**IAFS 3000-001: Regional War and Peace**

Fall, 2024

Monday, Wednesday, Friday, 11:15 – 12:05

Hale 240

**Contact Information**

Steven Beard, (Steven.Beard@Colorado.edu)

Ketchum 212

Office Hours: MWF 2:30-3:30

**Class Description**

In this course, we will study issues of war and peace through in depth studies of three contemporary conflicts: the War in Ukraine, the Israeli-Palestinian conflict and the war in Gaza, and gang violence in Mexico and Central America. We will use these cases to examine various concepts regrading war and peace more broadly, including the causes of war, how wars are fought, and the impact of war on both civilians and society.

My learning objectives for this course are for you to:

* Gain knowledge of the specific conflicts
* Gain a greater understanding of academic knowledge of war and conflict in general
* Develop your ability to analyze and understand war and conflict

**Texts**

All required reading will either have website links provided or be placed on Canvas. You are expected to complete all assigned readings before the relevant class

**Course Requirements and grades**

Your grade will be determined by the following assignments:

* Initial Paper (10%)
* 3 Conflict Papers (25% each)
* Final Reflection Paper (5%)
* Attendance and participation (10%)

*Initial thought paper (due September 16)*

After the first couple weeks, you will write a four-page paper reflecting on the overall concepts and how they might be applied later. A more detailed prompt will be provided.

*Conflict Papers (due October 14, November 11, December 11)*

For each conflict we cover, you will write a seven-page paper comparing that conflicts to another conflict of your choice. The paper will be based on both course content and external research. A more detailed prompt will be provided later.

*Reflection Paper (due December 15)*

At the end of the course, you will write a two-page paper reflecting on how these conflicts help us understand war and peace more broadly. This paper will not require any external research. A more detailed prompt will be provided later.

*Attendance and participation*

You are required to attend all scheduled classes and relevant small group meetings and participate fully. You are allowed three unexcused absences, and then each further absence will result in losing 1 of your 10 attendance points. I reserve the right to reduce this grade further if you are consistently not participating (i.e. just sitting in the back playing on your computer).

