

PSCI 3193-581, INTERNATIONAL BEHAVIOR

Online, August 30 to October 15, 2021

INSTRUCTOR CONTACT INFORMATION

Telephone – none

E-mail – michael.kanner@colorado.edu

INSTRUCTOR CONTACT INFORMATION

The only way to contact me is by e-mail either directly or through *Canvas*. If you do not hear from me within 24 hours, contact the political science office and ask them to contact me.

INSTRUCTOR BIOGRAPHY

I have been a lecturer and instructor in political science and international affairs since 2001 and have taught most international relations subjects from security to economics. My bachelor's degree was in science from the US Military Academy with a concentration in engineering. I also have a master's in managerial science from Troy State University, international relations from Salve Regina University, and a Ph.D. from the University of Colorado, Boulder, where I focused on political psychology and its effect on foreign policy decision making.

Before joining academia, I served in the US Army, including assignments as operations officer and analyst from brigade to theater army level in the United States, Latin American and Europe. I also spent a short time as a contract employee for SAIC, a think tank working for the Defense Department. My activity as an analyst included studies on expert decision-making, low-intensity conflict, and preventive diplomacy.

COURSE DESCRIPTION

From Catalog

Presents alternate theoretical frameworks for the explanation of international processes.

Applies theories of conflict behavior and social organization to problems of war and peace.

Prerequisite: PSCI 2223

Instructor's View of the Course There are three reasons the focus is on conflicts.

- *Peace is the norm for most state interactions.*
As we will study, many factors must be present before differences become militarized; it is not as frequent as is often believed.
- *War is extreme behavior.*
If peace is the norm, then war is the anomaly, and anomalies are more interesting. As an analogy, there are more efforts to study disease than there is general health. To extend the analogy, if you are looking to prevent war, you have to look at its causes.
- *Conflicts are well studied.*

Outside of the Democratic Peace Theory, there are not many theories that focus on peace. On the other hand, there are (as you will discover) many theories about why states go to war.

Course Objectives

1. Understand methods of analyzing conflicts and behavior.
2. Identify the sources of conflict and cooperation.
3. Determine means of preventing future conflicts.
4. Apply concepts to current and recent events.

OVERVIEW OF CLASS

Understanding the University's course support software (*Canvas*) is necessary to take this course. During the course, you will be required to read or download lesson plans, post comments on discussion boards, and take exams using the *Quizzes* function in *Canvas*. If you are not familiar with or do not feel confident in your knowledge, visit the OIT website for Student Support Videos (<https://oit.colorado.edu/services/teaching-learning-tools/canvas/student-support/student-support-videos>).

Canvas runs on any platform (including your phone if you download the app), so there is no special requirement for technology outside of having a good internet connection, especially when taking exams.

You should take this course as seriously as you would a traditional course and plan on spending 60 to 90 minutes a day on this course. This time expenditure is in line with the class time and class readings for this course in a traditional setting.

Each week's learning objective supports that module's learning objective. So, the schedule for each week consists of –

- The learning objective for that week.
- Reading assignments from the textbooks
- Study questions that, along with the week's learning objective, should guide your readings.
- A lecture that augments the readings, focuses on some aspects and discusses examples.
- An online discussion question that replaces classroom discussions. These include your postings, other students' comments, and my reactions and comments.

There is a quiz at the end of each module. The quizzes measure your fulfillment of the module and weekly objectives. These are discussed in the *Grading Criteria* section of the syllabus.

REQUIRED TEXTS

There is one textbook for this course. It is available from the University bookstore. If you buy it somewhere else (e.g., Amazon), make sure you have the correct edition.

Quackenbush, Stephen L. 2015. *International Conflict: Logic and Evidence*. Thousand Oaks, CA.: Sage/CQ Press.

The author's premise is that the best way to study conflict is to use empirical (statistical studies and modeling) arguments instead of anecdotal evidence. If you are not used to reading this writing style, it may take you a little more effort to get through the text. Do not focus on the modeling and look for the conclusions that are drawn from these studies.

