Political Science 160  
Force, Strategy, and Arms Control  
Tufts University  
Fall Semester 2010  
http://researchguides.library.tufts.edu/PoliticalScience160_01

OVERVIEW

This course provides an overview of the role of force in international relations (IR). It examines the circumstances under which states and non-state actors use force or the threat of force to advance their interests and enhance their security. The course has three objectives. First, it introduces students to theories and concepts that form the basis of security studies as a distinct area of study within IR. Second, it examines some current security challenges for the United States such as military transformation; nuclear doctrine and strategic arms control; the privatization of security; China's military modernization; nuclear weapons proliferation in South Asia and the Middle East; the causes of suicide terrorism; and the dynamics insurgencies and counterinsurgencies in Iraq, Afghanistan, and Pakistan. Third, it introduces students to basic principles of social science methodologies, including the ability to formulate appropriate research questions, derive testable hypotheses, collect and analyze data, and communicate theoretical concepts and empirical research findings.

Prerequisite: PS 61: Introduction to International Relations

PS 160 Blackboard http://blackboard.tufts.edu

This course makes extensive use the PS 160 Blackboard. You must submit all written assignments to the Assignment area of the PS 160 Blackboard as Microsoft Word 97-2003 or 2007 files by the deadlines on the last page of this syllabus. I do not accept paper copies or email submissions.

I asked Information Technology Services (ITS) to populate the PS 160 Blackboard with students registered in the class. If you add this class during the Drop/Add period (7-22 September), I will need to manually add you to the site. Your Blackboard username is your last name and the last four digits of your Student ID number without spaces or dashes (for example, soprano3217). Your password is your Student ID number without spaces or dashes (for example, 902363217).

READINGS

You can purchase copies of the books at the Tufts University Bookstore in the Mayer Campus Center. Alternatively, you can purchase them on Amazon.com, or BarnesandNoble.com, often at a discount. The books are also on three-hour reserve at Tisch Library.


There are also a few required articles from other scholarly journals and monographs. You can gain access to them via Blackboard. There are stable hyperlinks to various electronic journals to which the Tufts University Libraries subscribe. Most articles are only available as *.pdf files.

**REQUIREMENTS**

The requirements for this course are:

- Class Participation (10%, ongoing assessment)
- A 15-20 page research paper (65% in total)
  - Research puzzle/question statement and annotated bibliography (10%)
  - Summary introduction and theory section (15%)
  - Complete paper (40%)
- Take-Home Final Exam (25%)

**Class Participation (10%)**

Please remember the following guidelines for class participation.

- Please come to class prepared to discuss the assigned readings. Classes will be a mixture of lectures, discussions, debates, and the occasional film.

- If you miss a class meeting due to illness, a family emergency, or the observance of a religious holy day, it is your responsibility to get the notes from a classmate. *Frequent and unexplained absences will hurt your grade. Please plan accordingly.*

- Contributing to class discussions will help your grade, but dominating class discussions will not.

- I encourage you to raise questions during class. Chances are that if you are confused on an issue, a good number of your classmates are confused as well.

- Remember, it is perfectly obvious to me when students use laptops for purposes other than taking notes. It is also obvious to me when students are texting on their PDAs and cell phones, reading periodicals, and listening to MP3 players. Such disrespectful behavior toward your fellow students and me will have a very negative effect on your grade. *I reserve the right to ask repeat offenders to leave the classroom.*

- *Be courteous and respect the opinions of your classmates.* While spirited debate on the issues is an integral part of the learning process, there is no room for discourteous discourse or personal attacks upon anyone in the class.

- Please do not change the discussion topic until you are sure that your classmates no longer have something to say on the current topic.
Research Paper (65% in total)
This course requires an original research paper of 15-20 pages (double-spaced). You will submit this paper in three stages, with each stage building upon the previous one. You can find memos on how to prepare each part, as well as the grading guidelines for the research paper as a whole, in the Assignment section of the PS 160 Blackboard:

1. Research Puzzle or Question Statement and Annotated Bibliography (10%): This assignment calls upon you to develop a tentative research puzzle (or question) and to begin to familiarize yourself with the scholarly or policy-relevant literature pertinent to that topic. Many of the databases you should use to identify sources will be discussed in the library information session on 30 September. Your research puzzle or question, as well as your bibliography, will likely evolve as you do more research. This assignment should be 1 to 2 pages (single-spaced).

