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Diplomacy Syllabi

School of Diplomacy and International
Relations

Fall 2022

International Conflict and Security

R. Joseph Huddleston Ph.D.

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DIPL 2120: International Conflict and Security
School of Diplomacy & International Relations, Seton Hall University
Tuesdays 2 – 4:30p, Muscarelle 208

Professor: R. Joseph Huddleston
Student Hours: Mondays 1 – 4p. McQuaid 105.
Email: joseph.huddleston@shu.edu

This syllabus is current as of August 29, 2022. It is still subject to change. You will be notified in class and/or by e-mail if/when the syllabus is updated.

Required Materials

- Richard Betts. 2017. *Conflict after the Cold War*, 5th edition (abbreviated as “Betts”)
- T. David Mason, Sara McLaughlin. 2016. *What Do We Know about Civil Wars?* (“MM”)
- Dan Reiter. 2018. *Understanding War and Peace*. www.understandingwarandpeace.com
 - Chapters are \$3/each and can be purchased one by one, electronically

You will also be assigned academic readings accessible through Seton Hall’s library. And you will watch one film before class Week 4. Come prepared to discuss the film alongside the readings for that day. It can be accessed through the SHU Library (Under Reserves for DIPL 2120).

Course Description and Primary Student Learning Outcomes

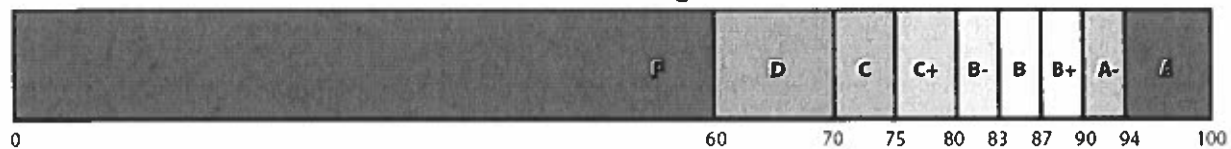
This course serves as a general introduction to the study of international security, a field primarily concerned with the threat and uses of force by state and non-state actors for political ends. Topics examined include the origins of major power wars, regional conflicts, civil wars, and international intervention, as well as terrorism, cyber, and information warfare.

By the end of the semester, students should have acquired knowledge and understanding of key concepts, theories, and debates involved in the study of contemporary international security. Students should also have developed the skills to: analyze complex international systems; find and synthesize empirical information; and develop, articulate, and defend policy positions.

Grading

Participation	15%
Reading Quizzes	15%
Policy Memos	35%
Final Exam	35%

Course Grading Scale



Policy Prompt 1: You are a member of the National Security Council Staff. Write a memo to your boss (Jake Sullivan) in which you make a case for why the US should/should not mobilize and increase its military presence in the South China Sea to deter further Chinese expansion.

DUE: Week 5 (Start of Class) **Upload Word .docx file to Teams.**

Policy Prompt 2: You are a member of the National Security Council Staff. Write a memo to your boss (Jake Sullivan) in which you make a case for why the US should/should not intervene militarily in either A.) Syria or B.) Yemen.

DUE: Week 14 (Start of Class) **Upload Word .docx file to Teams.**

NOTE: Policy memos are not like other papers. For guidance, please consult the folder titled “How to Write a Policy Memo” on Teams.

Final Exam (35%). Takes place Tues., Dec 20, 2:30pm – 4:30pm

The final is closed book. It will cover material from lecture, section, and the required readings, viewings, listenings, and exercises. I will provide a study guide prior to finals week.

Additional Notes

This course is about war and violence. We will be examining content that is that emotional, controversial, and graphically violent in nature, including discussions of genocide, mass starvation, sexual victimization, and all manner of the grotesque realities of war. Still, we will maintain the goal to foster a safe learning environment for everyone here. We are in this course because we want to understand the causes and courses of conflict, ultimately because we want less of it in the world. **Note that understanding the causes of violence should not be construed as condoning or legitimizing violence.** Along these lines, assigned readings and position prompts may not represent the views of the instructor. Instead, they serve as a framework for discussion, different lenses to ensure we understand multiple perspectives.

Healthy disagreement and discussion are a central component of this class. Constructive disagreement sharpens thinking, deepens understanding, and reveals novel insights. It is not just encouraged, it is expected. All viewpoints are welcome, but no ideas are immune from scrutiny and debate. There may be times when you disagree with someone else’s opinion. It is important that you respond in an appropriate, respectful, professional, and constructive manner.

Meetings and Materials

Week 1 (8/30) Introduction: Is War Inevitable?

Required:

- Goldstein and Pinker, “War Really Is Going Out of Style,” *New York Times*, December 17, 2011.
- Poast and Fazal, “War is Not Over,” *Foreign Affairs* (Oct. 15, 2019).
- Luttwak, “Give War a Chance,” *Foreign Affairs* (1999) 78(4), pp. 36-44

Discussion Questions:

- What is International Security (IS) and how should we study it?
- Why study war?
- Is “war” going out of fashion?

1971) vol. 38, no. 3, pp. 417-418.

