Fall 2018

INR4335: Coercion in International Politics

Instructor: Debidatta Aurobinda Mahapatra
Class Meetings: Monday, 6 -8:50 PM, Room no. HEC 0117
Credit hours: 3
Office Hours: HPH Room no. 302 N (Monday 4:30 PM to 5:30 PM or by appointment)
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Course Description

Examination of the role of coercive techniques among states in a nuclear age, ranging from nuclear strategy and deterrence to wars of national liberation and coups.

Course Goals

1. Students will have an understanding of various means used by states to secure national interests. The particular focus will be on the means of application of force, both soft and hard.
2. Through an understanding of the theory and practice of the coercion, the students will develop skills to analyze and explain foreign policy behavior of states or any world development with bearing on a state.

(The class discussions and debates will be purely academic. No particular political view will be promoted).

Course Design

This course is a combination of academic activities involving lectures, discussions, directed readings, papers, group projects, occasional audiovisuals, and informal discussion. Each activity serves a purpose, be it information transmission and retention, promoting rigorous analysis, or encouraging the development of new ideas. Failing to engage will adversely impact your grade. For this reason, pre-class preparation is essential for this course. Students are expected to have read the assigned material prior to the class, and be prepared to discuss the same in the class. All the material may not be addressed in the class and discussions and lectures may go beyond the readings. You are responsible to engage in both and in case of doubts raise questions.

Assignments:

<u>Class Attendance, Preparation and Participation: 10%</u>

Your active participation in the class is necessary if this class is to be a successful learning experience. This means you must come in prepared - having read the assignments and then actively participate in the class discussions, making evident that you have read and thought about the issues at hand.

Students are encouraged to attend every class and participate in class discussion. Missing one class will result in missing almost 10% of the course. Unless there is an emergency, and the instructor is duly informed about it, the students are required to attend every class. The students are best advised to inform in advance if they are going to miss a class. Students missing more than three classes (it equals missing more than 20 % of the course) will receive a lower letter grade.

Quizzes: 10%
Each class after the first class. The quiz questions (approx. 10) will mainly be based on the reading material and class discussion. For example, the quiz on the class of August 27 will be based on the reading material and discussion in the class on August 20 and so on. The quizzes will be uploaded on the webcourses.

1 Page Papers (Typed double spaced 12 point Times New Roman font): 20%, Due at the beginning of each class after the first class. The question will be based on the previous class, and will be supplied at the end of the class. This will be part of the homework.

Total there will be 12 quizzes and 12 1-page papers (no such exercise in the first and the last class). For the students who miss three exercises (each) will receive a lower letter grade, unless there is an emergency and the student has properly conveyed this to the instructor. The students who miss more than five such exercises, will receive a grade further below the lower letter grade. Late submissions are strongly discouraged. A student missing a class can find the question on the Canvass and write 1-page paper for the next class. The quizzes and questions will be provided in the class and will also be uploaded on the Canvass. In writing 1-page paper, students are encouraged to offer their perspective on the question. They may refer to one or two research works, but reference is not necessary. They will be necessary for the group report and the final essay.
While citing a source, the students will use Chicago Manual of Style, 16th edition, author-date system. The details are available at:
https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html

Group project report: 20%, 12 November
The class will be divided into groups. Each group will examine one case study. Details of the project will be discussed in the class. You will have to write a report (6-7 pages) after the end of the project.

Group project and Role-plays: 15%, TBA
This is part of the group project. You will engage in roles of various actors in a case study, put forth your position and explore various options to reach a solution. In the end, you will present the findings, and possible solution, to the class.

For group project and role plays, I will make groups of 4 or 5 students in the class. Each group will be assigned a particular case to study in depth. During role plays, each student or two students in the group will play an actor (to be decided by the instructor in consultation with the group) and present the perspective of that actor before the class. The groups will be given 20 minutes to discuss the case, and after the discussion each actor will be given 5 minutes each to present their case to the class. After the presentation, there will be a general discussion on the case studies, and the lessons learnt from the case study approach, and their implications.

