

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

Spring, 2023

Tuesday, Thursday: 2:00-3:15

Hellems 255

Contact Information

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Ketchum 212

Office Hours: Tuesday, Thursday 3:30-5:00?

Class Description

What will war and armed conflict look like in the remainder of the 21st century? Commentators have presented many arguments. 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 examine and discuss these debates, among others.

In addition to classroom readings and discussion, students will examine these issues by writing a major research or policy paper on a relevant topic of their choice. Through this paper, students will also learn research and project management skills.

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/policy paper (40%)
- Paper proposal (5%)
- Outline and paper meeting (5%)
- Paper presentation (10%)
- 3 Discussion papers (10% each)
- Attendance and participation (10%)

Research / policy paper (due May 7)

The core requirement of the course is to write a major research or policy paper (15-20 pages). This is in essence a mini-senior thesis. You may choose the topic to write on, and whether to write a research paper or a policy paper. Whichever route you go, the paper must relate in some way to the future of armed conflict.

If you choose to write a research paper, you must formulate an academic research question related to international affairs. You will develop a theoretical answer to this research question, and examine that theory using available evidence.

If you choose to write a policy paper, you will identify a policy issue or problem to examine. You will identify several policy options to address the issue, and evaluate these options using

both specific evidence and theoretical knowledge of international affairs. Finally, you will propose one option as the best to address the issue and defend this choice.

Further details and guidance about both paper options will be provided throughout the course.

Paper proposal (due February 14)

Each student must write a paper proposal (~2-3 pages), detailing their research question or policy issue and existing research on the topic. Further details will be provided.

Paper outline and meeting (due April 4)

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 three weeks of class, each student will present their paper to the class or about 10 minutes. We will then have five 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

Throughout the course, each student will write three short discussion papers (~2-3 pages) discussing the readings and issues from a given week or topic. In each paper, you not only summarize the readings, but also your position on the issues.

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
 - January 17 - Intro to course
 - Onambele Mendouga, Guy Herve. 2022. “The Future of War.” Small Wars Journal. <https://smallwarsjournal.com/jrnl/art/future-war>
 - January 19 - Overview of conflict trends
 - Pinker, Steven. “Has the Decline of Violence Reversed since The Better Angels of Our Nature was Written?” https://stevenpinker.com/files/pinker/files/has_the_decline_of_violence_reversed_since_the_better_angels_of_our_nature_was_written.pdf
 - Braumoeller, Bear F. 2021. “Trends in Interstate Conflict.” In Mitchell, Sara McLaughlin, and John A. Vasquez (eds.), What Do We Know About War? (3rd ed.) New York: Rowman & Littlefield, pp. 272-289.
 - Beard, Steven and Christina Boyes. 2023. “Is War Intensity Declining? Revisiting the decline of war hypothesis.”

- Week 2
 - January 24 - What is war?
 - Clausewitz, Carl von. *On War*. Ch. 1.
<https://www.clausewitz.com/readings/OnWar1873/BK1ch01.html>
 - Levy, Jack S. and William R. Thompson. 2010. *Causes of War*. Wiley-Blackwell. Ch. 1
 - January 26 - Bargaining model of conflict
 - Fearon, James. 1995. "Rationalist Explanations for War." *International Organization*. 49(3): 379-414.
- Week 3
 - January 31 – debates of the 1990s
 - Fukuyama, Francis. 1989. "The End of History?" *The National Interest*. 16: 3-18.
 - Huntington, Samuel P. "The Clash of Civilizations?" *Foreign Affairs*. 72(3) 22-49.
 - February 2 – changes in the international system
 - 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.
 - Adler-Nissen, Rebecca and Ayşe Zarakol. 2021. "Struggles for Recognition: The Liberal International Order and the Merger of Its Discontents." *International Organization*. 75(2): 611-634. (skim)
 - Weiss, Jessica Chen and Jeremy L. Wallace. 2021. "Domestic Politics, China's Rise, and the Future of the Liberal International Order." *International Organization*. 75(2): 635-664. (skim)
- Week 4
 - February 7 - return to multipolarity
 - Posen - Emerging Multipolarity: Why Should We Care?
 - Mearsheimer – Back to the Future
 - February 9 - Hegemonic stability theory, Thucydides trap
 - Lemke, Douglas and Suzanne Werner. 1996. "Power Parity, Commitment to Change and War." *International Studies Quarterly*. 40(2): 235-260.
 - Lebow and Valetino - Lost in Transition: A Critical Analysis of Power Transition Theory
 - Allison – Thucydides trap (Atlantic?)
 - Long Shot and Short Hit: China as a Military Power and Its Implications for the USA and Taiwan ???
 - Domestic Sources of China's Emerging Grand Strategy ???
- Week 5
 - February 14
 - **Paper proposal due**
 - Career services presentation
 - February 16 - Rogue states

