

INTL 4220: International Conflict

Fall 2005

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Prerequisite: INTL 3200 or INTL 3300 or permission of department.

This course examines the conditions that make for war and peace between states. Special emphasis is given to the logical and empirical foundations for key hypotheses regarding war and peace. The roles of individual, state, relational, and systemic factors are considered among other topics. Upon completion of the course, a student should be familiar with the factors that mitigate or exacerbate military conflict between states and be able to apply them intelligently to real world situations.

COURSE REQUIREMENTS

Reading Materials

1. Betts, Richard K. ed. 2005. *Conflict After the Cold War: Arguments on Causes of War and Peace*. 2nd Update ed. New York: Longman.
2. Cashman, Greg. 1993. *What Causes War? An Introduction to Theories of International Conflict*. New York: Lexington Books.
3. Students are asked to subscribe (for free) to the daily e-mail editions of the Christian Science Monitor at http://www.csmonitor.com/aboutus/e_subscribe.html (see “Headline News Service”). Please read international news reporting incidents of armed conflict from the “Page One,” “World,” and “News in Brief” sections of the paper.
4. (Recommended but not required) Ziegler, David W. 2000. *War, Peace, and International Politics*. 8th ed. New York: Addison, Wesley, Longman.

Student Initiative

Students should be alerted to the obvious fact that it will not be easy to summarize the complexity of war logic in terms of a few concepts and theories. Students should acquire the habit of regularly reading news magazines and national newspapers. It is important that students **read assigned materials thoughtfully and thoroughly** and that they **attend classes regularly**, since class time will be primarily devoted to the exploration and integration of assigned readings.

Examinations

There will be two exams based on lectures, assigned readings, and class discussions. The exams will ask students to demonstrate a detailed grasp of the material covered. The description of the exam format will be given prior to the exam dates.

Term Paper

Guidelines, assignments, deadlines, and criteria of evaluation are outlined at the end of the syllabus.

Participation and Quizzes

Participation in the class is essential to the success of this course. Two aspects of participation are key. (1) Students must read the assigned class readings in advance critically and in depth, so that they are able to identify the key points of the argument as well as find within them weaknesses and controversies. During a typical class session, students will be expected to clarify the readings and answer questions about them. To help ensure that students are reading the assigned materials, there will be a series of short quizzes, some of which will be unannounced. (2) At the beginning of each class session, students should bring up current international economic events. Be prepared to summarize and explain the relevance of news stories to class materials. Frequent and thoughtful participation will be rewarded when determining the final grade at the instructor's discretion.

Attendance

Each student starts out with 100 attendance points. Unexcused class absences beyond the third one will decrease the point total by 15 points. Use the three "freebees" wisely, for family affairs, job interviews, minor health problems, etc. but not on the days when assignments are due; an absence on the due date does not mean that you can make the assignment up. Absences will be excused only in cases of serious health or family emergencies and appropriate documentation will be required. Please note that excessive excused or unexcused absences will also hurt your participation grade, because one cannot participate in class discussions if one is not present in class.

Extra Credit

Students may attend lectures that the instructor determines to be pertinent to the course. To receive the extra credit, please turn in one single-spaced, typewritten summary of the lecture. The instructor will announce the lectures and due dates in advance. Late assignments (up to one week) will count for ½ credit. There is a maximum of three extra credit assignments. A perfect extra credit score will boost the student's overall course grade by 3%; partial scores will be prorated.

COURSE RULES

Grading Policy

Midterm Exam	25%
Final Exam	30%
Term Paper	25%
Participation / Quizzes	10%
Attendance	10%

Class Policies

1. Students are expected to turn in assignments at the beginning of class and take exams on the dates specified. Failure to meet a paper deadline does not exempt a student from fulfilling this requirement. Every assignment must be turned in within one week of the due date in order to pass the course. It is the student's responsibility to assure that the instructor has received the assignment.
2. Exceptions to the above rules are granted at the instructor's discretion, only under circumstances of extreme personal emergency or serious illness. In all instances, appropriate evidentiary documentation will be requested. The excuses must be submitted within one week of the original absence.
3. All academic work must meet the standards contained in "A Culture of Honesty." Each student is responsible to inform themselves of these standards before conducting any academic work. My academic dishonesty policy is very simple: you will receive a failing grade for the class if you are found cheating on examinations, plagiarizing the work of others or attempting to turn in assignments used in previous classes, along with all other possible infractions noted in the University's policy on academic dishonesty.

Moreover, disciplinary proceedings to dismiss you from the University may be initiated against you. I **will not** tolerate academic dishonesty and assure you that you **will** face the harshest punishment possible if you attempt it.

