

PSCI 3123
War, Peace, Strategic Defense
University of Colorado, Boulder

Spring 2016

Section 003 FLM 156 TTh 2:00-3:15 pm

Section 004 FLM 154 TTh 3:30-4:45 pm

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or by appointment

Course Description:

State made war and war made the state. Man created the utmost means to destroy his fellowmen and states institutionalized and monopolized the means of destruction for political survival in the international and domestic realm. This course dwells on the key controversies in the history of nations; namely international conflict and war as the most severe form of conflict that claimed millions of deaths from mankind. Our goal will be to learn the theories of interstate conflict (though there are times we will talk about civil war) and have a better understanding of its underlying causes. The central goal in this course is to approach international conflict from a number of perspectives that include its structural and strategic explanations. Kenneth N. Waltz's (2001) classic book "Man, The State and War" is a seminal example of structural perspectives on war. Geoffrey Blainey's (1988) overly popular book "The Causes of War" includes a much broader spectrum of structural approaches including Waltz's approach to war. Thomas Schelling's (1980) "The Strategy of Conflict" will give us an excellent background on how strategic treatments of international relations build on structural approaches but enhance our understanding of interstate outcomes by taking us one step further. We will talk extensively about this terminology and by the end of the semester, you will have a clear understanding of where these terms and approaches stand in relation to one another.

Course Requirements:

Grades for the course will consist of a midterm exam (25%), a final exam (25%), a quiz (15%), term paper (15%), attendance (7.5%), in-class participation (2.5%) and clicker participation (10%). No extra credit options are available in the course. Final letter grades will be determined using the following percentage scale: A=100-94, A-=93-90, B+=89-86, B=85-82, B-=81-78, C+=77-74, C=73-70, C-=69-66, D+=65-62, D=61-58, D-=57-54, F=<54.

(1) Exams: Exams will consist of multiple choice, short answer and fill-in-the-blank type questions that draw on the readings, lectures and the discussion in class. I will post keywords on D2L after each lecture. You will be responsible from all the readings regardless of whether they are lectured in the classroom or not. All exams are cumulative. The quiz is scheduled to be held on February 11; the midterm, on March 10; and, the final exam, on the date announced by the University administration. Make-ups for the exams will be possible ONLY if your absence on the exam day is due to health-related issues (a doctor's note will be required) or religious obligations (in the latter case, the instructor should be informed early in the semester to make appropriate accommodations, see pg. 4 of the syllabus).

(2) Research Paper: You will write a 9-10 page (app. between 1,750 and 2,000 words) paper that focuses on one of the interstate (conflict between states) from the lists that I will provide. These lists come from the Correlates of War Project (www.correlatesofwar.org) which presents the most extensive collection of wars and will be posted on D2L early in the semester. You are expected to personally hand in a hard copy of your paper to the teaching assistant (TA). This can be done anytime between 8:00am and 5:00pm on April 28. You can hand in your paper to your TA during her extended office hours, or in the lecture. Your TA will also have a dropbox on her door (labeled PSCI3123) where you can drop your paper. 5:00pm is the cutoff time. A late paper will be penalized as 10% reduction in the paper grade for each day that it is late (includes weekends). You are also expected to submit an electronic version of your paper through D2L (an electronic dropbox will be available). Same penalties apply to late electronic submissions. Detailed paper guidelines will be announced later in the semester.

(3) Attendance and Participation: I expect the students to come to class on a regular basis, read the course material and contribute to the discussion in a reasonable manner. ATTENDANCE WILL BE TAKEN AT EACH MEETING which will constitute your attendance grade. You are allowed four freebies beyond which your absence will be reflected on your attendance grade. Exceptions are possible under health-related circumstances and religious observances. The material is supposed to be read before you come to class because they will constitute the core of the discussion. Active learning in the classroom requires active participation and participation requires that you read the material and try to get involved in the class discussion. We will use clicker questions extensively. Some questions will be discussion questions and some will test your knowledge of the

material. In addition, a small percentage of your grade will be based on your contribution to in-class discussion.

Reading Material

The books required for this course are available in the University Bookstore. The titles are:

- Blainey, Geoffrey. 1988. *The Causes of War*. New York, NY: Free Press. 3rd Edition. ISBN 0-02-903591-0
- Waltz, Kenneth. 2001. *Man, the State and War: A Theoretical Analysis*. New York, NY: Columbia University Press. *Latest Edition*. ISBN 0-231-12537-2
- Schelling, Thomas C. 1980. *The Strategy of Conflict*. Cambridge, Mass.; Harvard University Press. *Latest Edition*. 0-67408403103

The articles that the students are required to read will be provided on the course website on D2L. Keywords for each session will also be posted on D2L.

Grade Appeals

All grade appeals should be made in writing. If you believe that a grade you were assigned does not reflect your performance, you can dispute it. I will ask you to write a brief memo explaining why you should have received a higher grade on that assignment. This should be done within a week after the grade is announced. You can hand the memo and the related assignment to me during my office hours or after lecture. I will respond to you in writing and address each of your concerns in detail.

Students with Disabilities

According to the Americans with Disabilities Act, students with disabilities should ask for “reasonable and timely” accommodations. If you qualify for accommodations because of a disability, please submit to me or your TA a letter from Disability Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at dsinfo@colorado.edu. If you have a temporary medical condition or injury, see Temporary Injuries under Quick Links at [Disability Services website](#) and discuss your needs with me or your TA.

