

PSCI 3123: War and Peace

Fall 2019

MWF 1 – 1:50 pm, Hellems 199

Instructor: Jaroslav Tir, Ph.D.

e-mail: jtir@colorado.edu

Internet: sites.google.com/site/jaroslavtir/

Office hours: W 2-4 pm, Ketchum 226

Teaching assistant: Ken Stallman

e-mail: Ken.Stallman@colorado.edu

Office hours: M 5-6 pm and W 3-4 pm, Ketchum 236

This course examines the conditions that make for war and peace between countries. 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. 2017. *Conflict After the Cold War*. 5th ed. Pearson.
2. Cashman, Greg. 2014. *What Causes War? An Introduction to Theories of International Conflict*. 2nd ed. Rowman & Littlefield.
3. Supplementary materials, available through Canvas: <https://cuboulder.instructure.com>

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.

Research Reports

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

Participation

Regular participation is expected. Students are expected to offer their own insights based on class materials. To encourage participation, random questioning of students and/or unannounced quizzes may be used.

Attendance

Each student starts out with 100 attendance points. Unexcused class absences beyond the third one will decrease the point total by 10 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. Appropriate documentation will be required and must be turned in within one week of the original absence. 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.

COURSE RULES

Grading Policy

Midterm Exam	30%
Final Exam	30%
Research Reports (2 x 15%)	30%
Attendance	10%

Class Policies

1. Students are expected to turn in the assignments at the beginning of class and take the exams on the date specified. Failure to show up for the exam on time or meet an assignment deadline does not entitle the students to make up the work at a later time.
2. Exceptions to the class requirements and 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 and must be submitted within one week of the original absence.
3. All academic work must meet the University's standards for academic 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, attempting to turn in assignments used in previous classes, or sign the attendance sheet for another student, 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. I **will not** tolerate academic dishonesty and you **will** face the harshest punishment possible if you attempt it.
4. Students may request the TA to re-read exam answers or assignments that they feel have been unfairly evaluated. Requests for re-evaluation must be submitted in **typewritten form**, along with the assignment, within one week after it has been returned to the class or the final grade posted, whichever is earlier. The written statement must explain specifically why the student thinks that the grade should be reconsidered and what grade the assignment deserves. Re-evaluation will be conducted *de novo*.
5. Accommodations based on disability and/or religious beliefs will be made whenever possible. But, it is the student's responsibility to let the TA know about **needing such accommodations within the first two weeks of class**. Accommodation requests after this time period may not be granted.
6. Please see the Canvas page for the university-mandated statements on accommodations and related issues.
7. The syllabus is a general plan for the course; deviations may be necessary and will be announced.
8. All the lecture materials are considered to be the intellectual property of the instructor and are only to be used by the students enrolled in the class for their own education. Any distribution of the said materials and/or use for commercial purposes **is expressly prohibited**.
9. Additional short readings (e.g. articles, news stories) may be assigned as the semester progresses.

10. 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.

TOPICAL OUTLINE

I. Introduction

- A. The Relevance of Studying War
 - Betts: Fukayama (pp. 4-15), Mearsheimer (pp. 16-32)
- B. Studying the Causes of War
 - Cashman: Chapter 1

II. Sources of War

- A. The Quest for Power
 - Betts: Hobbes (pp. 80-84), Thucydides (pp. 70-75), Carr (pp. 84-101, esp. the “Military Power” section), Blainey (pp. 121-133)
- B. International System
 - Cashman: Chapters 10-11
 - Betts: Waltz (pp. 101-108), Gilpin (pp. 108-121)
- C. Leadership/Individual Decision-Making/Human Nature/Psychology
 - Cashman: Chapters 2-4 and pp. 319-330
 - Betts: Mead (pp. 230-235)
 - Fornari (TBD)
- D. Domestic Politics
 - Cashman: Chapters 4 and 6 and pp. 180-185
 - Betts: Mansfield and Snyder (pp. 331-344)
- E. Economics
 - Cashman: Chapter 5 (esp. pp. 186-194)
 - Betts: Lenin (pp. 264-271), Waltz (pp. 294-304)

III. Approaches to Peace

- A. Liberal Approaches: Democracy, Economic and Institutional Interdependence
 - Cashman: pp. 257-275
 - Betts: Doyle (pp. 151-167), Kant (138-145), Keohane and Nye (pp. 167-174)
- B. Realist Approaches: Deterrence and Arms Control
 - Cashman: Chapter 9
 - Betts: Waltz (pp. 418-431)

Midterm Exam: Monday, October 7

Final Exam: Tuesday, December 17 at 4:30 pm

RESEARCH REPORTS

This assignment asks you to summarize and evaluate a scholarly journal article on the topic of international militarized conflict (i.e. NOT on civil war). The article must have been published since 1990 and be from the *Journal of Conflict Resolution*, *Journal of Peace Research*, *International Studies Quarterly*, or *Conflict Management and Peace Science*; journals such as *International Organization*, *Journal of Politics*, *American Journal of Political Science*, and *American Political Science Review* also qualify, though these journals have fewer articles on the topic of militarized international conflict. When on campus, you can easily access these journals via the CU library journal search engine: <https://ucblibraries.colorado.edu/research/ejournalfinder.htm>

Important: Only actual articles on the topic of militarized international conflict from one of the above journals will count; research notes, data features, book reviews, etc. or articles focusing on other topics do not count. If you have questions about whether a particular article you have found qualifies, please contact the TA at least one week before the due date.

Assignment format: the report is to be 1.5-2 single-spaced pages in length, with 11 pt. Times New Roman font, 1" margins, and be broken down into the below-identified sections.

1. Provide the full citation for the article.
2. In your own words, summarize the article's main argument. Do not copy the abstract.
3. In your own words, explain whether the empirical evidence supports what the authors are arguing. Are there some parts of the argument that are not supported by the evidence?
4. Evaluate the article's strengths and weaknesses. What do the authors do well? What can be improved? What other critiques can you offer?

You are asked to do **three** of these **reports** over the course of the semester, though the lowest of the three scores will be dropped when calculating the course grade. The reports are due via **Canvas** by **1 pm** on **September 27**, **October 25**, and **November 22**. Failure to meet these deadlines will result in a **10% a day penalty**. Please note that the due dates are known well in advance, so you need to plan accordingly.

Grading criteria for the assignments:

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

Students who have difficulty 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*.