

POL SC 4412
Strategy and War
SPRING 2013

Instructor: Dr. Mark Nieman

Time and Location: MWF 10:00-10:50am, Arts & Sciences Building 1

Office Hours: MW, 2:00-3:30pm, 217 Professional Building

Contact: NiemanM@missouri.edu

Teaching Assistant: Christopher Patane

Contact: email: christopher.patane@mail.missouri.edu

Office Hours: TR, 9:00am-12:00pm, 22 Professional Building

Overview and Objectives

The purpose of this course is to examine how political actors strategically behave when initiating and fighting military conflicts. This class is not a historical examination of specific wars; instead, it focuses on scientific explanations for militarized conflict and military strategy. This means that rather than every war being a unique event, we will investigate what characteristics are more likely to lead to war, under what conditions specific strategies are used, and systematically evaluate their effectiveness. In the first part of the class we will examine the conditions that states initiate militarized conflict. We will address questions such as: Do states strategically enter into war? How do initiators pick their targets? Why do democracies win more of the war they are involved in?

In the second part of the class we will look at what determines which military strategy is employed and under what conditions these strategies are effective. We will look at both state and non-state actors (rebel groups and terrorists). We will investigate questions such as: What military strategies “work”? Under what conditions are civil wars most likely and how do governments (and rebels) fight them? What terrorist strategies are most effective and how do states combat terrorism?

Upon course completion, students should be able to answer many of these questions. Students should also be able to apply what they have learned to real world scenarios, such as studying historical cases of war or assessing the prospects of future conflict around the world.

Requirements

Two Exams: 60%

There will be two non-cumulative midterm examinations for this class. The exams will be based on the readings, lectures, and classroom discussion. The exams are composed of multiple choice and short answer questions. Students who wish to do well on the exams should read the assigned material and attend all lectures.

Class participation: 15%

This is an upper division class and will be treated as a seminar. This means that you are expected to have read that week's assigned articles, be prepared to describe an article's theory and findings, and be ready to critically discuss them. While I will give a brief lecture at the start of class to provide background for that day's topic and reading and provide some direction to the conversation, the class will be much more valuable if you as a collective body do most of the talking. To encourage this, all students start with a participation grade of "D" and improve on this by constructively participating in the class discussion. This means that if you attend every discussion section but do not participate, you have earned a "D". Remember, in order to participate, you must be in class.

Poster Presentation: 25%

Students are expected to take what they have learned in class and apply it in the form of a poster project. Students can a) identify a shortcoming in one of the articles discussed in class and build on this work by addressing its shortcoming, b) take the theory of one of the articles in class and apply and evaluate it for a new case, or c) create an original project based on one of the topics covered in class that better suits their interests (e.g., the student is interested in whether insurgents with a political party are more likely to achieve their aims). In this poster, 1) identify your research question, 2) briefly discuss the current state of the discipline (the article/topic you selected), 3) propose how you are advancing our knowledge on the topic, 4) present your evidence, and 5) conclude by re-evaluating the literature in light of your evidence. The criterion for grading this paper will be the quality of your analysis and your use and presentation of evidence (i.e. points 3 and 4 are most important). To help facilitate this, **I require that you turn in a poster topic by February 28**. A detailed description of what I will be looking for in the poster is available on Blackboard and will be discussed in more detail later in the semester.

Grading Scale:

A	93-100	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	≤ 59

Required Texts

Bueno de Mesquita, Bruce. 1981. *The War Trap*. New Haven, CT: Yale University Press.

All assigned scholarly articles are available on www.scholar.google.com. Just search using the author's name and article title.

We also encourage you to keep up-to-date on current events by reading articles relating to foreign policy and international relations in a major news media source. Two good sources are the New York Times and the Washington Post. They have substantial coverage of international events, and you can subscribe to either at a very reasonable student rate. A major weekly news magazine, such as the Economist, will also provide strong coverage of international events. You will also find that many news organizations provide news online, free of charge (i.e., www.news.google.com).

