

IAFS 4500-001: The Post Cold War World – Global Security

Spring, 2024

Monday, Wednesday: 3:35-4:50

Ketchum 1B84

Contact Information

Steven Beard, (Steven.Beard@Colorado.edu)

Ketchum 212

Office Hours: MWF: 1:15-2:15

Class Description

This course is designed to serve as the capstone of your international affairs degree. As such, the main focus of this course is less on specific facts or knowledge, but rather developing your analytic and research skills. We will do this in two ways.

First, we will consider various topics regarding what war and armed conflict will look like in the remainder of the 21st century. There have been many debates and arguments around this question. For instance, will we see a return of major power war, or will terrorism and ethnic conflict remain the primary forms of conflict? How will new(ish) technologies such as the internet and uncrewed vehicles affect conflict? We will not definitively resolve these debates. However, we will consider how we can productively study and analyze these questions in a rigorous manner.

Second, you will write a substantial research paper on a topic of your choice (as long as it is relevant to the overall course theme). Through this paper, and associated class discussions, learn research methods and project management skills. I expect you to devote substantial effort to this paper, as it is in essence your senior thesis.

Learning objectives

- Understand how to study changes and help predict future
- Understand and apply basic research methods in social science
 - Relationship between theory and empirics
 - How to select and do case studies
- Apply to understand the future of conflict and security

Texts and Readings

All required reading will either have website links provided or be placed on Canvas. You are expected to complete all assigned readings before the relevant class

Course Requirements and grades

Your grade will be determined by the following assignments:

- Course research paper (40%)
- Paper proposal and meeting (5%)
- Outline and meeting (5%)

- Paper presentation (10%)
- 3 Discussion papers (10% each)
- Attendance and participation (10%)

Research / policy paper (due May 6)

The core requirement of the course is to write a major research paper (15-20 pages). This is in essence a mini-senior thesis. You may choose the topic to write on, as long as it is broadly relevant to the future of armed conflict.

In this paper, you will formulate an academic research question related to international affairs. You will then develop a theoretical answer to this research question, and examine that theory using available evidence. Further details about how to accomplish these steps will be provided throughout the course. You will be required to follow the overall format and other requirements that I lay out.

Paper proposal (due February 12)

Each student must write a paper proposal (~2-3 pages), detailing their research question or policy issue and existing research on the topic. Before turning this assignment in, I would like to meet with each of you to discuss possible research questions. Further details will be provided.

Paper outline and meeting (due April 3)

In order to help you work through your paper, each student will be required to complete a relatively detailed outline of their paper. Each student will then be required to schedule an out of class meeting with me to discuss their paper progress and any issues they are having.

Paper presentation

During the last two weeks of class, each student will present their paper to the class of about 15 minutes. We will then have five to ten minutes of questions and discussion. This is both an opportunity to share your research with the rest of the class, and get feedback before writing your final paper.

Discussion papers

For each major section, you will write a short discussion paper (about 3 pages). In these, you should pay particular attention to evaluating the evidence for various positions, and how we can learn about international affairs. Further details and a specific prompt will be provided later. The discussion papers will be due on February 21, March 13 and April 10.

Attendance and participation

You are required to attend all scheduled classes and relevant small group meetings and participate fully. You are allowed two unexcused absences, and then each further absence will result in losing 1 of your 10 attendance points. I reserve the right to reduce this grade further if you are consistently not participating (i.e. just sitting in the back playing on your computer).

