

assess certain types of foreign policy threats and understand some possible ways to meet them.

Course requirements: Students are expected to have read and considered the material prior to the class for which it is assigned, and be prepared to discuss it in class. Students are expected to attend all classes. Class attendance, participation, and assignments are all critical to doing well in the course. The written assignments culminate in a 20-page research paper. The writing process includes class presentations on your work. No late assignments will be accepted without documentation of a medical or personal emergency. Assignments turned in late without documented evidence of an emergency will be dropped one full grade for every day they are late, starting on the day the assignment is due. The assignments are discussed in detail below.

Should I make any changes in the syllabus or assignments, I will notify students through the Blackboard system. Students should feel free to email or meet with me to discuss class material and assignments.

Academic Integrity: Be familiar with the University's policies on academic integrity and disciplinary action (<http://www.rochester.edu/living/urhere/handbook/discipline2.html#XII>). Violators of University regulations on academic integrity will be dealt with severely, which means that your grade will suffer and I will forward your case to the Chair of the College Board on Academic Honesty.

Additional Resources: I encourage students to use the university's resources. The Writing Center, other tutoring, and the Department of Political Science librarian are all available to you. Note that the Writing Center apparently requires a professor's approval to work on a class assignment, so plan ahead.

The Office of the Dean, through the Center for Excellence in Teaching and Learning and the College Center for Academic Support, provides tutoring. Students wanting information may go to CCAS in Lattimore 312, 275-2354.

The College Writing Program offers tutoring on written assignments.

<http://writing.rochester.edu/help/index.html>

Valuable information on research and writing is at

http://www.lib.rochester.edu/index.cfm?page=3869&this_pageID=59. Resources also

Course requirements

In this class you will write a research paper based on scholarly theories, arguments, and evidence from within and outside class. It requires you to conduct your own research (I and the department librarian are happy to consult with you), to plan ahead, to present your work in progress in order to strengthen it, to write and rewrite your work incorporating feedback and the knowledge and understanding you will gain throughout the term, and to produce a thoughtful, polished final paper. It is a lot of work. Do not take these assignments lightly and do start early. There are hard deadlines throughout the semester and your final grade will suffer if you miss them.

1. Paper prospectus due by 11:59 p.m. on October 5 (12% of course grade): Five paragraphs. What is your topic? Why do we care about this topic? What is the conventional wisdom on this topic? Why do you think the conventional wisdom is wrong? What is your research question and how will you go about answering it?
Presentations October 1, 3, 5.

Possible topics (this list is not exhaustive, only illustrative) include an argument about why a specific threat or challenge is greater or smaller than is generally considered the case; an argument about the most effective way to meet a challenge; and an argument about why a specific attempt to meet a challenge failed.

You may find it most useful to look at more than one case or challenge in investigating your outcome of interest and making your argument.

2. Paper outline due by start of class on October 26 (12% of course grade): This shows the structure of your paper and the argument and evidence you plan to present.

3. Paper literature 6-3(u)-3(e)4(b)-3(0(star)6(t of)-3(c)4(lass)-3(on)-3Novire)-3()-1(ob)-3(e)4(r)49 5 (12%

grade): Each presentation will be a well planned, well organized, succinct discussion of the project element you are focusing on.

Prospectus presentations October 1, 3, 5.

Argument presentations November 26, 28, 30.

Final paper presentations December 5, 7, 10.

Written assignments are due to me by email by the due date and time. Remember to put your name on your work.

Your written work must be succinct, well written, and clearly focused. You must make an argument and support it. You must draw on scholarly theories from class and outside it. You must include empirical research that goes beyond class assignments. You must use a standard citation format. You must include correct spelling, grammar, syntax, and word choice. You must format your work properly. No fiddling with margins or font size. Pay attention to the scope of theories and the definitions used. If you cite Wikipedia, you will receive a failing grade on the assignment. Grade will be based on these criteria and the accuracy of theories and facts you use, the logic and strength of your argument, the relevance and accuracy of the evidence presented, and the clarity and precision of expression.

