

PSCI 3123-001 – War, Peace, and Strategic Defense

CLRE 207 (once in-person classes begin)

MWF – 9:05 to 9:55 AM

Instructor Contact Information

Instructor – Michael D Kanner

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Teaching Assistant – Samuel Foredyce

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Communication Policy

I am best contacted by email. If you do not hear from me within 24 hours, contact the political science office (303 492-7871) and ask them to call me.

Instructor Biography

I have been a lecturer and instructor in political science and international affairs since 2001 and have taught most international relations subjects from security to economics. My bachelor's degree was in science from the U.S. Military Academy with a concentration in engineering. I also have a master's in managerial science from Troy State University, international relations from Salve Regina University, and a Ph.D. from the University of Colorado, Boulder. I focused on political psychology and its effect on foreign policy decision-making.

Before joining academia, I served in the U.S. Army, including assignments as operations officer and analyst from brigade to theater army level in the United States, Latin American and Europe. I also spent a short time as a contract employee for SAIC, a think tank doing work for the Defense Department. My activity as an analyst included studies on expert decision-making, low-intensity conflict, and preventive diplomacy.

Teaching Assistant Biography

I am a fifth-year political science PhD Candidate focusing on international relations and research methodology. I specialize in matters of conflict and security studies and how conflict affects both institutions and political behavior during conflict and in post-conflict environments.

My dissertation examines the relationship between territory and conflict. More specifically, I examine the strategic decision making of states after they have been invaded by another state. We'd expect war to be the natural reaction, after all, territorial disputes are historically the leading cause of war; however, only a third of all invasions in the last century have resulted in conflict. The remaining two thirds have led to various instances of diplomacy. Why is that? An example of this type of behavior is Ukraine-Russia in 2014 when Crimea was annexed. This led to war, but why?

Course Description (from the catalog)

Analyzes employment, or the threat of employing force, in securing American interests in the post-Cold War world. Gives special attention to utilities claimed for nuclear weapons, and alternatively, to weapons control and disarmament.

Recommended prerequisite: PSCI 2223. Similar to PACS 3800.

Course Objectives

1. Summarize the issues involved in understanding strategic theory.
2. Evaluate causal theories at different levels of analysis.
3. Describe how interstate relations influence the possibility of war.
4. Assess the prospects of war in the future.

Questions.

1. Is warfare a matter of nature or nurture?
2. Are some states more likely to go to war?
3. How do the dynamics of the international system cause war?
4. What are some strategies for the use of military force and power?
5. What strategies can we expect in the future?

Overview

There is a reading assigned for each day except when there is an exam. These should be read in advance of the class. The reading comes from either the textbook or an article you will need to access on Canvas. Articles on Canvas are linked to the day they will be discussed.

Classes will start with administrative announcements (if any) and some foreign policy-related news. There will then be a short discussion of the news. After that, I will give a short talk on the day's readings. These talks are not summaries. Instead, they will highlight sections of the readings and add historical and theoretical aspects to the readings. You are expected to contribute with questions and comments during these talks and after. I will sometimes interrupt my talk to ask opinions or prompt a discussion.

Student Responsibilities

Your first responsibility is to show up.

Readings and course notes are only part of the course. Additional material will be presented in the lectures. Therefore, the most benefit will come from participating in the class discussions.

Be prepared to participate.

Discussion and the exchange of ideas are part of an intellectual journey. You will be asked to offer and defend positions about the topics we discuss. I believe that the only way to sharpen an argument is to grind away at it; you can expect me to criticize your position.

I am offering these warnings because this is not typical in many classes.

- Your defense should be based on theory or history. Arguments built on beliefs or a moral argument are subjective and assume a universality of views that may only result from cultural hegemony.
- If you are not prepared to question your fundamental beliefs about the world and people, this is not the class for you.
- Do NOT take it personally. I have been known to criticize positions with which I agreed.
- *Ad Hominem* attacks will not be tolerated. That means criticisms should be based on counterarguments or counterfactuals and not the status of the individual making the argument. Violators will be warned. Persistent violators will be asked not to attend class. These will count as unexcused, missed classes.

Be on time.

Late arrivals disrupt the class. I also consider lateness a sign of disrespect to other students because it says that your convenience is more important than their desire to learn.

Keep up with the news.