2. Summary Introduction and Theoretical Section of the Paper (15%): In the introduction, you state the research puzzle or policy question, briefly discuss why that puzzle or question arises, and identify candidate theories from which two competing hypotheses might be derived. In the theoretical section, you briefly discuss the literature that from which you derive your hypotheses, the types of evidence that would confirm or disconfirm each hypothesis. This assignment should be 5 to 6 double-spaced pages.

3. Completed Research Paper (40%): The completed research paper should build upon the work you have done on the previous two assignments, as well as incorporate the feedback you have received from the writing fellows and from me. The paper will consist of four sections: the introduction, theoretical section, empirical section, and conclusion. Your main task in the empirical section is to evaluate the evidence you have gathered and reach a conclusion about which of the two rival hypotheses provides the better explanation for your puzzle. This assignment should be 15 to 20 double-spaced pages.

Writing Fellows, Due Dates, and Return of Papers
PS 160 is part of the Undergraduate Writing Fellows Program. Our writing fellows, Evan Chiacchiaro, Matthew Steinberg, and Zach Sheldon, are an integral part of this course. They are here to provide you with constructive feedback and encouragement in preparing the research paper. The writing fellows are not here to edit or proofread initial drafts. They are not TAs; they are not here to grade your work.

A calendar of due dates appears on the last page of the syllabus. There are two due dates for each stage of the research paper. On the first date, submit a complete initial draft to me via the Assignment area of the PS 160 Blackboard. The writing fellows will download and read the drafts. I will also read a random selection of initial drafts. After revising the assignment in light of the writing fellow's comments, please submit the revised draft to me via the Assignment area of Blackboard. I will grade the revised draft of each portion of the research paper.

Meetings with writing fellows are mandatory. If you do not meet with your writing fellow on an initial draft or if you do not submit an initial draft at all, you will earn a failing grade on the revised draft. There are no exceptions. Late submissions of initial drafts will result in the imposition of late penalties on the revised draft. I regularly consult with the writing fellows to see which students have kept their appointments. It is your responsibility to make and keep appointments with your writing fellow.
Graded papers (with my comments) will be available on the PS 160 Blackboard, generally within a week of the second submission dates. Students can only retrieve their own assignments. Please be sure to retrieve your papers from Blackboard before the start of the spring 2011 semester. The ITS staff removes student accounts from Blackboard after each semester.

Format for the Research Paper Components

Only MS Word 97-2003 or 2007 files are acceptable. You must use the following naming conventions for your files <Your Last Name_Your First Name_Assignment Name.doc>. This enables me to keep track of student submissions and to grade them more efficiently. Below are some examples of appropriate file names:

Tufts_Charles_ResearchPuzzle.docx  
Jackson_Cornelia_SummaryIntro.doc  
Fletcher_Austen_TheorySection.doc  
Ballou_Hosea_ResearchPaper.docx  

Please use an 11-point or a 12-point font for the text of each portion of the research paper, although you may use smaller fonts for the footnotes or endnotes. Please make sure your paper has 1" margins on all sides.

The target length for the complete research paper is between 15 and 20 double-spaced pages (inclusive of the title page and footnotes or endnotes). You should include a separate cover sheet with your name, the paper's title, and the date of submission. Papers over the 20-page limit will incur a grade penalty.

All components of the research paper should adhere to the grammatical and syntax rules of standard written English. You must use footnotes or endnotes to document all quotations, paraphrases, statements of fact, and the work of other authors. You should adhere to the footnote or endnote format set forth in the Chicago Manual of Style, 16th ed. (Chicago: University of Chicago Press, 2010). This is the standard citation format for most books and journals in the IR subfield of political science. When in doubt, simply follow the footnote or endnote format in any of the required books or articles for the course.

Take-Home Final Exam (25%)

There will be a take-home final exam distributed on the PS 160 Blackboard at 5 p.m. on Friday 10 December (the last day of fall 2010 classes). Your answers will be due no later than 2 p.m. on Wednesday 15 December in the Assignment section of Blackboard. This is the end of the final exam period for all fall 2010 courses in the Schools of Arts & Sciences and Engineering (AS&E) meeting in block D+ (Tues. and Thurs. 10:30-11:45).

The final exam will consist of a single essay question requires you to draw upon the readings, lectures, and class discussions. It will deal with a current security issue. Essays may not exceed five (5) single-spaced, typed pages in 11-point or 12-point font. Late submissions or submissions over the page limit will incur penalties (see below).

