

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

Fall, 2023

Tuesday, Thursday: 3:30-4:45

Hale 240

### **Contact Information**

Steven Beard, ([Steven.Beard@Colorado.edu](mailto:Steven.Beard@Colorado.edu))

Ketchum 212

Office Hours: Tuesday, Thursday 12:45-1:45

### **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 War in Ethiopia, and gang violence in Mexico and Central America. We will use these cases to examine various concepts regarding war and peace more broadly, including the causes of war, how wars are fought, and the impact of war on both civilians and society.

### **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:

- 3 Conflict Papers (25% each)
- 1 Initial Paper (5%)
- 1 Overview Paper (10%)
- Attendance and participation (10%)

#### *Conflict Papers (due October 12, November 9, and December 14)*

For each conflict we cover, you will write a five-page paper discussing one of the conflicts. The paper will be based on both course content and external research. A more detailed prompt will be provided later.

#### *Initial thought paper (due September 14)*

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

#### *Overview Paper (due December 18)*

At the end of the course, you will write a three page paper putting everything together and discussing how these conflicts help us understand war and peace more broadly. 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 two 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
  - August 29 – 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
  - August 31 – Political Science and War
    - Fearon, James. 1995. “Rationalist Explanations for War.” *International Organization*. 49(3): 379-414.
    - Kuran, Timur. 2001. “Sparks and Prairie Fires: A Theory of Unanticipated Political Revolution.” *Public Choice*. 61(1): 41-74
- Week 2
  - September 5 – 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
  - September 7 – 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>
- Week 3 – War in Ukraine - background
  - September 12
    - Center for Preventive Action. 2023. “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](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 20<sup>th</sup>-Century History Behind Russia’s Invasion of Ukraine.” *Smithsonian Magazine*. <https://www.smithsonianmag.com/history/the-20th-century-history-behind-russias-invasion-of-ukraine-180979672/>
    - Dickinson, Peter. 2020. “How Ukraine’s Orange Revolution shaped twenty-first century geopolitics.” Atlantic Council.

<https://www.atlanticcouncil.org/blogs/ukrainealert/how-ukraines-orange-revolution-shaped-twenty-first-century-geopolitics/>

- September 14
  - **Initial paper due**
  - 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/>
  - 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 – War in Ukraine - causes
  - September 19
    - 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>
    - 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)
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  - September 21
    - 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
    - Tir, Jaroslav. 2005. “Keeping the Peace after Secessions: Territorial Conflicts Between Rump and Secessionist States.” *Journal of Conflict Resolution*. 49(5): 713-741



- 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>
  - 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 – War in Ethiopia – background
  - October 10
    - Readings TBD
  - October 12
    - **Paper 1 due**
    - Readings TBD
- Week 8 – War in Ethiopia – causes
  - October 17
    - Readings TBD
  - October 19
    - Readings TBD
- Week 9 – War in Ethiopia – war conduct
  - October 24
    - Readings TBD
  - October 26
    - Readings TBD
- Week 10 – War in Ethiopia – effects
  - October 31
    - Readings TBD
  - November 2
    - Readings TBD
- Week 11 – Violence in Central America - background
  - November 7
    - Readings TBD
  - November 9
    - **Paper 2 due**
    - Readings TBD
- Week 12 – Violence in Central America - causes
  - November 14
    - Readings TBD
  - November 16
    - Readings TBD
- Thanksgiving Break – November 20-24

- Week 13 – Violence in Central America - conduct
  - November 28
    - Readings TBD
  - November 30
    - Readings TBD
- Week 14 – Violence in Central America - effects
  - December 5
    - Readings TBD
  - December 7
    - Readings TBD
- Week 15 – Wrap up
  - December 12
    - Readings TBD
  - December 14
    - **Paper 3 due**
    - Readings TBD
- Final period – December 18
  - **Overview paper due**

## **Policies**

### *Late policy*

All assignments are due at the beginning of class. Assignments turned in after this point will receive a single 15% late penalty. I am relatively willing to grant extensions as needed, provided you contact me.

### *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. For administrative questions (e.g. needing extensions), please e-mail both me and the TA so that we are all on the same page. 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 on zoom office hours.

### *Grading Grievances*

Objectively assigning grades is a tough business, and mistakes do happen. I am happy to go over the assignment and explain why I assigned the given grade during office hours. 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. 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*

Both students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote or online. Those who fail 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, political affiliation or political philosophy. For more information, see the classroom behavior policy, the Student Code of Conduct, and the Office of Institutional Equity and Compliance.

#### *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*

Disability Services determines accommodations based on documented disabilities in the academic environment. If you qualify for accommodations because of a disability, submit your accommodation letter from Disability Services to your faculty member in a timely manner so your needs can be addressed. Contact Disability Services at 303-492-8671 or [dsinfo@colorado.edu](mailto:dsinfo@colorado.edu) for further assistance.

If you have a temporary medical condition or required medical isolation for which you require accommodation, please contact me and your TA when you are able so we can work out appropriate accommodations. Also see Temporary Medical Conditions on the Disability Services website.

#### *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.

### *Honor Code*

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the Honor Code may include, but are not limited to: plagiarism, 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.

All incidents of academic misconduct will be reported to Student Conduct & Conflict Resolution ([honor@colorado.edu](mailto:honor@colorado.edu)); 303-492-5550. Students found responsible for violating the Honor Code will be assigned resolution outcomes from the Student Conduct & Conflict Resolution as well as be subject to academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found on the Honor Code website.

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 sexual misconduct (harassment, exploitation, and assault), intimate partner violence (dating or domestic violence), stalking, protected-class discrimination and harassment, and related retaliation by or against members of our community on- and off-campus. These behaviors harm individuals and our community. The Office of Institutional Equity and Compliance (OIEC) addresses these concerns, and individuals who believe they have been subjected to misconduct can contact OIEC at 303-492-2127 or email [cureport@colorado.edu](mailto:cureport@colorado.edu). Information about university policies, reporting options, and support resources can be found on the OIEC website.

Please know that faculty and graduate instructors have a responsibility to inform OIEC when they are made aware of any issues related to these policies regardless of when or where they occurred to ensure that individuals impacted receive information about their rights, support resources, and resolution options. To learn more about reporting and support options for a variety of concerns, visit Don't Ignore It.

### *Religious Holidays*

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, if religious observances



affect any graded assignment, let me know so we can work out alternate arrangements. See the campus policy regarding religious observances 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 site also provides information about additional wellness services on campus that are available to students.