To paraphrase Shakespeare, 'There are more things in heaven and earth than show up in your newsfeed.' There are new threats and changes to the security world every day. You should be familiar with these changes.

There are several sources for news. I recommend a mix of domestic and international news. Here are some of my recommendations.

- The Hill - <https://thehill.com/> - The Hill's focus is on what is going on in Washington, D.C. It is free to subscribe to, and you can select specific newsletters (<http://www.email.thehill.com/thehillreg/thehillreg/pref.action>).
- The Economist Magazine. In my opinion, this is the best international news magazine. In addition, they have a discounted student subscription (<https://subscribenow.economist.com/na-us/student/>).
- The Wall Street Journal. As University students, you also have free access to The Wall Street Journal. You can go to <https://libguides.colorado.edu/databaseguide/wallstreetjournal/home> for information on how to access it.

Course Outline and Schedule.

Pay attention to the page numbers for chapters in *What Causes War?* Because of the chapter lengths, I have split most of the readings into two parts.

Reading assignments that need to be downloaded are listed as "Canvas: [Author]."

Based on University guidance, classes until January 24 will be remote.

These classes will be conducted using Canvas' BigBlue Button (Conferences) tool. A short slideshow is available as a link in the announcement section. Additional guidance is available at

- Canvas Guide - <https://community.canvaslms.com/t5/Student-Guide/How-do-I-use-Conferences-in-a-course-as-a-student/ta-p/470>.
- YouTube video - <https://youtu.be/uYYnryIMOUw>.

Module 1. Strategic Theory

Objective – summarize the issues involved in understanding strategic theory.

1. January 10
 - a. Objective – identify the course requirements and expectations
 - b. Reading Assignment – Syllabus (Available on Canvas)
2. January 12
 - a. Objective– recognize how knowledge is accrued (i.e., epistemology)
 - b. Reading Assignment – *What Causes War?* – Chapter 1 (entire chapter)
3. January 14
 - a. Objective– identify the difficulties in studying and developing a strategy
 - b. Reading Assignment – *Strategic Studies Reader* – Chapter 1

Martin Luther King Birthday – No Class

4. January 19
 - a. Objective – identify the difficulties in studying and developing a strategy
 - b. Reading Assignment – *Strategic Studies Reader* – Chapter 3
5. January 21
 - a. Objective – evaluate the continued relevance of traditional security issues
 - b. Reading Assignment – Canvas: Mead

In-person classes start

6. January 24
 - a. Objective – evaluate arguments about the existence of a new global political environment

- b. Reading Assignment – Canvas: Ikenberry
- 7. January 26
 - a. Objective – examine the relevance of *On War*
 - b. Reading Assignment – *Strategic Studies Reader* – Chapter 4
- 8. January 28
 - a. Objective – discuss the purpose of strategy
 - b. Reading Assignment – *Strategic Studies Reader* – Chapter 6
- 9. January 31
 - a. Objective – discuss the 'diplomacy of violence.'
 - b. Reading Assignment – *Strategic Studies Reader* – Chapter 7
- 10. February 2
 - a. Objective – question the need for a strategy
 - b. Reading Assignment – Canvas: Betts

February 4 – Exam 1

Module 2. Individual, substate, and state level

Objective – evaluate causal theories at different levels of analysis

- 11. February 7
 - a. Objective – identify the effect of evolution on war
 - b. Reading Assignment – *What Causes War?* – Chapter 2, pages 13-30
- 12. February 9
 - a. Objective – identify the effect of environment on behavior
 - b. Reading Assignment – *What Causes War?* – Chapter 2, pages 30-48
- 13. February 11
 - a. Objective - examine how individual traits influence conflict decisions
 - b. Reading Assignment – *What Causes War?* – Chapter 3, pages 49-84
- 14. February 14
 - a. Objective - examine how individual traits influence conflict decision
 - b. Reading Assignment – *What Causes War?* – Chapter 3, pages 84-114
- 15. February 16
 - a. Objective – examine the flaws in group decision making
 - b. Reading Assignment – *What Causes War?* – Chapter 4, pages 115-127
- 16. February 18
 - a. Objective – examine the flaws in bureaucratic decision making
 - b. Reading Assignment – *What Causes War?* – Chapter 4, pages 128-168
- 17. February 21
 - a. Objective – examine the democratic peace and liberal peace theories
 - b. Reading Assignment – *What Causes War?* – Chapter 5, pages 169-190
- 18. February 23