- White, “What did Hannah Arendt really mean by the banality of evil?” Aeon 2018
- Jervis, “War and Misperception,” Betts 207-223. Q
- Case: Mandatory Film: The Judgment at Nuremberg (1961) (Teams) Q

Discussion Questions

- What is the ‘banality of evil’?
- When should obedience to authority be praised and when should it be feared?
- How has the division of labor in violence transformed the problem of obedience?
- What role does misperception play in the onset of war?
- Is warfare merely an invention?

Film Questions¹

- Why did Ernst Janning challenge the authority of the tribunal to try him and the other judges? Where did the Tribunal’s authority—and its legitimacy—come from?
- What kind of responsibility does each of us have for our own actions? Is ‘following orders’ a legitimate excuse to do wrong? How do we decide what is right and wrong?
- Were the Nuremberg Trials just ‘victor’s justice?’
- Herr Rolf says that if the defendant judges are to be found guilty then others are guilty too: the Pope, the Soviet Union, American industrialists who profited by re-arming Hitler. Do you agree?
- Did the German people have an obligation to know what was happening to the Jews and other minorities during the war and to stop it? Or is it part of the tragedy of war that atrocities may be committed in the name of the people or national security, while the people have no ability to prevent these atrocities? What are Americans’ responsibilities for acts of war committed in our name?
- Judge Haywood said, “If these murderers were monsters, this event would have no more moral significance than an earthquake.” What did he mean? Do you agree?

Week 5 (9/27)

Logic of Conflict: Coercion, Force, Deterrence, Escalation, Bargaining

*****Policy Memo on Topic 1 Due*****

- Reiter, Ch. 1 in *Understanding Q*
- Horowitz, Ch. 3 in *Understanding Q*
- Schelling, *Arms and Influence* (1966) on Teams, pp. 1-11, 18-26, 35-60, 66-78
- MacMillan, pp. 51-62 (Teams)
- Case Reading: Russia and Ukraine
 - Walt, “Liberal Illusions Caused the Ukraine Crisis”, *Foreign Policy* 2022
 - Freedman, “Why War Fails”, *Foreign Affairs* 2022
 - Mitchell, “Putin’s War Backfires”, USIP 2022
 - Massicot, “Russia’s Repeat Failures”, *Foreign Affairs* 2022

Discussion Questions

¹ <http://www.umass.edu/legal/Arons/Fall2007/250/250nurembergpoints07.pdf> and <http://www.sanantoniopeacecenter/film-discussion-guide-judgment-at-nuremberg/>

Week 8 (10/25) The Slide into War: Division and Repression

Required:

- Young, “Antecedents of Civil War Onset,” MM 33-42
- Seymour and Cunningham, “Identity Issues and Civil War”, MM 43-59 Q
- Case Readings: Bosnia
 - Ciment
 - Zlata’s diary
 - 1991: 10/19 – 11/14, 12/7 – 12/19
 - 1992: 3/5 – 4/21, 4/29, 5/2, 5/23 – 5/30, 6/5, 6/16, 6/18, 6/29, 8/4, 8/18, 9/20, 10/21, 11/15, 11/19, 12/25, 12/28
 - 1993: 1/26, 2/1, 4/17, 4/28, 5/2, 5/4, 7/17, 7/23, 7/27, 8/2, 8/6, 9/5 – 9/20, 10/14, epilogue

Discussion Questions

- How does the government’s response affect the trajectory of conflict? What options does it have?
- Where does a government’s legitimacy come from? How can we recognize when it’s increasing or decreasing?
- What are ‘greed’ and ‘grievance,’ and what do they have to do with the onset of civil wars?
- What does identity have to do with civil war?
- What important conflict characteristics are present right now in the US? What characteristics are lacking?

Week 9 (11/1) War’s Perpetuation or Termination: Intervention and Proxy Warfare

Required:

- Galula, “Insurgency and Counterinsurgency,” Betts 510-526 Q
- Linebarger and Enterline, “Third Party Intervention and the Duration and Outcomes of Civil Wars,” MM 93-108 Q
- Finnemore, 2002, “Constructing Norms of Humanitarian Intervention”, in *The Culture of National Security*
- Case Reading: Syria
 - Case reading in Cunningham Ch. 8 in *Understanding*
 - Robert Ford, 2021, “US Strategy in Syria Has Failed,” *Foreign Affairs*
 - Other readings on Teams

Discussion Questions

- How do intrastate conflicts differ from the concepts of war we have discussed so far in this course?
- Why are conflicts within states still international security concerns?
- Does intervention work? How do we know?
- What obligation does the international community have to protect people from their governments? What gets in the way?
- Are human rights norms a sufficient explanation of some international intervention?

Week 10 (11/8) War Makes the State

- Arjona et al., 2015, *Rebel Governance in Civil War*, pp. 1-4, on Teams Q

- TNSR Roundtable, sections 2 and 4
- Sexual and Ethnic Violence and the Construction of the Islamic State
- Focusing on ISIS' Sexual Violence Misses the Bigger Picture

Discussion Questions

- How and why are women particularly vulnerable in conflict settings? How are they empowered?
- Why do men and women assume different roles in conflict?
- Are women more peaceful than men? How would we know? What is the 'evolutionary' logic for their preferences in conflict? How are they a force for peace?

