the test or assignment in question. I will re-evaluate your work and you will receive the new grade whether it is higher or lower. I am always happy to discuss with you how your work was evaluated and how you can improve your performance in the course but I *will not* change any grade without a written request. The only exception to this policy is for simple errors in calculation. Grade appeals will only be accepted for 10 days after a test or assignment has been returned to the class.

The University of North Carolina at Chapel Hill has had a student-administered honor system and judicial system for over 100 years. The Honor Code of the university is in effect at all times, and the submission of work signifies understanding and acceptance of those requirements. If you have questions about your responsibility under the honor code, please bring them to your instructor or consult with the office of the Dean of Students or the Instrument of Student Judicial Governance (<http://instrument.unc.edu>). Papers and exams should be submitted with the following pledge: "On my honor, I have neither given nor received unauthorized aid on this assignment." Never submit work unless you are fully satisfied that you have complied with the requirements of the Honor Code.

FINAL NOTES:

- Cell phones should be turned off and put away when class begins. Do not send or read text messages or comment on your friend's social media posts during class time. These policies will be strictly enforced so as to provide the best possible learning environment, encourage active participation by all students, and minimize distractions for students that would like to focus on course material. See the

attached note on why I limit the use of laptops in class. Students engaging in any activity that could interfere with other students' ability to learn will be asked to leave class.

- Students who will need to miss a test or class meeting to observe a religious holiday at some point during the semester should make arrangements with me within the first two weeks of the semester.
- Students with disabilities who require individualized testing or any other accommodations should discuss this with me within as soon as possible.
- Students should keep copies of the assignments they turn in and retain graded assignments and exams until they receive their final course grade.
- In written work (including overheads or handouts used in presentations) words drawn from others should be indicated by quotation marks and all ideas drawn from others should refer to their source. If you are unsure about what needs to be cited, please talk with me or ask for assistance from the writing center. Plagiarism is a serious offense which can result in failure of the course and suspension from the University. I will report all suspected cases of plagiarism to the Honor Court
- If any problems that will affect your performance in this class arise during the course of the semester, please come see me as soon as possible. I can do more to help you if you let me know what is happening *before* you miss a test or deadline.
- Email Etiquette: Please feel free to email me or one of the TAs to set up an appointment to meet. We will not respond to emails asking about what you missed in class when you were absent. In addition, we will not accept assignments that are emailed to us except under extraordinary circumstances. You should address me as Professor or Dr. Sullivan in your emails just as you would in person. Be sure to include your full name and the name or number of the course in every email. We will generally respond to emails within 24 hours during the work week and within 48 hours on weekends. We cannot guarantee a response to your email more frequently than that, so plan accordingly.