**Schedule**

* Week 1
	+ Aug 26 – Introduction: What is War?
		- Clausewitz, Carl von. *On War.* Ch. 1. <https://www.clausewitz.com/readings/OnWar1873/BK1ch01.html>
		- Levy, Jack S. and William R. Thompson. 2010. *Causes of War.*  Wiley-Blackwell. Ch. 1
		- <https://politicalviolenceataglance.org/2017/11/21/charismatic-megafauna-in-conflict-studies-or-why-wwii-is-the-giant-panda-of-the-conflict-security-field/>
	+ Aug 28 – Political Science and War 1
		- Clausewitz, Carl von. *On War.* Ch. 1. <https://www.clausewitz.com/readings/OnWar1873/BK1ch01.html>
		- Fearon, James. 1995. “Rationalist Explanations for War.” *International Organization.* 49(3): 379-414.
	+ Aug 30 – Political Science and War 2
		- Kuran, Timur. 2001. “Sparks and Prairie Fires: A Theory of Unanticipated Political Revolution.” Public Choice. 61(1): 41-74
* Week 2
	+ Sept 2 (Labor day – no class)
	+ Sept 4 – Geography and War
		- Haning, Trey. 2009 “Geography of War: The Significance of Physical and Human Geography Principles.” *FOCUS On Geography.* 52(1): 32-36.
		- Flint, Colin. 2004. *The Geography of War and Peace: From Death Camps to Diplomats.* Oxford University Press. Ch. 1
	+ Sept 6 – Sociology and War
		- Kestnbaum, M. (2009). The Sociology of War and the Military. *Annual Review of Sociology*, 35, 235–254. <http://www.jstor.org/stable/27800077>
		- Sjoberg, L. (2015). Seeing sex, gender, and sexuality in international security. *International Journal*, 70(3), 434–453. <http://www.jstor.org/stable/24709442> (skim)
* Week 3 – Ukraine - Background
	+ Sept 9
		- Center for Preventive Action. 2024. “War in Ukraine.” Council on Foreign Relations. <https://www.cfr.org/global-conflict-tracker/conflict/conflict-ukraine>
		- Gray, Matt. 2022. “The Geography of Ukraine Explained.” KXLY. <https://www.kxly.com/news/national-and-world-news/the-geography-of-ukraine-explained/article_f4d3d4c1-aa86-5d3e-a9e7-6d14d56ef820.html>
		- Sullivan, Becky. 2022. “Russia’s at war with Ukraine. Here’s how we got here.” NPR. <https://www.npr.org/2022/02/12/1080205477/history-ukraine-russia>
		- Cengal, Katya. 2022. “The 20th-Centur History Behind Russia’s Invasion of Ukraine.” *Smithsonian Magazine.* <https://www.smithsonianmag.com/history/the-20th-century-history-behind-russias-invasion-of-ukraine-180979672/>
	+ Sept 11
		- Putin, Vladimir. 2021. “On the Historical Unity of Russians and Ukrainians.” <http://en.kremlin.ru/events/president/news/66181>
		- Duben, Bjorn Alexander. 2020. “ ‘There is no Ukraine’: Fact-Checking the Kremlin’s Version of Ukrainian History.” London School of Economics. <https://blogs.lse.ac.uk/lseih/2020/07/01/there-is-no-ukraine-fact-checking-the-kremlins-version-of-ukrainian-history/>
		- Erlich, Aaron. 2022. “Roots of the Resistance: Understanding National Identity in Ukraine.” *War on the Rocks.* <https://warontherocks.com/2022/04/roots-of-the-resistance-understanding-national-identity-in-ukraine/>
	+ Sept 13
		- Brubaker, R. (2009). Ethnicity, Race, and Nationalism. Annual Review of Sociology, 35, 21–42. <http://www.jstor.org/stable/27800067>
		- Zevelev, Igor. 2016. “Russian Identity and Foreign Policy.” Center for Strategic and International Studies. <https://www.jstor.org/stable/resrep23235> (recommended)
		- Charron, A. (2016). Whose is Crimea? Contested Sovereignty and Regional Identity. Region, 5(2), 225–256. (recommended)
* Week 4 – Ukraine – War causes
	+ Sept 16
		- **Initial Thought Paper due**
		- Kofman, Michael. 2022. “Putin’s Wager in Russia’s Standoff With the West.” *War on the Rocks.* <https://warontherocks.com/2022/01/putins-wager-in-russias-standoff-with-the-west/>
		- Hill, Ian. 2023. “Russia’s invasion of Ukraine: Why and why now?” the Interpreter. Lowy Institute. <https://www.lowyinstitute.org/the-interpreter/russia-s-invasion-ukraine-why-why-now>
		- Cancion, Mark F. 2022. “Putin’s Invasion Was Immoral but Not Irrational.” Center for Strategic & International Studies. <https://www.csis.org/analysis/putins-invasion-was-immoral-not-irrational>
	+ Sept 18
		- Lebow, Richard Ned, & Benjamin Valentino. 2009. “Lost in Transition: A Critical Analysis of Power Transition Theory.” *International Relations*. 23(3): 389–410. <https://doi.org/10.1177/0047117809340481> (on Canvas)
		- Tir, Jaroslav. 2005. “Keeping the Peace after Secessions: Territorial Conflicts Between Rump and Secessionist States.” Journal of Conflict Resolution. 49(5): 713-741 (skim)