- a. Objective – examine how domestic conditions affect conflicts
 - b. Reading Assignment – *What Causes War?* – Chapter 5, pages 190-198
19. February 25
- a. Objective - question whether internal conflicts lead to external wars
 - b. Reading Assignment – *What Causes War?* – Chapter 6, pages 199-218
20. February 28
- a. Objective - explore how internal conflicts and nationalism lead to war
 - b. Reading Assignment – *What Causes War?* – Chapter 6, pages 218-236

March 2 – Exam 2

Module 3. Dyadic and Balance of Power Theories

Objective – describe how interstate relations influence the possibility of war

21. March 4
- a. Objective – analyze the effect of dyads on conflict behavior
 - b. Reading Assignment – *What Causes War?* – Chapter 7 (entire chapter)
22. March 7
- a. Objective – question whether there is a relationship between arms races and conflicts
 - b. Reading Assignment – *What Causes War?* – Chapter 8 (entire chapter)
23. March 9
- a. Objective – explore the application of game theory to conflict behavior
 - b. Reading Assignment – *What Causes War?* – Chapter 9, pages 319-338
24. March 11
- a. Objective – examine the relevance of deterrence theory
 - b. Reading Assignment – *What Causes War?* – Chapter 9, pages 339- 369
25. March 14
- a. Objective – evaluate strategic competition and deterrence theory
 - b. Reading Assignment – Canvas: Rudolf
26. March 16
- a. Objective – consider factors in nuclear deterrence
 - b. Reading Assignment – *Strategic Studies Reader* – Chapter 12
27. March 18
- a. Objective – examine the relevance of deterrence
 - b. Reading Assignment – *Strategic Studies Reader* – Chapter 13

March 21-25 Spring Break

28. March 28

- a. Objective – evaluate the strategy of attacking nuclear weapons
 - b. Reading Assignment – *Strategic Studies Reader* – Chapter 14
29. March 30
- a. Objective – review the types of realism
 - b. Reading Assignment – *What Causes War?* – Chapter 10, pages 371-388
30. April 1
- a. Objective – recognize the effect of polarity on conflict and peace
 - b. Reading Assignment – *What Causes War?* – Chapter 10, pages 388-406

April 4 – Exam 3

Module 4. Hegemonic and Future Wars

Objective – Assess the prospects of war in the future.

31. April 6
- a. Objective – analyze the effect of power changes on conflict
 - b. Reading Assignment – *What Causes War?* – Chapter 11, pages 407-427
32. April 8
- a. Objective – compare the historical cyclical theories
 - b. Reading Assignment – *What Causes War?* – Chapter 11, pages 427-459
33. April 11
- a. Objective – examine the decision process to pursue terrorism
 - b. Reading Assignment – *Strategic Studies Reader* – Chapter 17
34. April 13
- a. Objective - discuss the new challenges associated with emerging forms of warfare
 - b. Reading Assignment – *Strategic Studies Reader* – Chapter 18
35. April 15
- a. Objective – examine the rise of new weapons and warfare
 - b. Reading Assignment – *Strategic Studies Reader* – Chapter 19
36. April 18
- a. Objective – explain the direction of conflicts
 - b. Reading Assignment – *Strategic Studies Reader* – Chapter 22
37. April 20
- a. Objective – discuss the reality of cyber-warfare
 - b. Reading Assignment – *Strategic Studies Reader* – Chapter 23
38. April 22
- a. Objective – discuss the future of strategy
 - b. Reading Assignment – *Strategic Studies Reader* – Chapter 24
39. April 25
- a. Objective – summarize war and peace theories

- b. Reading Assignment – *What Causes War?* – Chapter 13 (entire chapter)

40. April 27

- a. Objective – examine American strategy
- b. Reading Assignment – Canvas: Porter

May 3, 1:30 to 4 PM, Final Exam (review sheet to be published)

Required Texts (do NOT use earlier editions)

Cashman, Greg. 2013. *What Causes War?: An Introduction to Theories of International Conflict*. 2nd Edition. Boulder, CO: Rowman & Littlefield Publishers, Inc.

