

## Syllabus - Fall 2020

Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT.

### Course and Instructor Information

**Course Title:** Contemporary International Politics: Guns and Money

**Credits:** 3

**Format:** Online, Synchronous Monday 3:35 – 6:35pm

**Prerequisites:** Open to Juniors and Seniors.

**Professor:** Miles M. Evers

**Email:** [miles.evers@uconn.edu](mailto:miles.evers@uconn.edu)

**Twitter:** @mevers90

**Office Hours/Availability:** Tuesday via Blackboard, 11 am – 3 pm

### Course Materials

Readings are an essential part of this course. Students are expected to complete all assigned readings for their corresponding module. All readings will be available through electronic reserve as well as available for download through Github (<https://github.com/mevers90/POLS-3402.git>).

Students should download the Discord app on their phone and/or computer, and join the dedicated class server (<https://discord.gg/kTNVnYG>). We will use it for simulation exercises, class discussions, office hours, and general questions about the course. Discord represents the social face of the classroom, so you're encouraged to make a nickname, say hi, and communicate with me and your classmates.

### Course Description

From the age of colonialism to Trump, scholars and policymakers have been interested in the relationship between guns and money, or more specifically, economics and international security. This course will cover the ways in which economic factors shape and constrain the strategies chosen to pursue national security, and the ways in which those factors affect the propensity for conflict or cooperation between states. Topics range from the causes of imperialism to the consequences of climate change for international security. Students will critique the different levels of analysis, theories, and research methods through which scholars approach these issues, and have opportunities to stake their own position.

### Course Objectives

By the end of the semester, students should be able to:

1. Understand and critique the major debates in the literature
2. Propose new questions and answers within existing debates
3. Apply concepts to current topics in foreign policy

### Course Outline

Week 1 (08/31 – 09/04): Introduction

#### **PART II: WHAT IS THE RELATIONSHIP BETWEEN ECONOMICS AND SECURITY?**

Week 2 (09/07 – 09/11): State Formation

Week 3 (09/14 – 09/18): The International System

Week 4 (09/21 – 09/25): Sources of Power

## PART II: HOW DO ECONOMIC RELATIONS INFLUENCE SECURITY RELATIONS?

Week 5 (09/28 – 10/02): Interdependence and War

Week 6 (10/05 – 10/09): The Domestic Politics of Security Policy

Week 7 (10/12 – 10/16): Oil Security

Week 8 (10/19 – 10/23): Information Security

## PART II: HOW DO SECURITY RELATIONS INFLUENCE ECONOMIC RELATIONS?

Week 9 (10/26 – 10/30): The Politics of Economic Cooperation

Week 10 (11/02 – 11/06): Sanctions and Trade Wars

Week 11 (11/09 – 11/13): Monetary Statecraft

Week 12 (11/16 – 11/20): Mobilization for War

Week 13: Break

## PART III: IDENTIFYING NEW INTERACTIONS

Week 14 (11/30 – 12/04): Student Presentations

Week 15 (12/07- 12/11): Student Presentations

### Course Requirements and Grading

#### Summary of Course Grading:

| Course Components        | Weight |
|--------------------------|--------|
| Participation            | 20%    |
| Discussion Leaders       | 20%    |
| Critical Analysis Papers | 40%    |
| Policy Presentation      | 20%    |

**Participation (20%):** This seminar is discussion oriented. Your preparation, participation, and cooperation as a group is essential for this format to work. You are expected to read the readings the week they are assigned and to come to class prepared to ask questions and actively participate in discussion. 10% consists of regular attendance and the other 10% consists of active discussion. Students who are shy to discuss topics in class can make up for this by privately discussing topics with me in my office hours.

**Discussion Teams (10% x 2 = 20%):** Each student in the class must sign up for two classes for which they will be one of two discussion leaders. Discussions leaders will begin the class with a brief presentation (10-15 min) that overviews the key argument, evidence, and takeaways from the readings as well as offer some commentary and/or reactions. Discussion leaders should collectively offer 3 - 5 questions for class discussion. These questions should be submitted to the [#discussion-questions](#) Discord channel before class.