	+ Sept 20
		- Williams, Michael John. 2023. “How Putin’s fear of democracy convinced him to invade Ukraine.” Atlantic Council. <https://www.atlanticcouncil.org/blogs/ukrainealert/how-putins-fear-of-democracy-convinced-him-to-invade-ukraine/>
		- Mansfield, Edward and Jack Snyder. 1995. “Democratization and the Danger of War.” International Security. 20(1): 5-38
		- Wolford, Scott. 2012. “Incumbents, successors, and crisis bargaining: Leadership turnover as a commitment problem. *Journal of Peace Research.* 49(4): 517-530 (skim)
* Week 5 – Ukraine – War conduct
	+ Sept 23
		- Schwirtz, Michael, Anton Troianovski, Yousur Al-Hlou, Masha Froliak, Adam Entous, and Thomas Gibbons-Neff. 2022. “Putin’s War.” The New York Times. <https://www.nytimes.com/interactive/2022/12/16/world/europe/russia-putin-war-failures-ukraine.html>
		- Collins, Liam, Michael Kofman and John Spencer. 2023. “The Battle of Hostomel Airport: A Key Moment in Russia’s Defeat in Kyiv.” *War on the Rocks.* <https://warontherocks.com/2023/08/the-battle-of-hostomel-airport-a-key-moment-in-russias-defeat-in-kyiv/?__s=dwmbzkw8tpme6crapuvp>
	+ Sept 25
		- Biddle, Stephen. 2004. *Military Power: Explaining Military Victory and Defeat in Modern Battle*. Princeton: Princeton University Press. (Ch. 2 on Canvas).
		- Biddle, Stephen. 2023. “Back in the Trenches: Why New Technology Hasn’t Revolutionizes Warfare in Ukraine.” *Foreign Affairs.* <https://www.foreignaffairs.com/ukraine/back-trenches-technology-warfare>
		- Kagan, Frederick et al. 2024. “Ukraine and the Problem of Restoring Maneuver in Contemporary War” Institute for the Study of War. <https://understandingwar.org/backgrounder/ukraine-and-problem-restoring-maneuver-contemporary-war> (Recommended)
	+ Sept 27
		- Sullivan, Patricia. 2007. “War Aims and War Outcomes: Why Powerful States Lose Limited Wars.” Journal of Conflict Resolution. 51(3): 496-524
		- Goemans, H.E. 2000. *War and Punishment: The Causes of War Termination and the First World War.* Princeton, New Jersey: Princeton University Press. (selected pages)
* Week 6 – Ukraine – War effects
	+ Sept 30
		- Sen, Ashish Kumar. 2022. “Is Russia Committing Genocide in Ukraine?” US Institute for Peace. <https://www.usip.org/publications/2022/09/russia-committing-genocide-ukraine>
		- “Report of the Independent International Commission of Inquiry on Ukraine” 2023. UN Human Rights Council. <https://www.ohchr.org/sites/default/files/documents/hrbodies/hrcouncil/coiukraine/A_HRC_52_62_AUV_EN.pdf>
		- Klas, Brian. 2022. “The Conventional Wisdom About War Crimes is Wrong.” *The Atlantic.* <https://www.theatlantic.com/ideas/archive/2022/12/russia-ukraine-ideology-motivates-war-criminals-soldiers/672367/>
		- Gramer, Robbie. 2023. “Holding Russia Accountable for War Crimes is Harder Than It Looks.” *Foreign Policy.* <https://foreignpolicy.com/2023/05/19/ukraine-russia-war-crimes-icc-putin-justice-atrocities-tribunal/>
	+ Oct 2
		- Haiko, Oleh. 2023. “The Future of Ukraine’s Political Consensus.” Kennan Center. <https://www.wilsoncenter.org/blog-post/future-ukraines-political-consensus>
		- Kendall-Taylor, Andrea and Erica Frantz. 2023. “The Treacherous Path to a Better Russia: Ukraine’s Future and Putin’s Fate.” *Foreign Affairs.* <https://www.foreignaffairs.com/russian-federation/treacherous-path-better-russia>
	+ Oct 4
		- Gibler, Douglas and Jaroslav Tir. 2010. “Settled Borders and Regime Type: Democratic Transitions as Consequences of Peaceful Territorial Transfers.” American Journal of Political Science. 54(4): 951-968.
		- Nexon, Dan. 2013. “War Made the State and the State Made War.” Duke of Minerva. <https://www.duckofminerva.com/2013/06/war-made-the-state-and-the-state-made-war.html>
* Week 7 – Israel-Palestine – background
	+ Oct 7
	+ Oct 9
	+ Oct 11
* Week 8 – Israel-Palestine – war causes
	+ Oct 14
		- **Ukraine paper due**
	+ Oct 16
	+ Oct 18
* Week 9 – Israel-Palestine – war conduct
	+ Oct 21
	+ Oct 23
	+ Oct 25
* Week 10 – Israel-Palestine – effects
	+ Oct 28
	+ Oct 30
	+ Nov 1
* Week 11
	+ Nov 4
	+ Nov 6
	+ Nov 8
* Week 12
	+ Nov 11
		- **Israel-Palestine paper due**
	+ Nov 13
	+ Nov 15
* Week 13
	+ Nov 18
	+ Nov 20
	+ Nov 22
* Fall break (Nov 25-29)
* Week 14
	+ Dec 2
	+ Dec 4
	+ Dec 6
* Week 15
	+ Dec 9
	+ Dec 11
		- **Mexico paper due**
* Final exam (Sunday, December 15)
	+ **Reflection paper due**