Each student will submit a group report, in which they will focus on the actor they played. They will focus on the case study from the perspective of the actor, and will offer possible solutions,

by drawing on the theories and concepts discussed in the class. The paper needs to be 6 to 7 pages typed (double spaced 12 point Times New Roman font). This will be discussed in detail in the class.

Final Examination: *25%*, 3 December
The final examination will consist of 50 multiple choice questions and one essay type question. All these questions will be based on previous quizzes and questions discussed in the class. The examination will be for two hours. First hour will be devoted to multiple choice questions, in which students will be not be allowed to refer to their materials. The students will have their Scantron answer sheet for the multiple-choice questions. The second hour will be devoted to essay type question, during which students will be allowed to consult materials. What I am interested to see in the essay is the analytical skills of the students, how they offer their own perspectives on a particular situation – not just quotations from the books. The essay type questions will be evaluated on these criteria –coverage of the material discussed in the class, student's interpretation of the concepts, and the references. The students will use Chicago Manual of Style, 16th edition, author-date system. This will be discussed in detail in the class.

Assignments are to be turned in by class time on the day they are due. They should be in hard copy. For every 24 hours that pass thereafter, 5% of the credit is lost, to a maximum of 40% lost.

Grades
Grades are assigned to both individual pieces of work and cumulatively. The grade scale I use is below. All material is graded on its own terms, rather than through comparison with other students' work. Scores having .5 or higher will be rounded up.

100>g≥94: A	89>g≥88: B+	79>g≥78: C+	69>g≥68: D+	59>g≥0: F
93>g≥ 90: A-	87>g≥ 84: B	77>g≥ 74: C	67>g≥64: D	
	83>g≥ 80: B-	73>g≥ 70: C-	63>g≥60: D-	

Academic Integrity
Students should familiarize themselves with UCF's Rules of Conduct at <http://osc.sdes.ucf.edu/process/roc>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.

2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.

3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or

without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

4. Falsifying or misrepresenting the student's own academic work.

5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.

6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.

7. Helping another violate academic behavior standards.

For more information about Academic Integrity, consult the International Center for Academic Integrity <http://academicintegrity.org>.
For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices" <http://wpacouncil.org/node/9>.

Responses to Academic Dishonesty, Plagiarism, or Cheating
Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* <http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>.

Course Accessibility Statement
The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Campus Safety Statement
Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.

- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

Make-Up Assignments for Authorized University Events or Co-curricular Activities
Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <http://policies.ucf.edu/documents/4-401.1MakeupAssignmentsForAuthorizedUniversityEventsOrCocurricularActivities.pdf>

Religious Observances
Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALOct17.pdf>.

Deployed Active Duty Military Students
Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Changes to the Syllabus:
In the event that there is a need for any changes to the syllabus, an e-mail will be sent to all students' knights-mail accounts (as maintained by the registrar), and will be mentioned in the class meetings. Changes become effective immediately after their mention in the class, or the sending of the e-mail, whichever comes last.

Cancellation of Class: In the event that the instructor needs to cancel class, an e-mail will be sent to all students' knights-mail accounts (as maintained by the registrar) prior to class time.

Readings
You should purchase Kelly M. Greenhill and Peter Krause's edited book *Coercion: The Power to Hurt in International Politics* (Oxford University Press, 2018) and Alexander L. George's *Forceful Persuasion: Coercive Diplomacy as an Alternative to War* (USIP Press, 1991). They

are available in the bookstore and from a variety of online vendors. The remainder of the readings (or links to them) are available online at the webcourses@ucf website.

Course Schedule

20 August
IR Theories and Coercive Diplomacy
Karen A. Mingst and Ivan M. Arreguin-Toft (2017) *Essentials of International Relations.* New York: W. W. Norton and Company, 71-105.
Kelly M. Greenhill and Peter Krause, eds (2018) *Coercion: The Power to Hurt in International Politics.* New York: Oxford University Press, Introduction.
Jeffrey Hart (1976) "Three Approaches to the Measurement of Power in International Relations". *International Organization*. 30(2): 289-305.
Joseph Nye (2017) "Soft power: the origins and political progress of a concept". *Palgrave Communications* 3, https://www.nature.com/articles/palcomms20178

27 August
Coercion: The concept
Greenhill and Krause, *Coercion*, Chapters 1-3.
Alexander George (1991) *Forceful Persuasion: Coercive Diplomacy as an Alternative to War*. Washington, D. C.: USIP Press, pp. 3-14.
Alexander George (1994) "Coercive Diplomacy: Definition and Characteristics" and "Theory and Practice." In Alexander George and William Simons, eds. *The Limits of Coercive Diplomacy*. Boulder: Westview Press, 7-21.