4. Students may request that the instructor re-read exam answers or papers that they feel have been unfairly evaluated. Requests for re-evaluation must be submitted to the instructor in typewritten form, along with the assignment, within a week after it has been returned to the class. The written statement must provide the specific reasons for reconsidering the grade and the student's assessment of the particular grade the assignment deserves. The assignment will be re-graded and a new grade assigned. Please be aware that the new grade may be higher, the same, or lower than the original grade.

5. The syllabus is a general plan for the course; deviations announced to the class may be necessary.

6. All students are expected to complete assigned readings before coming to class and they are expected to discuss and respond to random questioning by the instructor.

TOPICAL OUTLINE

I. Introduction

- A. The Relevance of Studying War
 - Betts: Fukayama (5-16), Mearsheimer (17-32)
- B. Studying the Causes of War
 - Cashman: Chapter 1

II. Sources of War

- A. The Quest for Power
 - Betts: Hobbes (65-68), Thucydides (55-59), Carr (76-78 only), Blainey (105-116)
 - Cashman: 160-163, 172-186
- B. International System
 - Cashman: Chapter 8 (Chapter 9 is optional)
 - Betts: Waltz (86-92), Gilpin (93-104)
- C. Leadership/Individual Decision-Making/Human Nature/Psychology
 - Cashman: Chapters 2-3 and 193-206
 - Betts: Fornari (171-175), Mead (176-180)
- D. Domestic Politics
 - Cashman: Chapter 4 and 145-157
 - Betts: Mansfield and Snyder (318-330)
- E. Economics
 - Cashman: 129-136
 - Betts: Lenin (236-242), Waltz (264-273)
- F. Identity Politics and Nationalism
 - Betts: Huntington (33-50), Gellner (324-334)

III. Approaches to Peace

- A. Realist Approaches: Collective Security, Arms Control, Deterrence, Intervention
 - Cashman: 207-223
 - Betts: Waltz (433-444)
- B. Liberal Approaches: Democracy, Interdependence, International Organizations, and Law
 - Cashman: 124-129
 - Betts: Doyle (291-306), Kant (121-127), Keohane and Nye (139-145)

Midterm Exam: Around the midterm date (October 11), exact date TBA

Final Exam: Tuesday, December 13, 3:30 pm

TERM PAPER ASSIGNMENT

Overview

Analyze the main actors' motivations leading to a specific war by relying on the causes of war theories discussed in this class. The objective of the exercise is to present a competent analysis of the war's causes rather than to report historical facts. You will, however, need to research historical facts in order to obtain information necessary for the analysis. Note that the page length of the assignment is relatively short and that you are likely to have more information to report than the space permits. This means that you will have to write succinctly and distinguish between more and less relevant information. Successfully dealing with this challenge is one of the objectives of the exercise.

Rules

(1) The list of acceptable wars will be provided by the instructor. Each topic can be used only once, so the first-come, first-serve rule applies. Please sign up for a topic by **Thursday, September 15**. (2) Please note that all due dates are known well in advance, so you need to plan accordingly. Failure to sign up for your topic or turn in a copy of the assignment by the beginning of class time on the due date results in a **10% a day penalty**. (3) Work on this project will take place within a group consisting of about four students. Individual grades will be determined based on the quality of the assignments and on your group-mates' confidential assessment (turned-in separately and worth 5% of the grade) of your efforts within the group. (4) A bibliography consisting of at least four academic sources is to be included with the assignment and is not counted in its page length. Please use a parenthetical referencing style such as MLA to reference all facts and ideas. (5) Students should note all other rules pertaining to the writing assignments noted on the syllabus.

Assignment: Analysis, 8-10 double-spaced pages, 95% of the grade, **due Tuesday, November 29**

(1) Background (up to 2 pages): (a) Please identify the war you are analyzing, its timing, approximate number of casualties, and the key participants (i.e. sides); if there are more than two countries participating, identify which two enemy countries your analysis will focus on. (b) Identify the war's contentious issues, that is who wants what? (Do not describe the chronology of the war, i.e. first this happened, then that happened, etc.).

(2) Analysis (7-8 pages): From the "Sources of War" list in the syllabus, identify the two most relevant theories discussed in class that seem to explain your particular war. Using each of the two theories, please explain the motivations for the war from the perspective of each of the two sides. That is, you will be performing the total of four analyses, devoting roughly equal space to each.

(3) Conclusion (up to 1 page): Discuss which theory explains the war's origins better and why.

(4) Provide in-text parenthetical reference (MLA style) for all facts/ideas and include a bibliography with at least four academic sources (other than the assigned readings).

Grading criteria for the assignments:

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|------------------------|------------------------------|
| 1. objectivity | 4. organization |
| 2. quality of research | 5. writing style and clarity |
| 3. quality of analysis | 6. mechanics and grammar |

Students who have difficulties with rhetoric are encouraged to use the University's resources to help them write better and purchase a writer's manual such as Strunk and White's *Elements of Style*.