

INTL 4220: International Conflict

Fall 2003

Instructor: Jaroslav Tir, Ph.D.
Office: 328 Candler
Office phone: 542-5249
Office hours: Tu Th, 1:30–3 pm

202 Baldwin
Tu Th 11 am – 12:15 pm
e-mail: tir@uga.edu
web: www.arches.uga.edu/~tir

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. 2002. *Conflict After the Cold War: Arguments on Causes of War and Peace*. 2nd ed. New York: Longman.
2. Cashman, Greg. 1993. *What Causes War? An Introduction to Theories of International Conflict*. New York: Lexington Books.
3. Ziegler, David W. 2000. *War, Peace, and International Politics*. 8th ed. New York: Addison, Wesley, Longman.
4. 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 from the “Page One,” “World,” and “News in Brief” sections of the paper.

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

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 key points of the argument as well as find within them weaknesses and controversies. During a typical class session, the students will be expected to clarify the readings and answer questions about them. (2) At the beginning of each class session, the students should bring up current international events. Be prepared to summarize and explain the relevance of news stories to class materials. To encourage participation, the instructor may use random questioning, unannounced quizzes, or written assignments.

Attendance

There is no separate grade for attendance. Instead, regular attendance is expected. Class absences beyond three will negatively affect the overall course grade. 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 day of the assignment does not mean that you can make the assignment up. Once the freebees are exhausted, each subsequent unexcused absence will decrease the overall course grade by ½ %. Absences will be excused only in cases of serious health or family emergencies and appropriate documentation will be required. Note that excessive absences will also impair your ability to perform well on tests and other aspects of the course.

COURSE RULES

Grading Policy

Midterm Exam	25%
Final Exam	25%
Term Paper	30%
Participation	20%

Class Policies

1. Students are expected to turn in the 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 the requirements. 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. No make-up exams are given, except as noted in the following point.
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 about these standards before performing any academic work. My policy for academic dishonesty 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 will assure you that you **will** face the harshest punishment possible if you attempt it.
4. Students may request that the instructor to 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 explain specifically why the student thinks that the grade should be reconsidered and what 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 course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

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

TOPICS, READINGS, AND APPROXIMATE TIMELINE

I. Introduction

- A. The Relevance of Studying War (weeks 1-4)
 - Betts: Fukayama (5-16), Mearsheimer (17-32)
 - Ziegler: Chapter 9 (except "Democratic Peace," 138-140)
- B. Studying War Scientifically
 - Ziegler: Chapters 7 and 8
 - Cashman: Chapter 1

II. Sources of War (weeks 5-11)

- A. Leadership/Individual Decision-Making/Human Nature/Psychology
 - Cashman: Chapters 2-3 and 193-206
 - Betts: Mead (165-169)
- B. Power, Anarchy, and Arms Races
 - Betts: Hobbes (47-50), Thucydides (37-41), Carr (58-60 only), Blainey (87-98)
 - Cashman: 160-163, 172-186
 - Ziegler: 221-228
- C. International System
 - Cashman: Chapter 8 (Chapter 9 is optional)
 - Betts: Waltz (68-74), Gilpin (75-86)
- D. Domestic Politics
 - Cashman: Chapter 4 and 145-157
 - Ziegler: 69-79
 - Betts: Mansfield and Snyder (335-347)
- E. Economics
 - Cashman: 129-136
 - Betts: Lenin (242-248), Waltz (270-279)
- F. Identity Politics and Nationalism
 - Ziegler: 95-97, 98-104
 - Betts: Gellner (324-334), Kaufmann (348-365), Kumar (366-374)

III. Approaches to Peace (weeks 12-15)

- A. Realist Approaches: Collective Security, Arms Control, Deterrence, Intervention
 - Cashman: 207-223
 - Ziegler: Chapter 13 and 87-95, 228-242
 - Betts: Waltz (451-462)
- B. Liberal Approaches: Domestic Politics
 - Cashman: 124-129
 - Betts: Doyle (308-323), Kant (103-109)
 - Ziegler, 138-140
- C. Liberal Approaches: International Organizations and Law
 - Ziegler: Chapters 12, 16 and 17

D. Liberal Approaches: International Integration

-- Ziegler: Chapters 10 and 11

-- Betts: Keohane and Nye (548-557)

Midterm Exam: Around the midterm date (October 9), exact date TBA

Final Exam: Thursday, December 11, 12 noon-3 pm

TERM PAPER ASSIGNMENT

Assignment

Analyze a war in terms of the topics and themes discussed in class. Students are required to complete two report-style writing assignments. The successful completion of the second assignment depends, in large part, on competent performance on the first assignment. A bibliography must be included with each writing assignment and is not counted in the page lengths of the assignments. Note that the page length of the assignments 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.

A copy of each writing assignment is due on the date noted below. Failure to turn in a copy by the beginning of class time on the due date results in a **10% a day penalty**. Students should note all other rules pertaining to the writing assignments noted on the syllabus.

Selecting a Topic

The list of acceptable wars is posted next to the instructor's office. Each topic can be used by only two students, so the first-come, first-serve rule applies. Please sign up for a topic by **Friday, August 29**.

Assignment #1: Background, 3-4 pages, 35% of the term paper grade, **due Thursday, September 30**

(1) Identify the war you are analyzing, its timing, and key participants (i.e. sides). (2) Rather than describing the chronology of the war (i.e. first this happened, then that happened, etc.), identify the war's key attributes: what are the contentious issues and why are the participants fighting over them (that is, who wants what and why)? (3) Reference all facts/ideas and include a bibliography with at least two academic sources (other than the assigned readings). **Keep the graded assignment!!!**

Assignment #2: Analysis, 6-7 pages, 65% of the term paper grade, **due Tuesday, December 2**

(1) From the "Sources of War" list in the syllabus, identify the two most relevant sources of your particular war. Explain why and how the war occurred from those two perspectives. Devote about equal space to each perspective. (2) In lieu of a conclusion, briefly explain which perspective is more relevant and why. (3) Reference all facts/ideas and include a bibliography with at least four academic sources (other than the assigned readings). (4) Include the graded Assignment #1 and the comment sheet (10% penalty if not included).

Grading criteria for the assignments:

- | | |
|------------------------|------------------------------|
| 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*.