I strongly encourage students to refer to their notes, the assigned readings, and perhaps material gathered from their research papers in preparing the exam essay. Collaboration between students on the final exam, as well as cutting and pasting material from any source without proper attribution, constitutes academic dishonesty (see below).
UNIVERSITY AND CLASS POLICIES

Late Assignment Policy

- All assignments are due in the Assignment area of PS 160 Blackboard by the deadlines specified on the last page of this syllabus. Blackboard automatically time stamps all submissions. This enables the writing fellows and me to see who has or has not submitted an assignment on time.

- All late submissions incur a penalty of 10% (i.e., a letter grade) per each day or portion thereof after the deadline. This means, an assignment submitted anywhere from one hour to one day late that might otherwise have earned a 90 (A-), will instead earn an 80 (B-). If the same assignment were two days late, it would earn a 70 (C-). Any assignment submitted five or more days after the deadline automatically earns a 50 or lower (F).

- It is your responsibility to upload your assignments as MS Word 97-2003 or 2007 files (with the correct naming format). The instructions for uploading assignments are self-explanatory. It is not my responsibility to provide technical support. I do not accept assignments submitted via email or in hard copy under any circumstances.

- Only students with legitimate and documented excuses are exempt from the late penalties (please see University Illness Policy below). There are only three legitimate excuses:
  - A serious illness or medical emergency that requires you to receive immediate medical attention, or
  - Bereavement (e.g., the death of a parent, a stepparent, a sibling, or another close relative), or
  - A life threatening illness in your immediate family

- The deadlines are final and non-negotiable. Under no conditions can I grant an extension or move assignment due dates because you are "stressed out" or because you have other commitments (e.g. demands of other classes, due dates of other assignments, athletic competitions, EPIIC, or extracurricular activities).

- Please remember that I am stringent in enforcing deadlines to reward the majority of students who submit assignments on time. I must be fair to your classmates, who may have similar or worse time constraints than you, and yet turn in assignments on time.

University Illness Policy

- Tufts Health Service has created a new web-based mechanism for students to report an illness to their instructors. Students can access this form through Web Center for Students <http://uss.tufts.edu/registrar/Webcenter.asp>, and are able to email the professor a *.pdf file if they expect to miss class or class assignments due to illness.

- Students are still required to provide medical documentation from Health Service or other medical provider information if the student is too ill to take an in-class mid-term or in-class final examination.

- In cases of bereavement or family emergencies, students should speak to their academic dean to obtain documentation. The academic dean will contact the students’ professors and academic advisor to request extensions on papers or rescheduling of exams.
• Remember, each student is responsible for sending the health notification to his/her professors via Web Center for Students or for obtaining a dean’s excuse in a timely fashion. 
  *A timely fashion means in a day or two, not several weeks later or at the end of the semester.*

**Academic Integrity**

• You should be familiar with the guidelines for academic integrity in [Academic Integrity @Tufts](http://example.com).

• Your research paper must use footnotes or endnotes to document all direct quotations, paraphrases, statements of fact, and the work of other authors. Research papers that lack footnotes (or endnotes), or that only cite websites of dubious quality (e.g., Wikipedia, blogs, etc.), class lectures, readings assigned for the course, or that demonstrate no evidence of actual research will automatically earn a failing grade.

• Academic dishonesty includes, but is not limited to, the following: buying papers; borrowing papers; lending papers (or parts of papers) to other students; submitting the same assignment for two different classes without the express permission of both instructors; plagiarism, defined as quoting material from other sources without using quotation marks or paraphrasing materials without proper citation; uploading corrupted files to Blackboard; collaborating on take-home exams when instructed not to do so by the course instructor; buying or selling any lecture notes, and illicit recordings of lectures.

• Please do not put your entire academic career at risk for the sake of a better grade in this or any other class. The penalties for academic dishonesty are severe. I check research papers and final exams for plagiarized materials using "Turn-it-In." If that scan reveals substantially evidence of plagiarism, you will receive a failing grade for the research paper, and thus for this course.

• The Schools of Arts & Sciences and Engineering now require professors to report all cases where there is substantial evidence of academic dishonesty to the Dean of Student Affairs for further investigation and possible disciplinary action.