- Mitchell and Trumbore - Rogue states and territorial disputes
 - Caprioli and Trumbore - Rhetoric versus Reality: Rogue States in Interstate Conflict
 - <https://www.crisisgroup.org/global/10-conflicts-watch-2023>
- Week 6
 - February 21 - Civil war and ethnic conflict
 - Walter – New New Civil Wars
 - Kalyvas and Balcells - International System and Technologies of Rebellion: How the End of the Cold War Shaped Internal Conflict
 - Ghodes - Studying the Internet and Violent conflict
 - February 23 - Failed states
 - <https://worldpopulationreview.com/country-rankings/failed-states>
 - <https://fragilestatesindex.org/>
 - Nay - Fragile and failed states: Critical perspectives on conceptual hybrids
 - Afghanistan, Iraq, Syria, Libya, and Yemen: The Long-Term Civil Challenges and Host Country Threats from “Failed State” Wars (selected pages)
 - https://www.brookings.edu/wp-content/uploads/2016/07/statefailureandstateweaknessinatimeofterror_chapter.pdf ?
- Week 7
 - February 28 - Changing alliances
 - <https://www.iiss.org/blogs/research-paper/2021/12/changing-alliance-structures>
 - other readings TBD
 - March 2 - Transnational influences on civil conflict
 - <https://www.cfr.org/article/irans-regional-armed-network>
 - Kathman - Civil War Diffusion and Regional Motivations for Intervention
- Week 8
 - March 7 - Future of deterrence and arms control
 - <https://www.csis.org/analysis/arms-control-after-ukraine-integrated-arms-control-and-deterring-two-peer-competitors>
 - <https://www.cfr.org/report/future-strategic-arms-control>
 - Peters, Anderson, and Menke - Deterrence in the 21st Century: Integrating Nuclear and Conventional Force
 - March 9 - WMD proliferation
 - Cimbala - Nuclear Proliferation in the Twenty-First Century: Realism, Rationality, or Uncertainty?
 - Monteiro and Debs - The Strategic Logic of Nuclear Proliferation
 - Akerman and Jacame - WMD Terrorism: The Once and Future Threat
 - <https://www.cfr.org/background/what-iran-nuclear-deal>
- Week 9
 - March 14 - Military transformation
 - RAND - Military Transformation? Which Transformation, and What Lies Ahead? ?? (likely no)

- <https://www.brookings.edu/research/a-retrospective-on-the-so-called-revolution-in-military-affairs-2000-2020/> ? (maybe recommended?)
 - Adamsky - Through the Looking Glass: The Soviet Military-Technical Revolution and the American Revolution in Military Affairs
 - Biddle - UKRAINE AND THE FUTURE OF OFFENSIVE MANEUVER
 - March 16 - Air power
 - Lake, Daniel. 2009. "The Limits of Coercive Airpower: NATO's 'Victory' in Kosovo Revisited." *International Security*. 34(1): 83-112.
 - Biddle, Stephen. 2005. "Allies, Airpower and Modern Warfare: The Afghan Model in Afghanistan and Iraq." *International Security*. 30(3): 161-176.
- Week 10
 - March 21 - Private military contractors
 - Leander - The Market for Force and Public Security: The Destabilizing Consequences of Private Military Companies
 - Marten - Russia's use of semi-state security forces: the case of the Wagner Group
 - Carey and Mitchell - Progovernment Militias
 - March 23 - Counter-insurgency and Counter-terrorism
 - Marlowe, Ann. 2009. "The Picture Awaits: The Birth of Modern Counterinsurgency." *World Affairs*. 172(1): 64-73.
 - <https://mwi.usma.edu/not-your-grandfathers-counterinsurgency-the-united-states-must-prepare-for-radically-new-forms-of-nonstate-violence/>
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- Spring Break – March 28 and 31
- Week 11
 - April 4 – human rights and conflict
 - **Paper outline due**
 - <https://www.cfr.org/backgrounder/china-xinjiang-uyghurs-muslims-repression-genocide-human-rights>
 - Nordas and Cohen - Conflict-Related Sexual Violence
 - How will international humanitarian law develop in the future? ??
 - Barter, Shane Joshua. 2012. "Unarmed Forces: Civilian Strategy in Violent Conflict." *Peace and Change*. 37(4): 544-571.
 - April 6 - Future of international institutions and conflict
 - Readings TBD
- Week 12
 - April 11 - Future of peacekeeping
 - https://peacekeeping.un.org/sites/default/files/future_of_peacekeeping_operations_in_a_changing_conflict_environment.pdf
 - https://peacekeeping.un.org/sites/default/files/the_future_of_peacekeeping_and_parallel_operations.pdf
 - https://peacekeeping.un.org/sites/default/files/fopo_scenarios_paul_williams_final.pdf
 - April 13
 - MPSA (no class)

