

INR 4124-1: Statecraft

Fall 2008

Dr. Mark Souva

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Office Hours: T, TH: 9:45 – 10: 45am, or by appointment

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Classroom: HCB 212

Class time: T, Th: 11:00 - 12:15

Course Description

This course introduces students to fundamental questions, theoretical arguments and concepts in the area of foreign policy analysis and decision-making, otherwise known as Statecraft. The first part of the course lays out a bargaining model of international politics. With this model in mind, we then analyze two central strategies of statecraft: deterrence and coercive diplomacy, with an emphasis on the latter. Some of the questions we will investigate include: What is the difference between deterrence and coercive diplomacy? How does one enhance the credibility of a threat? How does uncertainty affect diplomacy? How does one counter an opponent's strategic moves? In the second part of the course, we examine specific strategies of coercion: economic sanctions, military force with an emphasis on air power, and insurgency. In the process of analyzing these strategies, we will study several prominent cases, details of which students will be expected to learn. In the third and final section of the course, we analyze arguments for the just use of force. When is it justified to use military force against another state? Is unilateral intervention ever justified, for humanitarian or other reasons? What is the war convention and why do states usually abide by it? Student evaluation will be based on class participation, several short writing assignments, and exams.

Required Books

Pape, Robert. 1996. *Bombing To Win: Air Power and Coercion in War*. Cornell University Press. ISBN: 0801483115

Schelling, Thomas. 1966. *Arms and Influence*. Yale University Press. ISBN: 0300002211

Walzer, Michael. 2000. *Just and Unjust Wars* 4th Edition. Basic Books. ISBN: 0465037054

All other required readings are available electronically through the FSU library. I will provide instructions for how to access the readings.

Students are also required to stay informed about current events. To this end, I encourage you to read The Economist and The Washington Post (www.economist.com and www.washingtonpost.com).

Course Evaluation

<u>Component</u>	<u>% of Final Grade</u>
Participation	5
Writing Assignments	20
Exam 1	25
Exam 2	25
Exam 3	25
Total:	100

Exams

Exams will be the primary method for evaluating your mastery of the course material. There are three exams: one for each section of the course. Exam questions will come from lecture *and* the required readings. In terms of format, the exams may include multiple choice, short answer, and/or essay questions.

Writing Assignments

Writing assignments will consist of in-class reaction papers and out-of-class responses to questions posted on Blackboard.

Grading Scale

Excellent:	A = 100 – 93	A- = 90 – 92	
Good (above average):	B+ = 89 – 88	B = 87 – 83	B- = 82 – 80
Average:	C+ = 79 – 78	C = 77 – 73	C- = 72 – 70
Below Average:	D+ = 69 – 68	D = 67 – 63	D- = 62 – 60
Unacceptable:	F = 59 – 0		

Course Rules

The following rules govern the requirements for this course:

- (1) Make-up examinations are given only with **prior** instructor approval and with appropriate documentation of a medical or family emergency. Note that the documentation must indicate why you could not be in class at the exact time of the test.
- (2) Make-up quizzes are given only with **prior** instructor approval and with appropriate documentation of a medical or family emergency. Note that the documentation must indicate why you could not be in class.
- (3) During class discussions, classroom etiquette is vital. I strongly encourage you to make comments in ways that invite discussion. Please recognize that our classroom contains members with various life experiences, divergent perspectives, and different strategies for defending their views. Please state your opinions constructively and respectfully, listen carefully when your colleagues are speaking, and speak to me if you

are offended by something that is said in class.

(4) Any exceptions to these rules are given at the instructor's discretion, only with **prior** approval where possible, and only under extraordinarily pressing and well-documented circumstances.

(5) Students are required to keep graded, returned copies of all exams and writing assignments until two weeks after the final exam. Failure to do so will invalidate any potential question or protest about assignment or course grades.

General Principles

(1) Become an active and critical reader. You will improve your comprehension of the readings if you take notes on what you read and write down questions about the readings. If you have read something but do not write down anything about the reading, you probably do not understand it, nor will you remember it for long. The readings are good. Take some responsibility for your learning, and, for each reading, think about answers to the following questions:

- What is the author's main argument?
- What does this concept mean and why is it important? Be able to define key terms.
- What are the implications of the argument?
- What evidence does the author use to support his or her claim?
- Can you think of an alternative explanation for the author's evidence?

(2a) I expect you to be **present at the beginning of the class period**. Students who interrupt class by showing up in the middle of a lecture are being rude and inconsiderate to both the instructor and their fellow classmates. For this reason, if attendance is taken or if a quiz is given it will probably be done at the start of class, and any student who is not present at that time will be considered absent or will receive a failing grade for the quiz.

(2b) I expect you to **remain in class until the end of the class period**, rather than disturbing the other students and interrupting class by leaving in the middle of lecture. The instructor reserves the right to mark absent a student who leaves during the middle of class, unless the student has explained the situation to the instructor before the beginning of class.

(3) Inside the classroom, students are expected to devote their full attention to the course. This means that distractions like newspapers, magazines, beepers, and cellular phones will not be tolerated. If you insist on reading the newspaper or being accessible by beeper or cell phone during the class period, please do so at home (or somewhere else outside of the classroom); such activities only serve to disrupt the course and to distract people who really want to be there. This also means that talking with your neighbors or passing notes during class will not be tolerated. If you absolutely must talk about last night's party or

your plans for the weekend, please do so outside of the classroom, so that you do not disturb students who attend class in order to learn the material.