**Critical Analysis Paper (2 x 20% = 40%):** Each student will write two critical papers (5-10 pages) throughout the semester. For each paper, you will choose a session from the course and evaluate the readings assigned. Only one of these papers can be on the week that a student is presenting and must be from different parts of the class (i.e. you cannot pick two sessions from Part 1).

The goal of these papers is to make an original argument about the readings. A successful paper will identify the main question (e.g. “does interdependence promote peace”) that unites these readings, organize the readings into different camps (e.g. “one group of scholars says trade promotes war whereas another group says it discourages war.”), explain what you do or not find compelling (i.e. “these scholars overlook a critical variable” or “a concept is poorly defined”), and detail why that matters (e.g. “this leads to new questions about...”). The last two components should account for the majority of the paper. For tips on how to write a critical analysis paper, see <https://depts.washington.edu/pswrite/Handouts/CriticalAnalysisPapers.pdf>.

The first paper should be submitted on the [#home-work-submission](#) Discord channel no later than midnight Oct. 30<sup>th</sup>, and the second paper should be submitted no later than midnight Dec. 11<sup>th</sup>. However, I recommend completing this sooner to save time to prepare for the final presentation.

**Policy Presentation (20%):** At the end of the semester, students will give a presentation on a major foreign policy priority of the current (or future) US administration that lies at the intersection between economics and international security. The presentations will need to cover the main parameters of the issue, how the administration is tackling it, which policy instruments are being employed, and how it cover how past administrations have used policy instruments tools to achieve the foreign policy priority. These presentations will conclude clear recommendations on which how the administration should tackle the issue in the future. Students should draw class readings in their assessments.

Each presentation should be roughly 10-15 minutes, and will be followed by 10 minutes of Q&A after their presentation. They should be well-polished, and be accompanied by slides, such as Powerpoint, Canva, or Keynote. Slides should be submitted on the [#presentation-submission](#) Discord channel before class. Students not presenting on that day should be prepared to ask questions and actively participate after each presentation. Active participation will account for 5% of your presentation grade.

Students should discuss their idea with me no later than Nov. 9<sup>th</sup>, at which point we will begin to assign presentation times.

#### **Grading Scale (per the Registrar):**

| Grade          | Letter Grade | Percent  |
|----------------|--------------|----------|
| Excellent      | A            | 94 - 100 |
|                | A-           | 90 - 93  |
| Very Good      | B+           | 87 - 89  |
| Good           | B            | 84 - 86  |
|                | B-           | 80 - 83  |
|                | C+           | 77 - 79  |
| Average        | C            | 74 - 76  |
| Fair           | C-           | 70 - 73  |
| Poor           | D+           | 67-69    |
|                | D            | 64 - 66  |
| Merely Passing | D-           | 60 - 63  |
| Failure        | F            | 0 - 65   |

#### **Due Dates and Late Policy**

All course due dates are identified in the course calendar and blackboard. Deadlines are based on Eastern Time; if you are in a different time zone, please adjust your submittal times accordingly. *I reserve the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.*

Late assignments will incur a full letter grade deduction for each day over the due late.

#### **Exams**

In accordance with UConn policy, students are required to be available for their midterm and final exams and/or complete any assessment during the time stated. If you have a conflict with this time you must obtain official permission to schedule a make-up exam with the Dean of Students. If permission is granted, the Dean of Students will notify the instructor. Please note that vacations, previously purchased tickets or reservations, graduations, social events, misreading the assessment schedule, and oversleeping are not viable reasons for rescheduling the midterm or final.