3 September
Labor Day, No class

10 September
Coercive Diplomacy: Means and Strategies
Greenhill and Krause, *Coercion*, Chapters 4, 5 and 11.

17 September
Coercive Diplomacy: Goals
Greenhill and Krause, *Coercion*, Chapters 11 and 13.
Miroslav Nincic (2010) "Getting What you Want: Positive Inducements in International Relations." *International Security* 35 (1): 138-183.
Recommended:
Mary Sarotte (2010) "Perpetuating US Preeminence: The 1990 Deals to 'Bribe the Soviets Out" and Move NATO In," *International Security* 35 (1): 110-137.

24 September
Constraints and Risks of Coercive Diplomacy
Greenhill and Krause, *Coercion*, Chapters 6, 8 and 9.
George, *Forceful Coercion*, 67-84

1 October
Nuclear Weapons and Coercion
Greenhill and Krause, *Coercion,* Chapters 14 and 15.
Recommended:
Sumit Ganguly and Harrison Wagner (2004) "India and Pakistan: Bargaining In the Shadow of Nuclear War. *Journal of Strategic Studies* 27 (3): 479-507.
Nina Tannenwald (1999) "Nuclear Taboo: The United States and the Normative Basis of Nuclear Non-Use." *International Organization* 53: 433-68.
Kenneth Waltz (1981) "The Spread of Nuclear Weapons: More May Be Better." *Adelphi Papers 171*. London: International Institute for Strategic Studies.
John Mueller (1988) "The Essential Irrelevance of Nuclear Weapons." *International Security* 13 (2): 55-79.

8 October
Coercion and International Organizations
W. M. Reisman (1984) "Coercion and Self-Determination: Construing Article 2(4)." *Yale Faculty Scholarship Series*, Paper 723. http://digitalcommons.law.yale.edu/fss_papers/723
Alex Thompson (2006) "Coercion Through IO's: The Security Council and the Logic of Information Transmission." *International Organization* 60 (1): 1-34.

15 October
Negotiation, Diplomacy and Coercion
Roger Fisher and William Ury (2011) *Getting to Yes: Negotiating Agreement without Giving in*. New York: Penguin Books, 7-72.
Robert Jervis (2013) "Getting to Yes with Iran: The Challenges of Coercive Diplomacy." *Foreign Affairs* 92 (1): 105-115.

22 October
Case Studies
George, *Forceful Persuasion*, pp. 15-65.
Greenhill and Krause, *Coercion,* Chapter 10.
Case study discussion and group making

29 October
Sanctions
Greenhill and Krause, *Coercion*, Chapter 12.
John Mueller and Karl Mueller (1999) "Sanctions of Mass Destruction." *Foreign Affairs* 78 (3): 43-53.
Daniel Drezner (2003) "The Hidden Hand of Economic Coercion." *International Organization* 57 (3): 643-659.
Robert A. Pape (1997) "Why Economic Sanctions Do Not Work." *International Security* 22 (2): 90–111.

5 November
Role plays and Case Study presentation

12 November
Veterans' Day, No Class

19 November *Case study report due*
Coercive Diplomacy and non-state actors
Greenhill and Krause, *Coercion,* Chapter 6-8.
Humanitarian Intervention
C. A. J. Coady (2002) *The Ethics of Armed Humanitarian Intervention*. Washington, DC: USIP, 5-37.

26 November
War, Coercive Diplomacy and International Peace
William Langenheim (2002) "Give Peace a Chance: First, Try Coercive Diplomacy". *Naval War College Review* 55 (4): 49-71.
Alan Stephenson (2002) "Shades of Gray: Gradual Escalation and Coercive Diplomacy". Research Report, Maxwell Air Force Base, Alabama.

3 December *Final Examination*