7. **Active participation** in class, including questions, comments, and analysis, but no opinions, based on the course reading. At the beginning of each class, students will be required to lead a discussion of the readings, including their assessment of it and their elicitation of other students' analyses of the work. Students will be called on at random throughout class sessions; so come prepared. You are also expected to provide kind, thoughtful, constructive feedback to your classmates on their work in the discussions that follow presentations. Assessing others' work will improve your own.

In analyzing class material and your colleagues' work, there are many questions you may ask and there are a variety of ways in which to lead the discussion. What is the author's topic? Argument? Evidence? What are the author's assumptions? Does the evidence match the theoretical argument? Is the argument logically consistent? What is the author's critique of the conventional wisdom, i.e., what is the author's contribution to knowledge? What is the scope of the author's theory or argument? Are there counter-arguments to that posed by the author? What did not understand in the material? What is new to you in the material?

We will discuss how to read scholarly work, research and write essays, and present your work effectively. I encourage you to discuss your thoughts, assignments, and class material with others, but you will be graded solely on your own work.

Course schedule

Friday, August 31 NO CLASS, FACULTY CONFERENCE

Monday, September 3 NO CLASS, LABOR DAY

Wednesday, September 5: Setting the stage: Social science, theory, and policy

Stephen M. Walt, "International Relations: One World, Many Theories," *Foreign Policy* 110 (Spring, 1998), pp. 29-32+34-46.

Stephen M. Walt, "The Relationship Between Theory and Policy in International Relations," *Annual Review of Political Science* 2005, 8, pp. 23-48.

Friday, September 7: Grand strategy

Barry R. Posen and Andrew L. Ross, "Competing Visions for U.S. Grand Strategy," *International Security* 21:3 (Winter, 1996-1997), pp. 5-53

Monday, September 10: Future shock?

Andrew Bacevich, *The Limits of Power: The End of American Exceptionalism*, all but Chapter 3

Wednesday, September 12: The perils of unipolarity

Stephen Walt, *Taming American Power: The Global Response to U.S. Primacy*, Introduction and Chapter 1

Friday, September 14: The perils of unipolarity

Stephen Walt, *Taming American Power: The Global Response to U.S. Primacy*, Chapters 2 and 3

Monday, September 17: The perils of unipolarity

Stephen Walt, *Taming American Power: The Global Response to U.S. Primacy*

"[Fixing Failed States: A Dissenting View](#)," by Justin Logan and Christopher A. Preble, *The Handbook on the Political Economy of War* (2011). [Click on link to download PDF]

Monday, October 15: Messy internal conflicts

Benjamin Valentino, "The True Costs of Humanitarian Intervention," *Foreign Affairs* (Nov.-Dec. 2011)

Richard K. Betts, "The Delusion of Impartial Intervention," *Foreign Affairs* 73:6 (Nov.-Dec. 1994)

Alan Kuperman, "Suicidal Rebellions and the Moral Hazard of Humanitarian Intervention," *Ethnopolitics* 4:2 (June 2005), pp. 149-173.

Wednesday, October 17: Messy internal conflicts

Wednesday, October 31: Terrorism

Audrey Kurth Cronin, *How Terrorism Ends: Understanding the Decline and Demise of Terrorist Campaigns* (New York: Cambridge University Press, 2009)

Gregory Koblentz, *Living Weapons: Biological Warfare and International Security*, Introduction, Chapter 1

Friday, November 16: Chemical, biological, radiological, nuclear weapons (CBRN)

Gregory Koblentz, *Living Weapons: Biological Warfare and International Security*, Chapter 2

Monday, November 19: Chemical, biological, radiological, nuclear weapons (CBRN)

Gregory Koblentz, *Living Weapons: Biological Warfare and International Security*, Chapter 5

Wednesday, November 21: Chemical, biological, radiological, nuclear weapons (CBRN)

Gregory Koblentz, *Living Weapons: Biological Warfare and International Security*, Conclusion

Friday, November 23: NO CLASS, THANKSGIVING BREAK

Monday, November 26: Argument presentations

Wednesday, November 28: Argument presentations

Friday, November 30: Argument presentations

Monday, December 3: Discussion: What are the top U.S. interests today? Why? What are the top threats to these interests? Why? How do we know?

Argument drafts due by start of class today in my email inbox. Late assignments will be reduced by one full grade per day late, beginning with the due date.