#### **Feedback and Grades**

I will make every effort to provide feedback and grades in a timely manner. The best option for discussing course material and assignments is to email me ([miles.evers@uconn.edu](mailto:miles.evers@uconn.edu)) or post a question on the relevant channel of the Discord class server. This allows you to see whether students have asked a similar question or respond to

their questions. Please check this channel before sending a question. Please keep in mind that I will not respond to email after 5 PM or at anytime on the weekends. Additionally, I will not respond to emails received the day before an assignment is due. In general, I will do my best to respond to all student questions within 24 hours, and return course assignment within a week.

To keep track of your performance in the course, refer to My Grades in HuskyCT.

### **Weekly Time Commitment**

You should expect to dedicate 3 to 5 hours a week to this course. This expectation is based on the various course activities, assignments, and assessments and the University of Connecticut's policy regarding credit hours. More information related to hours per week per credit can be accessed at the [Online Student website](#).

### **Student Authentication and Verification**

The University of Connecticut is required to verify the identity of students who participate in online courses and to establish that students who register in an online course are the same students who participate in, complete the course activities and assessments, and receive academic credit. Verification and authentication of student identity in this course will include:

1. Secure access to the learning management system using your unique UConn NetID and password.
2. Students may be required to verify their identity through Online proctoring, Video Conference with ID check, etc.

## **Student Responsibilities and Resources**

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. Review these important [standards, policies and resources](#), which include:

- The Student Code
  - Academic Integrity
  - Resources on Avoiding Cheating and Plagiarism
- Copyrighted Materials
- Credit Hours and Workload
- Netiquette and Communication
- Adding or Dropping a Course
- Academic Calendar
- Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships
- Sexual Assault Reporting Policy

## **Students with Disabilities**

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020 or <http://csd.uconn.edu/>.

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government." (Retrieved March 24, 2013 from [Blackboard's website](#))

## **Software/Technical Requirements (with Accessibility and Privacy Information)**

The software/technical requirements for this course include:

- HuskyCT/Blackboard ([HuskyCT/ Blackboard Accessibility Statement](#), [HuskyCT/ Blackboard Privacy Policy](#))
- [Adobe Acrobat Reader](#) ([Adobe Reader Accessibility Statement](#), [Adobe Reader Privacy Policy](#))
- Microsoft Office (free to UConn students through [uconn.onthehub.com](http://uconn.onthehub.com)) ([Microsoft Accessibility Statement](#), [Microsoft Privacy Statement](#))
- Dedicated access to high-speed internet with a minimum speed of 1.5 Mbps (4 Mbps or higher is

recommended).

- WebCam
- WebEx
- Discord

For information on managing your privacy at the University of Connecticut, visit the [University's Privacy page](#).

## Help

[Technical and Academic Help](#) provides a guide to technical and academic assistance. This course is completely facilitated online using the learning management platform, [HuskyCT](#). If you have difficulty accessing HuskyCT, you have access to the in person/live person support options available during regular business hours through the [Help Center](#). You also have [24x7 Course Support](#) including access to live chat, phone, and support documents.

## Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.
- Turn on/off web cam and microphone
- Video conferencing
- Upload documents to website

University students are expected to demonstrate competency in Computer Technology. Explore the [Computer Technology Competencies](#) page for more information.

## Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the [Office of Institutional Research and Effectiveness](#) (OIRE).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.

## Course Calendar

Week 1 (08/31 – 09/04): Introduction

### PART 1: WHAT IS THE RELATIONSHIP BETWEEN ECONOMICS AND SECURITY?

Week 2 (09/07 – 09/11): State Formation

1. Tilly, Charles. "Chapter 1" and Chapter 3" in *Coercion, Capital, and European States*, 1-37, 67-95.
2. Spruyt, Hendrik. "Institutional Selection in International Relations: State Anarchy as Order." *International Organization* 48, no. 4 (1994), 527-57.
3. Abramson, Scott F. "The Economic Origins of the Territorial State." *International Organization* 71, no. 1 (2017), 97–130