Administrative Issues

Missing an Exam: I expect at least two weeks advance notification that you will miss an exam (i.e. participating in university sponsored activity). You must arrange with me to make up the work in a timely manner. If you are physically unable to contact me in advance (e.g., if you wake up extremely ill), you must contact me (via email or phone) as soon as possible and then bring some form of verification from a physician. Failure to complete an exam without appropriately notifying me will result in zero credit for that exam.

Grade Complaints: If for some reason a student is unhappy with their grade on an exam, they may submit their complaint in writing in hard copy form to the instructor. The complaint must explain the particular discrepancy, and recommend an appropriate recourse. The instructor will read the memo, re-read the disputed answer, and then assign a new grade. The instructor reserves the right to assign a lower grade after re-reading the answer a second time.

Academic Honesty: Academic integrity is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards breaches of the academic integrity rules as extremely serious matters. Sanctions for such a breach may include academic sanctions from the instructor, including failing the course for any violation, to disciplinary sanctions ranging from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, collaboration, or any other form of cheating, consult the course instructor.

Students with Disabilities: If you anticipate barriers related to the format or requirements of this course, if you have emergency medical information to share with me, or if you need to make arrangements in case the building must be

evacuated, please let me know as soon as possible. This sample statement is posted on the web at: <http://provost.missouri.edu/faculty/syllabus.html> and at: <http://disabilityservices.missouri.edu/faculty/syllabus.php>. If disability-related accommodations are necessary (for example, a note taker, extended time on exams, captioning), please register with the Office of Disability Services (<http://disabilityservices.missouri.edu>), S5 Memorial Union, 573-882-4696, and then notify me of your eligibility for reasonable accommodations. For other MU resources for students with disabilities, click on “Disability Resources” on the MU homepage.

Intellectual Pluralism: The University community welcomes intellectual diversity and respects student rights. Students who have questions or concerns regarding the atmosphere in this class (including respect for diverse opinions) may contact the Departmental Chair or Divisional Director; the Director of the Office of Students Rights and Responsibilities (<http://osrr.missouri.edu/>) or the MU Equity Office (equity@missouri.edu); All students will have the opportunity to submit an anonymous evaluation of the instructor(s) at the end of the course.

Recording Lecture: University of Missouri System Executive Order No. 38 lays out principles regarding the sanctity of classroom discussions at the university. The policy is described fully in Section 200.015 of the Collected Rules and Regulations. In this class, students may make audio or video recordings of course activity unless specifically prohibited by the faculty member. However, the redistribution of audio or video recordings of statements or comments from the course to individuals who are not students in the course is prohibited without the express permission of the faculty member and of any students who are recorded. Students found to have violated this policy are subject to discipline in accordance with provisions of Section 200.020 of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.

I reserve the right to modify the syllabus to reflect the pace of the course.

Course Outline

Part 1: When do States Fight?

Week 1 (Jan. 20): Introduction and Scientific Approach Primer

The War Trap, Ch 1

Optional: Reiter, Dan. 2003. Exploring the Bargaining Model of War. *Perspectives on Politics* 1(1): 27-43.

Optional: Rosenberg, Karen “Reading Games: Strategies for Reading Scholarly Sources” (available at: <http://wac.colostate.edu/books/writingspaces2/rosenberg-reading-games.pdf>)

Week 2 (Jan. 27): Expected Utility Theory

The War Trap, Ch 2-3

Week 3 (Feb. 3): Expected Utility Theory Evaluated

The War Trap, Ch 5

Bennett, D. Scott and Allan C. 2000. A Universal Test of an Expected Utility Theory of War. *International Studies Quarterly* 44, 451-480.

Week 4 (Feb. 10): Rationalist War

Fearon, James. 1995. Rationalist Explanations for War. *International Organization*. 49(3): 379-414.

Reed, William, David H. Clark, Timothy Nordstrom, and Wonjae Hwang. 2008. War, Power, and Bargaining. *The Journal of Politics* 70(4): 1203-1216.

Week 5 (Feb. 17): Regime Type and War Outcomes

Reiter, Dan and Allan C. Stam. 1998. Democracy, War Initiation, and Victory. *American Political Science Review* 92(2): 377-389.