Mahnken, Thomas G., and Joseph A. Maiolo. 2014. *Strategic Studies: A Reader*. 2nd Edition. New York: Routledge

Both are available through the CU Bookstore in hard copy and the Bookstore's "Day 1 Digital Access" program. If you buy it somewhere else (e.g., Amazon), ensure you have the correct edition.

Day 1 Digital Access

To keep the cost of your course materials *as low as possible* and access to those materials *as convenient as possible*, we have collaborated with the CU Book Store and the publisher to deliver those materials through a program called "Day 1 Digital Access", which will appear on your tuition and fee bill as "Day 1 Digital Access".

What does this mean for you?

1. You will receive access to all your course materials digitally, on the first day of classes, through the course Canvas page.
2. You will see a "Day 1 Digital Access" charge on your tuition and fee bill for \$71.47 for *What Causes War?* and \$51.74 for *Strategic Studies: A Reader*¹. This is a guaranteed lowest price, discounted by the publisher, and not available outside this course
3. **You have the option to opt out.** This means you won't pay for anything, but you lose all access to the course materials, including homework managers like Connect or Mindtap.
 - a. You can opt-out by using a link in a reminder email you will receive with the subject heading "Day 1 Digital Access".
 - b. **You must opt-out no later than January 26th**, otherwise you will be charged for the materials.

¹ These are estimated costs. I am awaiting final costs from the Bookstore.

4. Please keep in mind that "opting out" means that your access to these materials will be turned **OFF**, and you will have no way to complete assignments.

Troubleshooting tips from VitalSource:

VitalSource Support: <https://support.vitalsource.com/hc/en-us>

Email: support@vitalsource.com

Call: 1-855-200-4146

VitalSource Support is available 24/7 and can troubleshoot most issues

If you have questions about **BILLING**, email: digital@cupbookstore.com

Grading Criteria

Your final grade will be based on how many points you accrue and this grading scale. Because Canvas uses a default grading scheme, there may be a difference between the final grade and what is listed. I will post your Final Grade on CANVAS before posting it to the Registrar's office.

A	94-100	B+	87-89	C+	77-79	D+	67-69	F	0-59
A-	90-93	B	83-86	C	73-76	D	63-66		
		B-	80-82	C-	70-72	D-	60-62		

Grades are based on these elements.

Exams – 3 at 20 points each	60 points
Final Exam	25 points
Attendance	15 points
Total	100 points

Exams.

There will be four exams (this includes the final). The first three will consist of five questions (one paragraph questions) from which students will select four. The final will consist of six questions from which students will select five.

Attendance.

Absences will only be excused based on illness, incarceration, religious observation, work/sports/ROTC commitments, or family emergencies. Documentation for the absence may be requested. Attendance will not be taken until we start in-person classes.

Policies (as established by the Vice Provost for Undergraduate Education)

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 policies on [classroom behavior](#) and the [Student Conduct & Conflict Resolution policies](#).

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. Students who fail to adhere to these 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.

CU Boulder currently requires masks in classrooms and laboratories regardless of vaccination status. This requirement is a precaution to supplement CU Boulder’s COVID-19 vaccine requirement. Exemptions include individuals who cannot medically tolerate a face covering, as well as those who are hearing-impaired or otherwise disabled or who are communicating with someone who is hearing-impaired or otherwise disabled and where the ability to see the mouth is essential to communication. If you qualify for a mask-related accommodation, please follow the steps in the “Accommodation for Disabilities” statement on this syllabus. In addition, vaccinated instructional faculty who are engaged in an indoor instructional activity and are separated by at least 6 feet from the nearest person are exempt from wearing masks if they so choose.

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).

E-mail me if you are going to miss class. These will count as excused absences.

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 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 academic integrity policy. 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 the Honor Code (honor@colorado.edu; 303-492-5550). Students found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found on the [Honor Code website](#).

Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation.

CU Boulder is committed to fostering an inclusive and welcoming learning, working, and living environment. The university will not tolerate acts of sexual misconduct (harassment, exploitation, and assault), intimate partner violence (dating or domestic violence), stalking, or protected-class discrimination or harassment by or against members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or email cureport@colorado.edu. Information about university policies, [reporting options](#), and the 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 incidents of sexual misconduct, dating and domestic violence, stalking, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about their rights, support resources, and reporting 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, e-mail me if you are going to miss class. This will count as an excused absence.

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