Week 13 (11/29) War Economies and the Role of Resources

Required:

- Kaldor, "The Globalized War Economy," Ch. 5 in *New and Old Wars* pp. 95-118, on Teams Q
- Ross, 2004, "How Do Natural Resources Influence Civil War?" *International Organization* 54 Q
 - (SKIM) Smith, "Exploring the Resource-Civil War Nexus", MM 215-230
- Case Reading: Yemen
 - Huddleston, R Joseph and David Wood, 2021, "Functional Markets in Yemen's War Economy," *Journal of Illicit Economies and Development* 3(1)
 - Al-Sakkaf, 2022, "Democratizing Development in Yemen", *Wilson Center*

Discussion Questions

- How do natural resources affect conflict? Do they make it more likely or more violent?
- How do natural resources affect the role of civilians in conflict? Do they become more or less important for nonstate actions?
- What is the 'war economy?' How do economic situations change with conflict?
- What kind of economic opportunities rise out of active conflict? Is that good or bad for the prospects of peace?

Week 14 (12/6) The Legacy of Conflict

*****Policy Memo on Topic 2 Due*****

(Readings subject to change. Double check you have current syllabus.)

Required:

- Beardsley, Ch.7 in *Understanding Q*
- Thyne, "Legacies of Civil War", MM 157-178 Q
- Jessica Maves Braithwaite, Resisting Political Violence in America in PVAG 2020
- Dayal, Stark, and Stewart, "Warnings of 'Civil War' Risk Harming Efforts Against Political Violence", in *War on the Rocks* 2022
- Case Reading: Ireland and South Africa
 - Ciment

Discussion Questions

- How does conflict end? What factors play the most important roles?

(DSS), Duffy Hall, Room 67 at the beginning of the semester. For more information or to register for services, contact DSS at (973)-313-6003 or by e-mail at DSS@shu.edu.

- **Policy on Incompletes.** Incompletes will be given only in exceptional cases for emergencies. Students wishing to request a grade of Incomplete must provide documentation to support the request accompanied by a Course Adjustment Form (available from the Diplomacy Main Office) to the professor before the date of the final examination. If the incomplete request is approved, the professor reserves the right to specify the new submission date for all missing coursework. Students who fail to submit the missing course work within this time period will receive a failing grade for all missing coursework and a final grade based on all coursework assigned. Any Incomplete not resolved within one calendar year of receiving the Incomplete or by the time of graduation (whichever comes first) automatically becomes an “FI” (which is equivalent to an F). It is the responsibility of the student to make sure they have completed all course requirements within the timeframe allotted. Please be aware that Incompletes on your transcript will impact financial aid and academic standing.
- **Academic Resources.** If you need support during this course, Seton Hall has resources for you. The Academic Resource Center is the general support place for students. The Online Writing Lab provides students with comments on papers via email within 48 hours. The Writing Center and the Math Learning Lab offer appointments for one-to-one tutoring. More information is available here:
- <http://www.shu.edu/student-services/toolkit.cfm>

COVID Provisions:

- **Coronavirus Safety:** Our mask mandate remains mandatory for indoors (unless you’re alone or eating) and in effect until further notice. The language was clear last year: No mask, no class. Updates can be found here: <https://www.shu.edu/health-intervention-communication/>
- **Ground rules:** We’re in a pandemic. It’s scary, it’s uncertain, and we are all struggling with personal and professional problems we have never faced before. If you need an exception, I will not judge you, and I will not think less of you. You do not owe me personal information about your health or living circumstances. If you need to miss class, need extra help, or need extensions on assignments, just ask. I will work with you. If I can’t help you, I will help you find someone who can. There are lots of resources on campus. This is an ongoing crisis. I will do my best as your instructor, and I hope you will do your best to work with me. I will cut you some slack, as long as you stay in communication with me. And I hope you will cut me some slack too.
- **Attendance** is still mandatory. If you are unable to comply with the attendance plan on the syllabus, please speak with me immediately.
 - Read the Dean of Students’ guidelines on attendance [here](#).
 - If you have used up your allowed absences and need to be out more than that, excused absences will be considered due to extenuating circumstances; however, I need to receive communication from you beforehand. I can’t help you if you’re not in touch with me. “Excused” means that I must receive a phone or email message or written note before the absence occurs. Please contact Dr. Edwards if you expect to be out more than 3 consecutive classes.
- **Communication:** You must check your SHU email account, notifications on Microsoft Teams, and Blackboard regularly—at least once a day—to keep regular pace with the class. Please check before each class and before leaving your house/dorm to attend class, in case I need to run the class remotely (via Teams) on any given day. I will make every effort to respond to you quickly; you can expect to hear back within 48 hours, unless an emergency arises.
- **If you are unable to comply with any of these policies, please speak to me, and we will work out an accommodation.** This can happen on a semester-long or one-time basis.