Cheating and Plagiarism

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university

probation, suspension, or expulsion). Other information on the Honor Code can be found at <http://www.colorado.edu/policies/honor.html> and at <http://www.colorado.edu/academics/honorcode/>

Religious Observances

Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. Students in this situation can ask for “reasonable and timely” accommodations. Please review the syllabus closely and try to find out whether you have time conflicts with any of the assignments. I encourage you to do so in the first two weeks of the semester and inform me or your TA about your concerns either during my office hours or after recitation/lecture. Full details can be found at http://www.colorado.edu/policies/fac_relig.html.

Classroom Behavior

Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to such behavioral standards may be subject to discipline. Faculty have the professional responsibility to treat all students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which they and their students express opinions. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran’s status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at <http://www.colorado.edu/policies/classbehavior.html> and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code.

Discrimination and Harassment

The University of Colorado at Boulder Discrimination and Harassment Policy and Procedures, the University of Colorado Sexual Harassment Policy and Procedures, and the University of Colorado Conflict of Interest in Cases of Amorous Relationships policy apply to all students, staff, and faculty. Any student, staff, or faculty member who believes s/he has been the subject of sexual harassment or discrimination or harassment based upon race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC) at 303-492-5550. Information about the ODH, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://www.colorado.edu/odh>

CLASS SCHEDULE:

WEEK 1: ORGANIZATION

Jan. 12: Introductory Meeting

Jan. 14: What is the “Scientific” Study of Conflict?

WEEK 2: TERMINOLOGY IN CONFLICT STUDIES (Please visit the Correlates of War Project for a list of conflicts starting in 1816; <http://correlatesofwar.org>)

Jan. 19: Interstate Wars and Militarized Interstate Disputes

Jan. 21: Intrastate War (or Civil War), and Extra-Systemic War

WEEK 3: LOOKING FOR THE CAUSES OF WAR

Jan. 26: Is war predictable?

- Blainey, Chapter 1
- Fukuyama, *The End of History*, and Huntington, *Clash of Civilizations*

Jan. 28: Where are the major causes of war to be found? Levels of Analysis Problem in IR

- Waltz, Introduction and Conclusion

WEEK 4: INTERNATIONAL CONFLICT AND THE ‘INDIVIDUAL’

Feb. 2: The First Image

- Waltz, Chapter II and III

Feb. 4: Applying the First Image to Explain War

- Freud, *Why War* and Jervis, *War and Misperception*

WEEK 5: INTERNATIONAL CONFLICT AND THE ‘STATE’

Feb. 9: The Second Image

- Waltz, Chapter IV
- Kant, *Perpetual Peace*

Feb. 11: Class wrap-up and Quiz

WEEK 6: INTERNATIONAL CONFLICT AND THE ‘INTERNATIONAL SYSTEM’

Feb. 16: The Third Image

- Waltz, Chapter V-VII

Feb. 18: Applying the Third Image to Explain War

- Waltz, *The Origins of War in Neorealist Theory*, and see Hobbes for “Anarchy”, a key term in the study of IR, *The State of Nature and the State of War*

WEEK 7: THEORIES OF WAR I: SYSTEM LEVEL

Feb. 23: Power Based Theories of War I: Balance of Power and Power Transition

Perspective

- Blainey, Chapter 8
- Check out the National Material Capabilities Dataset on the Correlates of War website

Feb. 25: Power Based Theories of War II: Cycles of Power

- Doran, and Parsons, *War and the Cycle of Relative Power*
- Gilpin, *Hegemonic War and International Change*

WEEK 8: THEORIES OF WAR II: STATE LEVEL

March 1: Economics and War: the Pacifying Effect

- Blainey, Chapter 2

March 3: Liberalism

- Doyle, *Liberalism and World Politics*
- Keohane and Nye, *Power and Interdependence*

WEEK 9: MIDTERM WEEK

March 8: Class Wrap-up

March 10: Midterm

WEEK 10: THEORIES OF WAR III

March 15: Geography and War: Dangerous Dyads?

- Blainey, Chapter 7
- Bremer, *Dangerous Dyads*

March 17: NO CLASS

WEEK 11: SPRING BREAK

WEEK 12: THEORIES OF WAR IV

March 29: Political Systems and War: Democracy

- Mansfield and Snyder, *Democratization and War*

March 31: Diversionary Conflict

- Blainey, Chapter 5

WEEK 13: THE COMPLEX ENVIRONMENT OF WARS

April 5: Foreign Powers, Coercive Strategies and War

- Blainey, Chapter 4

April 7: Combatants and Army of Shadows in Counter-insurgency Campaigns

- Lyall, *Are Co-ethnics more effective Counter-insurgents?*
- Lyall, *Explaining Support for Combatants in Wartime*

WEEK 14: STRATEGIC EXPLANATIONS OF WAR

April 12: Interdependent Decision-Making

- Schelling, Part I Chapter 1, 4

April 14: War as Interdependent Decision Making

- Blainey, Chapter 11

WEEK 15: BARGAINING

April 19: War as a Bargaining Process

- Reiter, *Exploring the Bargaining Model of War*

April 21: Strategic Use of Force: Limited versus Total War

- Schelling, Part I Chapter 3

WEEK 16: DETERRENCE

April 26: Deterrence as a Genuinely Strategic Move: Conventional or Nuclear Deterrence?

- Huth, *Extended Deterrence and the Outbreak of War*

April 28: Class Wrap-up, PAPERS ARE DUE IN CLASS