Week 3 (09/14 – 09/18): The International System

1. Gunder Frank, ""Chapter 4" from *ReOrient: Global Economy in the Asian Age* (University of California, 1998), 165-220.
2. Gallagher, John A., and Ronald E. Robinson (1953). "The Imperialism of Free Trade." *Economic History Review* 6, no. 1, 1-15.
3. Barry Buzan, George Lawson, "The Global Transformation: The Nineteenth Century and the Making of Modern International Relations", *International Studies Quarterly* 57, no. 3 (2013, 620–634
4. Phillips, Andrew, and J.C. Sharman. "Company-States and the Creation of the Global International System." *European Journal of International Relations* forthcoming, (2020), 1-24.

#### Week 4 (09/21 – 09/25): Sources of Power

1. Hirschman, Albert O. "Chapter 2" in *National Power and the Structure of Foreign Trade* (1945), 13-39
2. Gilpin, Robert. "Chapter 2" in *War and Change in World Politics* (Cambridge University Press, 1981), 106-155
3. Strange, Susan. "The Persistent Myth of Lost Hegemony." *International Organization* 41, no. 4 (1987): 551-74.
4. Ninkovich, Frank. "Ideology, the Open Door, and Foreign Policy," *Diplomatic History* 6, no. 2 (1982): 185-208

### **PART 1: HOW DO ECONOMIC RELATIONS INFLUENCE SECURITY RELATIONS?**

#### Week 5 (09/28 – 10/02): Interdependence and War

1. McMillan, Susan M. "Interdependence and Conflict," *International Studies Review* 41, no. 1 (1997), 33–58
2. Fordham, Benjamin O. "Revisionism Reconsidered: Exports and American Intervention in World War I." *International Organization* 61, no. 2 (2007): 277-310.
3. Gartzke, Eric and Yonatan Lupu. "Trading on Preconceptions: Why World War I Was Not a Failure of Economic Interdependence," *International Security* vol. 36 no. 4 (2012): 115-150
4. Copeland, Dale C. "Economic Interdependence and War: A Theory of Trade Expectations." *International Security* 20, no. 4 (1996): 5-41.

#### Week 6 (10/05 – 10/09): The Domestic Politics of Security Policy

1. Ripsman, Norrin M. 2009. "Chapter 6" in *Neoclassical Realism, the State, and Foreign Policy* (Cambridge University Press, 2009), 170-193
2. Narizny, Kevin. "The Political Economy of Alignment: Great Britain's Commitments to Europe," 1905- 39, *International Security* 27, no.4 (Spring 2003), 184-219.
3. Lucas, Edward R. "Public Goods, Club Goods and Private Interests: The Influence of Domestic Business Elites on British Counter-Piracy Interventions in the South China Sea, 1921–35," *Security Studies* (2019), 1-35
4. van Apeldoorn, B., & de Graaff, N. (2014). "Corporate elite networks and US post-Cold War grand strategy from Clinton to Obama." *European Journal of International Relations* 20, no. 1, 29–55.

#### Week 7 (10/12 – 10/16): Oil Security

1. Hughes, Llewelyn, and Austin Long. "Is there an oil weapon?: Security implications of changes in the structure of the international oil market." *International Security* 39, no.3 (2015): 152-189.
2. Colgan, Jeff. "Fueling the Fire: Pathways from Oil to War," *International Security* 38, no. 2 (2013), 147-180
3. Meierding, Emily. "Dismantling the Oil Wars Myth," *Security Studies* 25, no. 2 (2016), 258-288
4. Stern, Roger J. "Oil Scarcity Ideology in U.S. Foreign Policy, 1908-1997," *Security Studies* 25, no. 2 (2016), 214-257