Information about textbooks from the CU Bookstore.

To keep the cost of your course materials *as low as possible* and access to those materials *as convenient as possible*, we have collaborated with the CU Book Store and the publisher to deliver those materials through a program called “Day 1 Digital Access”, which will appear on your tuition and fee bill as “Day 1 Digital Access”.

What does this mean for you?

1. You will receive access to all your course materials, digitally, on the first day of classes, through the course Canvas page.
2. You will see a “Day 1 Digital Access” charge on your tuition and fee bill for \$41.18. This is a guaranteed lowest price, discounted by the publisher, and not available outside this course
3. **You have the option to opt out.** This means you won’t pay for anything, but you lose all access to the course materials, including homework managers like Connect or Mindtap.
 - a. You can opt out by: using a link in a reminder email you will receive with the subject heading “Day 1 Digital Access”.
 - b. **You must opt out no later than September 8th**, otherwise you will be charged for the materials.
4. Please keep in mind that “opting out” means that your access to these materials will be turned **OFF**, and you will have no way to complete assignments.

Troubleshooting tips from VitalSource:

VitalSource Support: <https://support.vitalsource.com/hc/en-us>

Email: support@vitalsource.com

Call: 1-855-200-4146

VitalSource Support is available 24/7 and can troubleshoot most issues

If you have questions about **BILLING**, email: digital@cubookstore.com

GRADING CRITERIA

Your final grade is based on a 100-point scale with this breakdown.

Module 1. Quiz	30 points
Module 2. Quiz	30 points
Module 3. Quiz	30 points

Discussions – 2 points each	10 points There are seven discussions. You only need to participate in five. Participation in more than five will count as extra credit.
Total	100 points

Your final grade will be based on how many points you accrue and this grading scale. I will post your Final Grade on Canvas before posting it to the Registrar's office.

A	94-100	B+	87-89	C+	77-79	D+	67-69	F	0-59
A-	90-93	B	83-86	C	73-76	D	63-66		
		B-	80-82	C-	70-72	D-	60-62		

Module Quizzes

These should be taken at the end of each module. Module quizzes consist of several short paragraph essays related to the module's critical questions (look at the discussion and study questions for hints). These paragraphs should be between 150 to 200 words each.

Questions have a similar structure. A line sets up the context, a general question, specific aspects that need to be addressed (often listing reasons), and a request for examples. Here is a generic rubric for your use in preparing and writing your answer.

- Addresses the general question – 2 points.
- Mentions specific aspect – ½ points each.
- Defines/explains specific aspects – 1 point each.
- Example – ½ points each (if asked to provide one for each specific aspect); or 1 point (if only one example is asked for).

If you do not receive full credit (6 points) for any question, I will explain why you did not get those points using the 'Additional Comments' block under your reply.

These quizzes are available on *Canvas*. You will have 60 minutes for the exam. The time starts when you open the exam. You cannot pause the exam. The system will shut you out at the end of the 60 minutes. If you are authorized accommodation, this will be reflected in the system's time limits.

Make sure you have a good internet connection and will not be disturbed. Do NOT wait until the end of the semester.

All quizzes must be done no later than 11:59 PM on October 15, 2021.

Online Participation

Discussions on Canvas are instead of classroom discussions. Your posts should be about 100 words and not be researched essays. Comments on other students' posts should be about 50 words. You should post your thoughts on the questions and the comments of students.

Just as you need to be on time for classes, you should participate in the discussions on time. After the due date, discussions will be locked, so additional postings are not possible. At this point, they will be read-only.

Grades for each post will be allocated based on these criteria.

- 1 point – Your post is relevant to the question and discusses key components of the question.
- ½ point – There is an example to support your posting.
- ½ point – You make a substantive comment on another student's posting referring to the other student's comments.

If your initial posting does not seem relevant, I will ask you to reconsider your argument and example in my reply.

If you notice, you can miss some of the discussions and still get 10 points for participation; however, since Canvas totals all the points, responding to more than the minimum number of discussions will count as extra credit.