Bennett, Scott D. and Allan C. Stam. 1998. The Declining Advantages of Democracy: A Combined Model of War Outcomes and Duration. *Journal of Conflict Resolution* 42(3): 344-366.

Week 6 (Feb. 24): Deterrence

Signorino, Curtis S. and Ahmer Tarar. 2006. A Unified Theory and Test of Extended Immediate Deterrence. *American Journal of Political Science* 50(3): 586-605.

Asal, Victor and Kyle Beardsley. 2007. Proliferation and International Crisis Behavior *Journal of Peace Research*. 44(2): 139-155.

Turn in Poster Topic to TA by midnight Friday, Feb. 28.

Week 7 (Mar. 3): Diversion or Repression? Review and Exam 1

Enterline, Andrew J. and Kristian S. Gleditsch. 2000. Threats, Opportunity, and Force: Repression and Diversion of Domestic Pressure, 1948-1982.

Midterm 1 on Friday, Mar. 7.

Part 2: Strategies of War-making

Week 8 (Mar. 10): War as Politics

von Clausewitz, Carl. 1832. *On War* Book 1, Ch 1-2.

Sullivan, Patricia L. 2007. "War Aims and War Outcomes: Why Powerful States Lose Limited Wars." *Journal of Conflict Resolution*. 51(3): 496-524.

Week 9 (Mar. 17): Military Strategies

Biddle, Stephen. 2001. Rebuilding the Foundations of Offense-Defense Theory. *The Journal of Politics* 63(3):741-774.

Reiter, Dan and Curtis Meek. 1999. Determinants of Military Strategy, 1903-1994. *International Studies Quarterly* 43(2): 363-387.

Week 10 (Mar. 24): Spring Break - No Class

Week 11 (Mar. 31): Land and Air

Reiter, Dan and Allan C. Stam. 1998. Democracy and Battlefield Military Effectiveness. *Journal of Conflict Resolution* 42(3): 259-277.

Horowitz, Michael and Dan Reiter. 2001. When Does Aerial Bombing Work?: Quantitative Empirical Tests, 1917-1999. *Journal of Conflict Resolution* 45(2): 147-173.

Week 12 (Apr. 7): Insurgency and Civil War

Fearon, James D. and David D. Laitin. 2003. Ethnicity, Insurgency, and Civil War. *American Political Science Review* 97(1): 75-90.

Cunningham, Kathleen Gallagher. 2011. Divide and Conquer or Divide and Concede: How Do States Respond to Internally Divided Separatists? *American Political Science Review* 105(2): 275-297.

Week 13 (Apr. 14): Technology and Civil War

Kalyvas, Stathis N. and Laia Balcells. 2010. International System and Technologies of Rebellion: How the End of the Cold War Shaped Internal Conflict. *American Political Science Review* 104(3):415-429.

Lyall, Jason and Isaiah Wilson III. 2009. Rage Against the Machines: Explaining Outcomes in Counter Insurgency Wars. *International Organization* 63(1): 67-106.

Week 14 (Apr. 21): Terrorism

Robert Pape. 2003. The Strategic Logic of Suicide Terrorism. *American Political Science Review* 3: 343-361.

Asal, Victor and R. Karl Rethemeyer. 2008. The Nature of the Beast: Organization Structures and the Lethality of Terrorist Attacks. *The Journal of Politics* 70(2): 437-449.

Week 15 (Apr. 28): Poster Presentations

Week 16 (May 5): Counter-Terrorism and Review

Lyall, Jason. 2009. Does Indiscriminate Violence Incite Insurgent Attacks? Evidence from Chychnya. *Journal of Conflict Resolution* 53(3): 331-362.

Choi, Seung-Whan. 2010. Terrorism through the Rule of Law? *Journal of Conflict Resolution* 54(6): 940-966.

Review on Friday.

Week 17 (May 12) - Finals Week

Midterm 2 on Thursday, May 15, at 12:30-2:30pm.