Schedule

- Week 1
 - Jan. 17
- Week 2
 - Jan. 22 – How do we know things?
 - Chadeaux, Thomas. 2017. “Conflict Forecasting and its Limits” *Data Science*. 1(1-2): 7-17.
 - Smith, Gordon C.S. and Jill P. Pell. 2003. “Parachute use to prevent death and major trauma related to gravitational challenge: systematic review of randomized controlled trials.” *BMJ*. 327(7429):1459-61. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC300808/>
 - Yeh, Robert W. et al. 2018. “Parachute use to prevent death and major trauma when jumping from aircraft: randomized controlled trial.” *BMJ*. 363:(5094). <https://www.bmj.com/content/363/bmj.k5094>
 - Rosen, Julia. 2021. “The Science of Climate Change Explained: Facts, Evidence and Proof: Definitive answers to the big question.” *The New York Times*. <https://www.nytimes.com/article/climate-change-global-warming-faq.html>. (Also on Canvas. Can skim. Focus on how we know climate change is happening.)
 - Jan 24
 - Levy, Jack S. and William R. Thompson. 2010. *Causes of War*. Wiley-Blackwell. Ch. 1
 - Fearon, James. 1995. “Rationalist Explanations for War.” *International Organization*. 49(3): 379-414.

Segment 1: Polarity and system structure

- Week 3
 - Jan 29
 - Allison, Graham. 2015. “The Thucydides Trap: Are the U.S. and China Headed for War?” *The Atlantic*. September 24, 2015. <https://www.theatlantic.com/international/archive/2015/09/united-states-china-war-thucydides-trap/406756/> (Also on Canvas)
 - Zhao, Minghao. 2019. “Is a New Cold War Inevitable? Chinese Perspectives on US-China Strategic Competition.” *The Chinese Journal of International Politics*. 12(3): 371-394
 - Jan 31
 - Lebow, Richard Ned, & Benjamin Valentino. 2009. “Lost in Transition: A Critical Analysis of Power Transition Theory.” *International Relations*. 23(3): 389–410. <https://doi.org/10.1177/0047117809340481> (on Canvas)
 - Lemke, Douglas and Suzanne Werner. 1996. “Power Parity, Commitment to Change and War.” *International Studies Quarterly*. 40(2): 235-260.
- Week 4
 - Feb. 5 – workshop research questions / lit review

- Feb. 7
 - Ikenberry, G. John. 2018. “The end of international liberal order?” *International Affairs*. 94(1): 7-23.
 - Lake, David A., Lisa L. Martin, and Thomas Risse. 2021. “Challenges to the Liberal Order: Reflections on International Organization.” *International Organization*. 75(2): 225-257.
- Week 5
 - Feb. 12
 - Paper proposal due
 - Feb. 14

Segment 2: Technology and war

- Week 6
 - Feb. 19
 - Feb. 21
 - Discussion paper 1 due
- Week 7
 - Feb. 26
 - Feb. 28
- Week 8
 - March 4
 - March 6 – workshop theory

Segment 3: Climate change and conflict

- Week 9
 - March 11
 - March 13
 - Discussion paper 2 due
- Week 10
 - March 18
 - March 20 – workshop case studies
- Spring break – March 25-29
- Week 11
 - April 1
 - April 3
 - Paper outline due

Additional topics (student choice)

- Week 12
 - April 8
 - April 10
 - Discussion paper 3 due
- Week 13
 - April 15
 - April 17

Presentations and conclusion

- Week 14 - presentations
 - April 22 – presentations
 - April 24 – presentations
- Week 15
 - April 29 – presentations
 - May 1 – course conclusion
- Monday, May 6 – final exam period
 - **Final paper due**

Policies

Late policy

Assignments may be turned in late, provided you let me know. If you need to turn these in late, you **MUST** e-mail that it will be late (you do not need to provide a reason) **AND** provide a date by which you will have it completed. While they will be granted, extensions on the final paper must be limited in order to allow me to finish grading everything on time.

Communication

I will use both e-mail and Canvas to communicate important announcements. You are expected to check both regularly. The best way to contact me is through e-mail. I will do my best to respond reasonably promptly, but please be patient. For more complex issues or substantive questions I will probably suggest setting up an appointment to meet on zoom office hours.

Grading Grievances

Objectively assigning grades is a tough business, and mistakes do happen. I am happy to go over the assignment and explain why I assigned the given grade during office hours. If you wish to appeal a grade, you must submit in writing an explanation detailing where (i.e. what question) and why you think that you received insufficient credit for your answer. Be forewarned: I will not accept explanations arguing that because you worked really hard on a paper, your overall grade was just not high enough. You need to be able to show specific grading errors on my part.