#### Week 8 (10/19 – 10/23): Information Security

1. Strange, Susan. "Chapter 1" and Chapter 7", in *Retreat of the State* (Cambridge University Press, 1996), 3-15, 100-109
2. Farrell, Henry, and Abraham L. Newman. "Weaponized interdependence: How global economic networks shape state coercion." *International Security* 44, no. 1 (2019), 42-79.
3. "Cooperation or Resistance: The Role of Tech Companies in Government Surveillance," *Harvard Law Review* 131 (2018), 1722-1741
4. Gertz, Geoffrey & Miles M. Evers. "Goeconomic Competition: Will State Capitalism Win?" *The Washington Quarterly* 43, no.2 (2020), 117-136

### **PART II: HOW DO SECURITY RELATIONS INFLUENCE ECONOMIC RELATIONS?**

#### Week 9 (10/26 – 10/30): The Politics of Economic Cooperation

\*\*\*First critical analysis paper due by 10/30 at midnight\*\*\*

1. Layne, Christopher. "Chapter 4" in *The Peace of Illusions* (Cornell, University Press, 2007), 71-93.

2. Gowa, Joanne. "Alliances, Market Power, and Postwar Trade," *World Trade Review* vol. 9, no.3 (1987), 487- 504
3. Mansfield, Edward D., and Rachel Bronson. "Alliances, Preferential Trading Arrangements, and International Trade." *The American Political Science Review* 91, no. 1 (1997), 94-107.
4. Davis, Christina L. "Linkage Diplomacy: Economic and Security Bargaining in the Anglo-Japanese Alliance, 1902-23," *International Security* 33, no. 3 (2009), 143-179

Week 10 (11/02 – 11/06): Sanctions and Trade Wars

1. Kirshner, Jonathan. "Economic sanctions: The state of the art." *Security Studies* 11, no. 4 (2002), 160-179
2. Brooks, Risa A. "Sanctions and Regime Type: What Works, and When?" *Security Studies* 11(4): 1-50
3. Drezner, Daniel W. "Targeted sanctions in a world of global finance." *International Interactions* 41.4 (2015): 755-764.
4. Barry, Colin M., and Katja B. Kleinberg. "Profiting from sanctions: Economic coercion and US foreign direct investment in third-party states." *International Organization* vol. 69 no. 4 (2015), 881-912.

Week 11 (11/09 – 11/13): Monetary Power and Statecraft (\*Presentation Sign-Ups\*)

1. Andrews, David M. "Monetary Power and Monetary Statecraft." In *International Monetary Power* (Cornell University Press, 2006), 7-28.
2. Kirshner, Jonathan. "Currency and Coercion in the Twenty-First Century," in *International Monetary Power* (Cornell University Press, 2006), 139-161.
3. Carla Norrlof et. al, "Global Monetary Order and the Liberal Order Debate," *International Studies Perspectives*, Volume 21, Issue 2 (2020), 109–153.
4. Farrell, Henry, and Abraham L. Newman. "The Twilight of America's Financial Empire," *Foreign Affairs* (2020), <https://www.foreignaffairs.com/articles/2020-01-24/twilight-americas-financial-empire>

Week 12 (11/16 – 11/20): Mobilizing for War

1. Kreps, Sarah. "Chapter 2" and "Chapter 6" in *Taxing Wars: The American Way of War Finance* (Oxford University Press, 2018), 15-54, 141-178
2. Oatley, Thomas. "Chapter 1" and "Chapter 6" in *The Political Economy of American Hegemony* (Cambridge University Press, 2015), 1-26, 127-149
3. Cappella Zielinski, Rosella. "U.S. Wars Abroad Increase Inequality at Home" *Foreign Affairs* (2018), <https://www.foreignaffairs.com/articles/2018-10-05/us-wars-abroad-increase-inequality-home>

Week 13: Thanksgiving Break

**PART III: IDENTIFYING NEW INTERACTIONS**

Week 14 (11/30 – 12/04): Student Presentations

Week 15 (12/07 – 12/11): Student Presentations

\*\*\*Final critical analysis paper due by 12/11 at midnight\*\*\*