**Policies**

*Late policy*

Assignments may be turned in late, provided you let me know. If you need to turn these in late, you MUST e-mail that is will be late (you do not need to provide a reason) AND provide a date by which you will have it completed. While they will be granted, extensions on the final paper must be limited in order to allow me to finish grading everything on time.

*Communication*

I will use both e-mail and Canvas to communicate important announcements. You are expected to check both regularly. The best way to contact me is through e-mail. I will do my best to respond reasonably promptly, but please be patient. For more complex issues or substantive questions I will probably suggest setting up an appointment to meet.

You may also come in to scheduled office hours at any time without an appointment. Office hours are times we have set aside to be available to meet with students. You are welcome to come in and discuss anything relevant to the course.

*Grading Grievances*

Objectively assigning grades is a tough business, and mistakes do happen. We are happy to go over the assignment and explain why we assigned the given grade during office hours. In general, you should first contact your TA for an explanation. If you wish to appeal a grade, you must submit *in writing* an explanation detailing where (i.e. what question) and why you think that you received insufficient credit for your answer. You should submit your appeal to both me and your TA. Be forewarned: I will not accept explanations arguing that because you worked really hard on a paper, your overall grade was just not high enough. You need to be able to show specific grading errors on my part.

*Classroom Behavior*

Students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote, or online. Failure to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, marital status, political affiliation, or political philosophy.

For more information, see the [classroom behavior policy](http://www.colorado.edu/policies/student-classroom-and-course-related-behavior), the[Student Code of Conduct](https://www.colorado.edu/sccr/media/230), and the [Office of Institutional Equity and Compliance](https://www.colorado.edu/oiec/).

*Requirements for Covid-19*

Members of the CU Boulder community and visitors to campus must follow university, department, and building health and safety requirements and all public health orders to reduce the risk of spreading infectious diseases.

The CU Boulder campus is currently mask optional. However, if masks are again required in classrooms, students who fail to adhere to masking requirements will be asked to leave class. Students who do not leave class when asked or who refuse to comply with these requirements will be referred to Student Conduct & Conflict Resolution. Students who require accommodation because a disability prevents them from fulfilling safety measures related to infectious disease will be asked to follow the steps in the “Accommodation for Disabilities” statement on this syllabus.

For those who feel ill and think you might have COVID-19 or if you have tested positive for COVID-19, please stay home and follow the further guidance of the Public Health Office. For those who have been in close contact with someone who has COVID-19 but do not have any symptoms and have not tested positive for COVID-19, you do not need to stay home. See <https://www.colorado.edu/healthcenter/coronavirus-updates/symptoms-and-what-do-if-you-feel-sick> for further information about what to do.

*Accommodation for Disabilities*

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed.  Disability Services determines accommodations based on documented disabilities in the academic environment.  Information on requesting accommodations is located on the [Disability Services website](https://www.colorado.edu/disabilityservices/). Contact Disability Services at 303-492-8671 or DSinfo@colorado.edu  for further assistance.