Americans with Disabilities Act

Students with disabilities needing academic accommodations must (1) register with and provide documentation to the Student Disability Resource Center (SDRC), and (2) bring a letter to the instructor from SDRC indicating that you need academic accommodations. This must be done within the first week of class.

FSU's Academic Honor Code

"The academic honor system of The Florida State University is based on the premise that each student has the responsibility: (1) To uphold the highest standards of academic integrity in the student's own work, (2) To refuse to tolerate violations of academic integrity in the University community, and (3) To foster a high sense of integrity and social responsibility on the part of the University community."

I expect students to bring possible violations of this honor code to the attention of the instructor as soon as possible, so that the violations -- if any -- may be stopped quickly. Violations include (but are not limited to) the use of unauthorized information on course assignments or examinations, representing another's work or any part thereof (published or unpublished) as one's own, assisting another student in obtaining unauthorized information for course assignments or examinations, and attempting to commit such an offense. A more complete listing of violations can be found in the FSU Student Handbook.

Violation of this honor code will be dealt with in an appropriate manner, consistent with FSU guidelines. Academic penalties may include (but shall not be limited to) a lower or failing grade on the assignment or examination in question, and a lower or failing grade for the course. The University may also enforce further disciplinary penalties, such as a formal reprimand, probation, or suspension or dismissal from the University.

**INR 4124—Statecraft
Fall 2008, Course Calendar**

Week/Date	Topic	Reading
Week 1: Aug 26 Aug 28	Introduction Diplomacy and Bargaining	 Schelling, <i>Arms and Influence</i> , Chapters 1 and 2
Week 2: Sep 2 Sep 4	Diplomacy and Bargaining Manipulating Risk and the Idiom of Military Action	Schelling, <i>Arms and Influence</i> , Chapters 3 and 4
Week 3: Sep 9 Sep 11	The Dynamics of Mutual Alarm and the Security Dilemma Statecraft and the Logic of Choice	Schelling, <i>Arms and Influence</i> , Chapters 5-7 Baldwin, David. 1999. The Sanctions Debate and the Logic of Choice. <i>International Security</i> 24 (3): 80-107.
Week 4: Sep 16 Sep 18	Statecraft and the Logic of Choice, Part 2 Movie: Dr. Strangelove	 Movie: Dr. Strangelove
Week 5: Sep 23 Sep 25	Review Exam 1	
Week 6: Sep 30 Oct 2	Economic Coercion I Economic Coercion II	Kirshner, Jonathan. 1997. The Microfoundations of Economic Sanctions. <i>Security Studies</i> 6 (3): 32- 64. Hovi, Jon, Robert Huseby, and Detlef Sprinz. 2005. When do (imposed) economic sanctions work? <i>World Politics</i> 57 (July): 479-499.

Week 7: Oct 7	Military Coercion	Pape, <i>Bombing to Win</i> , Chapters 1-3
Oct 9	Coercive Air Power against Japan in World War II	Pape, <i>Bombing to Win</i> , Chapter 4
Week 8: Oct 14	Korea and Vietnam	Pape, <i>Bombing to Win</i> , Chapter 5-6
Oct 16	Iraq and Germany	Pape, <i>Bombing to Win</i> , Chapters 7-8
Week 9: Oct 21	Counterinsurgency, Part 1	Arreguin-Toft, Ivan. 2001. How the weak win wars: a theory of asymmetric conflict. <i>International Security</i> 26 (1): 93-128.
Oct 23	Counterinsurgency, Part 2	Recommended: <ul style="list-style-type: none"> • Counterinsurgency: FM3-24. U.S. Army • Sepp, Kalev. 2005. Best Practices in Counterinsurgency. <i>Military Review</i> May/June: 8-12.
Week 10: Oct 28	Review	
Oct 30	Exam 2	
Week 11: Nov 4	Moral Reality of War	Walzer, <i>Just and Unjust Wars</i> , Part 1
Nov 6	Theory of Aggression	Walzer, <i>Just and Unjust Wars</i> , Part 2
Week 12: Nov 11	The War Convention	Walzer, <i>Just and Unjust Wars</i> , Part 3
Nov 13		Walzer, "Five Questions About Terrorism." <i>Dissent</i> Winter 2002: 5-10.

<p>Week 13: Nov 18</p> <p>Nov 20</p>	<p>Dilemmas of War</p>	<p>Walzer, <i>Just and Unjust Wars</i>, Part 4 Anscombe, "Mr. Truman's Degree"</p>
<p>Week 14: Nov 25</p> <p>Nov 27: Thanksgiving: No Class</p>	<p>The Question of Responsibility</p>	<p>Walzer, <i>Just and Unjust Wars</i>, Part 5</p>
<p>Week 15: Dec 2</p> <p>Dec 4</p>	<p>Applications: Gulf War 1991, Iraq War 2003</p> <p>Summary and Review</p>	<ul style="list-style-type: none"> • Walzer, Preface to the Second Edition, "Justice and Injustice in the Gulf War" • Walzer, Preface to the Fourth Edition, "Regime Change and Just War" • Response to Walzer by Elshtain, <i>Dissent</i> (Summer 2006).
<p>Week 16:</p> <p>Friday, December 12, 3:00-5:00pm Final Exam Week</p>	<p>Exam 3</p>	

The above schedule is subject to change in the event of extenuating circumstances.