**Grading Standards**

• There is no grade curve in this class. All excellent work will earn an A (90-99%); all meritorious work will earn a B (80-89%); work without any marked merit or defect will earn a C (70-79%); and all unsatisfactory or mediocre work will earn a D (60-69%). Abysmal, incompetent, or non-existent work will earn an F (59% or lower). These are the standards set in the [Bulletin of Tufts University: School of Arts & Sciences and School of Engineering](http://example.com).

• PLEASE DO NOT attempt to bargain, negotiate, or plead for a higher grade. Please do not ask others to bargain, negotiate, or plead grades on your behalf. The grading rubrics for the research paper appear on the PS 160 Blackboard. Please remember, that in the interest of fairness to everyone, I evaluate all work according to these guidelines.

• Remember, I can only evaluate the work submitted to me. I cannot grade the amount of "effort" you put into an assignment or an exam. Under no circumstances can I award "extra credit." There will be no opportunities to "do over" any portion of the research paper or the final exam. Remember, I must hold all students to the same standards and I have limited time to grade student assignments.
• The AS&E Grade Finality Policy states: “Effective education requires timely and objective evaluation of students' academic work, using clear, standard, fair and public criteria. Such standards should be in the course syllabus. While criteria differ across disciplines and faculty, and while the ultimate responsibility for setting standards and evaluating performance rests with departments and individual faculty, submitted grades are final and not subject to negotiation.”

E-mail Etiquette

• If you need to send me e-mail, then please confine your messages to brief questions that require "yes" or "no" answers or that I can answer in a sentence or two. Please make sure that you send email from your Tufts University account or another account that has your full name in the sender’s address.

• Please ask substantive or lengthy questions in class, after class, during office hours, or during a scheduled appointment, not via e-mail. Email is not a good vehicle to ask or answer detailed questions or to have extended conversations. I cannot provide commentary on draft assignments via e-mail. I do not discuss grades over email.

• Please remember that I have other teaching and research responsibilities, as well as a life away from Tufts University. I do not check my university e-mail account after normal business hours on weekdays or on weekends. This means, if you send me an e-mail at 3 a.m. on Sunday, I am unlikely to read it until Monday morning. I do not reply to messages sent to my Tufts University e-mail during university vacations.

RESOURCES FOR STUDENTS

Academic Resources Center, ESL Students, and Students with Disabilities: I want all students to be able to participate fully in this class.

• If English is not your first language or you are not proficient in standard written English, please seek assistance at the Academic Resource Center (ARC) in Dowling Hall. The ARC offers free peer tutoring, help with writing, and workshops on efficient reading, note taking, and time management.

• The ARC provides services for students with physical and/or learning disabilities. If you have a documented disability that may affect your participation and wish to discuss accommodations, please contact Sandra Baer, the program director for disabilities services, at (617) 627-1571 or Sandra.Baer@tufts.edu, as soon as possible. The ARC and I will work with you to arrange reasonable accommodations.

• Please remember that if you have a learning or physical disability, it is your responsibility to register with the ARC at the beginning of the semester. The ARC and I cannot work with you to arrange reasonable accommodations, if we do not know you have a disability.
I will try hard to maintain the following schedule. However, we may need to make changes in light of current events or because we spend more time on a particular topic that I had anticipated. You can find any updates on the PS 160 Blackboard. I will also make an announcement in class. Please treat the on-line syllabus as the most recent and definitive version.

### Part I: International Relations Theory, the Causes of War, Principles of Strategy

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tr>
<td>Tues. 7 Sept.:</td>
<td>Introduction</td>
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Part II. Theory and Practice of Coercion: The Case of Airpower

Tues. 28 Sept. Debates about Airpower and Strategic Bombing

Pape, Bombing to Win, pp. 1-86.

Screening of "Victory through Air Power" (Disney Studios, 1943), 70 minutes

Thurs. 30 Sept. Doing Research in Security Studies—Some Tips from a Reference Librarian

Class will meet at 10:30 in the Electronic Resources Center (ERC) in the Tisch Library (next to the Tower Café). Reference Librarian Connie Reik will join us to discuss various online and print resources for your research papers. Be sure to bring a print out of the Research Puzzle and Annotated Bibliography Assignment sheet (available on Blackboard) with you to class.

Tues. 5 Oct.: Punishment vs. Strategic Interdiction: Allied Bombing of Germany (1942-45)

Pape, Bombing to Win, pp. 254-314.