- Week 13
 - April 18
 - Presentations
 - April 20
 - Presentations
- Week 14
 - April 25
 - Presentations
 - April 27
 - Presentations
- Week 15
 - May 2
 - Presentations
 - May 4 - Wrap up
- Final time (May 7: 4:30-7:00)
 - **Final paper due**
 - Make up presentation?

Policies

Late policy

All assignments are due at the beginning of class. Assignments turned in after this point will receive at single 15% late penalty. I am relatively willing to grant extensions as needed, provided you contact me.

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. For administrative questions (e.g. needing extensions), please e-mail both me and the TA so that we are all on the same page. 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.

In addition, I will create a discussion board for each week for you to ask substantive questions about the assignment. I would encourage you to ask any substantive questions we don't get to in class on these discussion boards so that others may benefit from your question. If you do know the answer to someone else's question, I would encourage you to go ahead and answer.

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

Both students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote or online. Those who fail 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 Covid-19

As a matter of public health and safety, all members of the CU Boulder community and all visitors to campus must follow university, department and building requirements and all public health orders in place to reduce the risk of spreading infectious disease. CU Boulder currently requires COVID-19 vaccination and boosters for all faculty, staff and students. Students, faculty and staff must upload proof of vaccination and boosters or file for an exemption based on medical, ethical or moral grounds through the MyCUHealth portal.

The CU Boulder campus is currently mask-optional. However, if public health conditions change and masks are again required in classrooms, students who fail to adhere to masking requirements will be asked to leave class, and students who do not leave class when asked or who refuse to comply with these requirements will be referred to Student Conduct and Conflict Resolution. For more information, see the policy on classroom behavior and the Student Code of Conduct. If you require accommodation because a disability prevents you from fulfilling these safety measures, please follow the steps in the “Accommodation for Disabilities” statement on this syllabus.

If you feel ill and think you might have COVID-19, if you have tested positive for COVID-19, or if you are unvaccinated or partially vaccinated and have been in close contact with someone who has COVID-19, you should stay home and follow the further guidance of the Public Health Office (contacttracing@colorado.edu). If you are fully vaccinated and have been in close contact with someone who has COVID-19, you do not need to stay home; rather, you should self-monitor for symptoms and follow the further guidance of the Public Health Office (contacttracing@colorado.edu).

Accommodation for Disabilities

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.

Preferred 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.

If you would like me to use a name or pronoun other than that listed, please let me know.

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, 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. Additional information regarding the Honor Code academic integrity policy can be found on the Honor Code website.

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 sexual misconduct (harassment, exploitation, and assault), intimate partner violence (dating or domestic violence), stalking, protected-class discrimination and harassment, 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 believe they 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 have a responsibility to inform OIEC when they are made aware of any issues related to these policies regardless of when or where they occurred to ensure that individuals impacted receive information about their rights, support resources, and resolution options. To learn more about reporting and support options for a variety of concerns, visit Don't Ignore It.

Religious Holidays

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, if religious observances

affect any graded assignment, let me know so we can work out alternate arrangements. See the campus policy regarding religious observances for full details.