COURSE SCHEDULE

Module 1. Foundations

Objective – Understand methods of analyzing conflicts and behavior.

1. Week 1. Conflicts.
 - a. Learning Objectives.
 - i. Identify course requirements and expectations.
 - ii. Explain approaches to studying conflicts.
 - iii. Discuss the different types of conflicts.
 - b. Reading Assignment
 - i. Syllabus
 - ii. *International Conflict: Logic and Evidence*, Chapters 1 and 2.
 - c. Study Questions
 - i. What is the difference between scientific and the classical study of conflicts?
 - ii. What are the problems with measuring conflicts?
 - iii. How does the process of war modeling help us understand conflicts?
 - iv. How is war defined?
 - v. Are statistical measures of conflict valid?
 - vi. What are the differences between the types (extrastate, intrastate, nonstate) of war?
 - vii. How does war differ from militarized conflict or a crisis?
 - viii. What are the different hostility levels, and what does each mean for state behavior?
 - d. Lecture – Week 1. Conflicts
 - e. Discussion Questions

- i. Since interstate warfare appears to be on the decline, which definition of war do you think will be most useful to study 21st Century conflicts? Why?
 - ii. The question will be open until September 5, 11:59 PM.
- 2. Week 2. Rational Choice.
 - a. Learning Objective – outline the primary factors and methods in rational choice theory.
 - b. Reading Assignment - *International Conflict: Logic and Evidence*, Chapters 3
 - c. Study Questions
 - i. What do we mean by rationality?
 - ii. What are the types?
 - iii. What do you need to know to apply expected utility theory?
 - iv. How does using game theory help our understanding of state behavior?
 - v. What about international relations makes it similar to bargaining?
 - vi. Is it possible to analyze and predict state and individual behavior?
 - d. Lecture – Week 2. Rational Choice
 - e. Discussion Questions
 - i. Given that almost every leader says they do not want war, and the criticisms of rational choice theory, do you think it is valid to use it as a means of studying international behavior?
 - ii. The question will be open until September 12, 11:59 PM.

You should take the Module 1 Quiz at this point.

Module 2. Causes of War and Militarized Disputes

Objective – Identify the sources of conflict and cooperation.

- 3. Week 3. Territory and Power
 - a. Learning Objectives
 - i. Explain the effect of territory on conflict behavior.
 - ii. Evaluate the role of power in 21st-century international relations.
 - b. Reading Assignment – *International Conflict: Logic and Evidence*, Chapters 4 and 5.
 - c. Study Questions
 - i. How vital is territory in defining a state?
 - ii. What do contiguity and territory mean for the future security of the US? European states?
 - iii. How would you rank the various influences outlined in the research, or in other words, what is the most significant source of conflict?
 - iv. What are the implications of the different definitions of power?
 - v. What is more important, a state's measurable power or its willingness and reputation for action?
 - vi. Of the elements of power listed in the reading, which do you think is the most important in the 21st Century? Why?