Thurs. 7 Oct.: Explaining Japan's Unconditional Surrender (Aug. 1945)

Pape, Bombing to Win, pp. 87-136.


Thurs. 14 Oct.: UAVs, SOF, and the "Afghan Model" of Warfare


Part III. Some Current Problems in National and International Security

Tues. 19 Oct.: The Privatization of Military Forces and Functions

Singer, Corporate Warriors, pp. 3-18 and 40-72.

Thurs. 21 Oct.: Implications of PMFs for Civil-Military Relations

Singer, Corporate Warriors, pp. 151-68, 191-205, and 243-60.


Thurs. 28 Oct: U.S. Nuclear Doctrine and Strategic Arms Control (1991-present)


Tues. 2 Nov.: Hypotheses on Nuclear Weapons Proliferation


Thurs. 4 Nov.: Nuclear Weapons Proliferation (continued)


Tues. 9 Nov.: Nuclear Deterrence between Enduring Rivals—India and Pakistan


Thurs. 11 Nov: VETERANS’ DAY (Federal and University Holiday)

No class meeting

Tues. 16 Nov.: Insurgencies and Counterinsurgencies: Iraq and Afghanistan

Daniel L. Byman, “Friends Like These: Counterinsurgency and the War on Terrorism,” in Brown, et al., eds., *Contending with Terrorism*, pp. 266-302.

Thurs. 18 Nov.: Insurgencies and Counterinsurgencies (cont.): Afghanistan and Pakistan


Tues. 23 Nov.: Origins of Suicide Terrorism


Thurs. 26 Nov.: THANKSGIVING DAY (Federal and University Holiday)

No class meeting
Tues. 30 Nov.: Debating the “Effectiveness” of Suicide Terrorism


Thurs. 2 Dec.: Nuclear Terrorism


Tues. 7 Dec.: Cyber Warfare and the Militarization of Outer Space


Thurs. 9 Dec.: Conclusions
**REMINDER:** Under no conditions can I grant an extension or move assignment due dates because you are "stressed out" or because you have other commitments (e.g. demands of other classes, due dates of other assignments, athletic competitions, EPIIC, or extracurricular activities). I have tried to ensure that due dates do not fall on the religious holy days listed on the 2010-2011 Tufts University Academic Calendar [http://uss.tufts.edu/stuserv/acadcal/]. However, that is not always possible. The due date for the revised summary introduction and theory section (5 Nov.) falls on the Hindu holy day of Diwali. Students who observe this holy day may submit this assignment on 6 Nov. without penalty. The exact observances of two Islamic holy days, *Waqf al Arafa - Hajj* (15 Nov.) and *Eid al Adha* (16 Nov.), depends upon moon sighting and local custom. Please let me know if your observance of either of these holy days conflicts with the due date for the first draft of the research paper.

<table>
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<tr>
<th>Date</th>
<th>Assignment Details</th>
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<tbody>
<tr>
<td>Fri. 8 Oct.</td>
<td>Draft research puzzle and bibliography assignment due at 12 p.m.</td>
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<tr>
<td>Sat. 9 Oct. to Thurs. 14 Oct.</td>
<td>Meetings with writing fellows</td>
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<tr>
<td>Fri. 15 Oct.</td>
<td>Revised research puzzle and bibliography assignment due at 12 p.m.</td>
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<tr>
<td>Fri. 29 Oct.</td>
<td>Draft summary introduction and theoretical section due at 12 p.m.</td>
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<tr>
<td>Sat. 30 Oct. to Thurs. 4 Nov.</td>
<td>Meetings with writing fellows</td>
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<tr>
<td>Fri. 5 Nov.</td>
<td>Revised summary introduction and theoretical section due at 12 p.m.</td>
</tr>
<tr>
<td>Mon. 15 Nov.</td>
<td>Draft research paper due at 12 p.m.</td>
</tr>
<tr>
<td>Tues. 16 Nov. to Tues. 24 Nov.</td>
<td>Meetings with writing fellows</td>
</tr>
<tr>
<td>Mon. 29 Nov.</td>
<td>Revised research paper due at 12 p.m.</td>
</tr>
<tr>
<td>Fri. 10 Dec.</td>
<td>Take home final exam distributed at 5 p.m.</td>
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<tr>
<td>Wed. 15 Dec.</td>
<td>Take home final exam due at 2 p.m.</td>
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