COURSE OUTLINE AND READING ASSIGNMENTS

Date	Topic	Assignment
18 Aug	Introduction	
20 Aug	International Security: One World, Many Theories	John J. Mearsheimer and Stephen M. Walt, "An Unnecessary War," <i>Foreign Policy</i> (Jan./Feb. 2003), pp. 51-60. Kenneth M. Pollack, "Why Iraq Can't Be Deterred," <i>New York Times</i> , 26 Sept. 2002.
25 Aug		Bueno de Mesquita, Bruce, James D. Morrow, Randolph M. Siverson, and Alastair Smith. 1999. <i>An Institutional Explanation of the Democratic Peace. American Political Science Review</i> 93 (4):791.
27 Aug		Statecraft Simulation Turn 0 Statecraft Manual and Syllabus Quiz #1
1 Sep	Providing National Security: Contrasting Approaches	Statecraft Simulation Turn 1 Statecraft Manual Quiz #2 Weeks, Jessica L. "Strongmen and straw men: Authoritarian regimes and the initiation of international conflict." <i>American Political Science Review</i> 106, no. 02 (2012): 326-347.
3 Sep		Epifanio, Mariaelisa. "Legislative response to international terrorism." <i>Journal of Peace Research</i> 48, no. 3 (2011): 399-411. Furia, Peter A., and Russell E. Lucas. "Determinants of Arab public opinion on foreign relations." <i>International Studies Quarterly</i> 50, no. 3 (2006): 585-605.
8 Sep	Providing National Security: The Utility of Force	Statecraft Simulation Turn 2 Sullivan, Patricia Lynne, and Scott Sigmund Gartner. "Disaggregating peace: Domestic politics and dispute outcomes." <i>International Interactions</i> 32, no. 1 (2006): 1-25.
10 Sep		Horowitz, Michael C. and Idean Salehyan. (2015, July 27, 2015). Joe Public v. Sue Scholar: Support for the Use of Force. Retrieved from Political Violence @ a Glance: Expert Analysis on Violence and Its Alternatives. http://politicalviolenceataglance.org/2015/07/27/joe-public-v-sue-scholar-support-for-the-use-of-force/
15 Sep	Providing National Security: Strategic Intelligence	Statecraft Simulation Turn 3 Heuer, Richards J. "Limits of intelligence analysis." <i>Orbis</i> 49, 1 (2006): 75-94. Paul R. Pillar. "Predictive Intelligence: Policy Support or Spectator Sport?" <i>SAIS Review of International Affairs</i> 28, no. 1 (2008): 25-35.
17 Sep		Betts, Richard K. "Fixing intelligence." <i>Foreign Affairs</i> 81, no. 1 (2002): 43-59.
22 Sep	Violent Conflict: Culture Clashes and Identity Wars?	Statecraft Simulation Turn 4 Huntington, Samuel P. "The Clash of Civilizations." <i>Foreign Affairs</i> 72, no. 3 (Sum 1993): 22-49.

		Chiozza, Giacomo. 2002. Is there a clash of civilizations? Evidence from patterns of international conflict involvement, 1946-97. <i>Journal of Peace Research</i> 39 (6):711-734.
24 Sep	Violent Conflict: Culture Clashes and Identity Wars?	Kaplan, Robert D. "The Coming Anarchy." <i>Atlantic Monthly</i> 273, no. 2 (1994): 44-77. Mueller, John. "Why Isn't There More Violence?" <i>Security Studies</i> 13, no. 3 (2004): 191-203.
29 Sep	Violent Conflict: Greed and Grievance	Statecraft Simulation Turn 5 Kalyvas, Stathis. "'New' and 'Old' Civil Wars." <i>World Politics</i> 54 (2001): 99-118.
1 Oct		Collier, Paul, and Anke Hoeffler. "On the Incidence of Civil War in Africa." <i>Journal of Conflict Resolution</i> 46, no. 1 (February 1, 2002): 13-28.
6 Oct	Violent Conflict: Rational Choice or Human Error?	Statecraft Simulation Turn 6? Fearon, James D. "Rationalist Explanations for War." <i>International Organization</i> 49, no. 3 (1995): 379-414.
8 Oct		Stein, Janice Gross. "Crisis Behavior: Miscalculation, Escalation, and Inadvertent War." <i>The International Studies Encyclopedia</i> . Denmark, Blackwell Publishing, 2010. Blackwell Reference Online. Daniel Kahneman and Jonathan Renshon, "Why Hawks Win," <i>Foreign Policy</i> (Jan./Feb. 2007), pp. 34-38.
13 Oct	Midterm Review	Statecraft Simulation Turn 7?
15 Oct	Fall Break	
20 Oct	Midterm Exam	
22 Oct	Peace and Security: The Role of the "International Community"	Fortna, V.P. "Interstate Peacekeeping: Causal Mechanisms and Empirical Effects." <i>World Politics</i> 56, no. 4 (2004): 481-519.
27 Oct	Role of the International Community cont...	Statecraft Simulation Turn 8? Bromley, Mark, Neil Cooper, and Paul Holtom. "The UN Arms Trade Treaty: arms export controls, the human security agenda and the lessons of history." <i>International Affairs</i> 88, no. 5 (2012): 1029-1048.
29 Oct	Nuclear Proliferation	Statecraft Simulation Turn 9? The Challenge of Nuclear Weapons. Scholars Online Video Lectures. All. http://www.choices.edu/resources/scholars_nuclear.php Bell, Mark S., and Nicholas L. Miller. "Questioning the Effect of Nuclear Weapons on Conflict." <i>Journal of Conflict Resolution</i> 59, no. 1 (2015): 74-92.
3 Nov	Nuclear Proliferation, cont...	Sagan, S. D. (2012). Policy: A call for global nuclear disarmament. <i>Nature</i> , 487(7405): 30-32.