Classroom Behavior

Students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote, or online. Failure to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation, or political philosophy.

For more information, see the [classroom behavior policy](#), the [Student Code of Conduct](#), and the [Office of Institutional Equity and Compliance](#).

Requirements for Infectious Disease

Members of the CU Boulder community and visitors to campus must follow university, department, and building health and safety requirements and all applicable campus policies and public health guidelines to reduce the risk of spreading infectious diseases. If public health

conditions require, the university may also invoke related requirements for student conduct and disability accommodation that will apply to this class.

If you feel ill and think you might have COVID-19 or if you have tested positive for COVID-19, please stay home and follow the [guidance of the Centers for Disease Control and Prevention \(CDC\) for isolation and testing](#). If you have been in close contact with someone who has COVID-19 but do not have any symptoms and have not tested positive for COVID-19, you do not need to stay home but should follow the [guidance of the CDC for masking and testing](#).

Accommodation for Disabilities, Temporary Medical Conditions, and Medical Isolation

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](#). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance.

If you have a temporary medical condition, see [Temporary Medical Conditions](#) on the Disability Services website. If you have a required medical isolation for which you require adjustment, e-mail me and we will work out appropriate accommodations.

Preferred Student Names and Pronouns

CU Boulder recognizes that students' legal information doesn't always align with how they identify. Students may update their preferred names and pronouns via the student portal; those preferred names and pronouns are listed on instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name.

Honor Code

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the [Honor Code](#). Violations of the Honor Code may include but are not limited to: plagiarism (including use of paper writing services or technology [such as essay bots]), cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty.

All incidents of academic misconduct will be reported to Student Conduct & Conflict Resolution: honor@colorado.edu, 303-492-5550. Students found responsible for violating the [Honor Code](#) will be assigned resolution outcomes from the Student Conduct & Conflict Resolution as well as be subject to academic sanctions from the faculty member. Visit [Honor Code](#) for more information on the academic integrity policy.

My policy is that I will report all suspected violations to the honor code office. If the honor code office finds that you did violate the honor code, you will receive a zero on the affected assignment. Subsequent violations will result in automatically failing the course.

Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation

CU Boulder is committed to fostering an inclusive and welcoming learning, working, and living environment. University policy prohibits [protected-class](#) discrimination and harassment, sexual misconduct (harassment, exploitation, and assault), intimate partner violence (dating or domestic violence), stalking, and related retaliation by or against members of our community on- and off-campus. These behaviors harm individuals and our community. The Office of Institutional Equity and Compliance (OIEC) addresses these concerns, and individuals who have been subjected to misconduct can contact OIEC at 303-492-2127 or email cureport@colorado.edu. Information about university policies, [reporting options](#), and [support resources](#) can be found on the [OIEC website](#).

Please know that faculty and graduate instructors must inform OIEC when they are made aware of incidents related to these policies regardless of when or where something occurred. This is to ensure that individuals impacted receive outreach from OIEC about resolution options and support resources. To learn more about reporting and support for a variety of concerns, visit the [Don't Ignore It page](#).

Religious Accommodations

Campus policy requires faculty to provide reasonable accommodations for students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. Please communicate the need for a religious accommodation in a timely manner. In this class, if a religious observance affects any graded assignment, please let me know and we will work out appropriate modifications

See the [campus policy regarding religious observances](#) for full details.

Mental health and wellness

The University of Colorado Boulder is committed to the well-being of all students. If you are struggling with personal stressors, mental health or substance use concerns that are impacting academic or daily life, please contact [Counseling and Psychiatric Services \(CAPS\)](#) located in C4C or call (303) 492-2277, 24/7.

Free and unlimited telehealth is also available through [Academic Live Care](#). The Academic Live Care site also provides information about additional wellness services on campus that are available to students.