If you have a temporary medical condition, see [Temporary Medical Conditions](https://www.colorado.edu/disabilityservices/students/temporary-medical-conditions) on the Disability Services website.

If you have a temporary illness, injury or required medical isolation for which you require adjustment, please contact me and your TA when you are able so we can work out appropriate accommodations.

*Preferred Names and Pronouns*

CU Boulder recognizes that students' legal information doesn't always align with how they identify. Students may update their preferred names and pronouns via the student portal; those preferred names and pronouns are listed on instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name.

If you would like me to use a name or pronoun other than that listed, please let me know and I will happily do so.

*Honor Code*

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the[Honor Code](https://www.colorado.edu/sccr/media/229). Violations of the Honor Code may include but are not limited to: plagiarism (including use of paper writing services or technology [such as essay bots]), cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. Understanding the course's syllabus is a vital part in adhering to the Honor Code.

All incidents of academic misconduct will be reported to Student Conduct & Conflict Resolution: StudentConduct@colorado.edu. Students found responsible for violating the[Honor Code](https://www.colorado.edu/sccr/media/229) will be assigned resolution outcomes from the Student Conduct & Conflict Resolution as well as be subject to academic sanctions from the faculty member. Visit [Honor Code](https://www.colorado.edu/sccr/media/229) for more information on the academic integrity policy.

My policy is that I will report all suspected violations to the honor code office. If the honor code office finds that you did violate the honor code, you will receive a zero on the affected assignment. Subsequent violations will result in automatically failing the course.

*Use of AI or similar tools*

Students are **not** allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2) on any assignment for this course. Each student is expected to complete each assignment without assistance from AI. Use of AI will be treated as a form of academic dishonesty akin to plagiarism or cheating.

*Sexual Misconduct, Discrimination, Harassment, and/or Related Retaliation*

CU Boulder is committed to fostering an inclusive and welcoming learning, working, and living environment. University policy prohibits [protected-class](https://www.colorado.edu/oiec/policies/discrimination-harassment-policy/protected-class-definitions) discrimination and harassment, sexual misconduct (harassment, exploitation, and assault), intimate partner abuse (dating or domestic violence), stalking, and related retaliation by or against members of our community on- and off-campus. The Office of Institutional Equity and Compliance (OIEC) addresses these concerns, and individuals who have been subjected to misconduct can contact OIEC at 303-492-2127 or email CUreport@colorado.edu. Information about university policies, [reporting options](https://www.colorado.edu/oiec/reporting-resolutions/making-report), and [support resources](https://www.colorado.edu/oiec/support-resources) including confidential services can be found on the [OIEC website](http://www.colorado.edu/institutionalequity/).

Please know that faculty and graduate instructors must inform OIEC when they are made aware of incidents related to these policies regardless of when or where something occurred. This is to ensure that individuals impacted receive outreach from OIEC about resolution options and support resources. To learn more about reporting and support for a variety of concerns, visit the [Don’t Ignore It](https://www.colorado.edu/dontignoreit/) page.

*Religious Holidays*

Campus policy requires faculty to provide reasonable accommodations for students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. Please communicate the need for a religious accommodation in a timely manner. In this class, if religious observances affect any graded assignment, let us know and we will work out alternate arrangements.

See the [campus policy regarding religious observances](http://www.colorado.edu/policies/observance-religious-holidays-and-absences-classes-andor-exams) for full details.

*Mental Health and Wellness*

The University of Colorado Boulder is committed to the well-being of all students. If you are struggling with personal stressors, mental health or substance use concerns that are impacting academic or daily life, please contact [Counseling and Psychiatric Services (CAPS)](https://www.colorado.edu/counseling/) located in C4C or call (303) 492-2277, 24/7.

Free and unlimited telehealth is also available through [Academic Live Care](https://www.colorado.edu/health/academiclivecare). The [Academic Live Care](https://www.colorado.edu/health/academiclivecare) site also provides information about additional wellness services on campus that are available to students.