		Mohamed El Baradei, Director General International Atomic Energy Agency, Nobel Peace Prize Lecture, December 10, 2005.
5 Nov	Violent Nonstate Actors	Kydd, Andrew H., and Barbara F. Walter. 2006. "The Strategies of Terrorism." <i>International Security</i> 31 (1): 49-80. Sunstein, Cass R. 2003. "Terrorism and Probability Neglect." <i>Journal of Risk and Uncertainty</i> 26 (2/3): 121-136.
10 Nov	Violent Nonstate Actors, cont....	James Fearon. 2006. Iraq's Civil War. <i>Foreign Affairs</i> 86(2): 2-15. McCoy, Terrence. "Islamic State 'now controls resources and territory unmatched in history of extremist organizations,'." <i>The Washington Post</i> (2014).
12 Nov	Traditional vs. Critical Security Perspectives	Reading selections on Sakai. Choose two.
17 Nov	Traditional vs. Critical Security Perspectives, cont...	Security Threats Debate
19 Nov		Second Paper Due
24 Nov	The Future of Human Security	Steven Pinker, "A History of Violence," <i>The New Republic</i> , 20 March 2007. Kurzman, Charles and David Schanzer. The Growing Right-Wing Terror Threat. June 16, 2015. New York Times. Opinion Pages. A27 http://nyti.ms/1MHqhcP Feitelson, Eran, Abdelrahman Tamimi, and Gad Rosenthal. "Climate change and security in the Israeli-Palestinian context." <i>Journal of Peace Research</i> 49, no. 1 (2012): 241-257.
26 Nov	Thanksgiving Break	
1 Dec	Final Review	
	Final Exam: Thursday , Dec 10 4:00 - 6:30 pm http://registrar.unc.edu/academic-calendar/final-examination-schedule-fall/	

This course syllabus is a general plan for the course. Readings, assignments, and due dates may be revised. These changes will be communicated to the student as early as possible and the student will always be provided with a copy of the most up-to-date syllabus.

UNIVERSITY SERVICES

Accessibility Resources & Service: The Office of Accessibility Resources & Service provides services and reasonable accommodations to currently enrolled undergraduate and graduate/professional students with disabilities. Their mission is to provide students with disabilities equal access to the services, programs and activities of the University so that they may, as independently as possible, meet the demands of University life. ARS determines reasonable accommodations, including resources and services, to provide students with disabilities with equal access to the opportunities available to them at Carolina as independently as possible.

ARS can be reached at SASB (Student and Academic Services Building), Suite 2126, 450 Ridge Road, 919-962-8300 or accessibility@unc.edu. For more information, see <https://accessibility.unc.edu/>.

UNC Writing Center

The Writing Center offers free, one-on-one help with all aspects of writing at any stage in the writing process. To make an appointment, browse the Writing Center's online resources, or submit a draft online, please visit writingcenter.unc.edu. The main Writing Center office on the lower level of the Student and Academic Services Building is open for appointments Monday through Thursday from 9:00 AM until 8:00 PM, Friday from 9:00 AM until 4:00 PM, and Sunday from 4:00 PM to 8:00 PM. There is also a satellite office in 221 Greenlaw Hall. To make the best use of your time, bring a copy of your assignment with you. Many students find visits to the Writing Center well worth their time.

UNC Policy addressing Discrimination and Harassment: Any form of violence or harassment, including sexual assault, relationship violence, and stalking is unwelcome at the University. If you or someone you know has been harassed or assaulted, you can find the appropriate UNC resources at <http://sexualassaultanddiscriminationpolicy.unc.edu/>.