- vii. What do the different ideas about polarity suggest about the possibility of conflicts?
 - d. Lecture – Week 3. Territory and Power.
 - e. Discussion Questions
 - i. The author states, "power is the key to understanding international politics." (96, e-text), which is a realist perspective and not one with which all agree (e.g., liberalism). Do you think the study of international behavior in the 21st Century still focuses on power?
 - ii. The question will be open until Sept.19, 11:59 PM.
- 4. Week 4. Alliances and Regimes.
 - a. Learning Objectives
 - i. Compare alliances and their effect on international behavior.
 - ii. Judge the validity of the democratic peace theory.
 - b. Reading Assignment – *International Conflict: Logic and Evidence*, Chapters 6 and 7.
 - c. Study Questions
 - i. Why do states form alliances?
 - ii. What do the different types of alliance or alignment mean for state behavior?
 - iii. How do states use these agreements to promote or protect their interests?
 - iv. Was Jack Levy right when he said that the democratic peace is 'as close as anything we have to an empirical law'?
 - v. Of the various explanations, which do you think have merit?
 - vi. What are the problems associated with each of the explanations?
 - vii. Do you think, like Farber and Gowa (1995), that the concept of democratic peace was period-specific? If so, does it still apply in the 21st century?
 - viii. How does the increase in non-state actors in conflicts (e.g., transnational insurgencies like ISIS) change the relevance of the findings?
 - d. Lecture – Week 4. Alliances and Regimes
 - e. Discussion Questions
 - i. Do you think that the type of regime influences state behavior? For example, how do you feel that the increase in democracies will affect future relations?
 - ii. The question will be open until September 26, 11:59 PM.
- 5. Week 5. Deterrence and Crises.
 - a. Learning Objectives
 - i. Explain both conventional and nuclear deterrence.
 - ii. Identify how crises escalate to conflicts.
 - b. Reading Assignment – *International Conflict: Logic and Evidence*, Chapters 8 and 9.
 - c. Study Questions
 - i. Do you think deterrence is an adequate way to modify state behavior?
 - ii. Should an accidental war be a concern of deterrence theory?
 - iii. What is more critical for most states – conventional or nuclear deterrence? What does this mean for non-proliferation efforts?

- iv. What is complete and incomplete information, and which is a better description of international relations?
- v. How does polarity affect the escalation to war?
- vi. Is domestic politics or international factors a better indicator of how states react to a crisis?
- vii. Are states consistent in their behavior, or do you have to treat each crisis separately? In other words, is there a state culture that affects its decisions?
- viii. Is the idea that there are steps to war valid? If so, what are they?
- d. Lecture – Week 5. Deterrence and Crises
- e. Discussion Questions
 - i. Deterrence reduces to one state daring another to do something. Given the costs of calling the dare (even if non-nuclear), do you think this is a proper way for states to behave? What alternative might you suggest?
 - ii. The question will be open until October 3, 11:59 PM.

You should take the Module 2 Quiz at this point.

Module 3. The Conduct and Aftermath of War

Objective – Determine means of preventing future conflicts.

- 6. Week 6. Military Operations.
 - a. Learning Objectives
 - i. Recognize the different levels of military operations.
 - ii. Explain how wars expand.
 - b. Reading Assignment – *International Conflict: Logic and Evidence*, Chapters 10 and 11
 - c. Study Questions
 - i. What is meant by doctrine? Strategy? What is the difference?
 - ii. What is the difference between tactical, operational, and strategic levels? How are they mutually supporting?
 - iii. What did Clausewitz mean by the center of gravity? In your opinion, what is the most critical part of understanding state behavior in the 21st century?
 - iv. What is meant by maneuver, attrition, or punishment strategies? What might lead a state to adopt one over the other?
 - v. Is power central to understanding the evolution of warfare? (reference p. 256)
 - vi. Do you agree with the analogy of war as a contagious disease? What does that mean for the possibility of influencing states NOT to select that behavior?
 - vii. What is the influence of specific power factors on the duration of the war?
 - d. Lecture – Week 6. Military Operations
 - e. Discussion Questions

Online Behavior

In addition to participating in the conversations, I will be monitoring all postings for ad hominem attacks and cyber-bullying. First-time violators will be warned about postings and online behavior. The second time by the same offender will result in the removal of posting access. You will still be required to take the exams but will be penalized for not earning a score for participation.

Any student who feels that online postings are offensive or think they are the victim of cyber-bullying through the course should contact me at michael.kanner@colorado.edu.

Due to the nature of the online environment, there are some things to remember.

1. Always think before you write. In other words, without the use of nonverbals with your message, your message can be misinterpreted. So please think twice before you hit submit.
2. Keep it relevant. There are places to chat and post for fun everyday stuff. Do not stray from the discussion in the assigned questions.
3. Never use all caps. This is the equivalent of yelling in the online world. It is not fun to read. Only use capital letters when appropriate.
4. Make sure that you are using appropriate grammar and structure. In other words, I don't want to see anyone writing "R U" instead of "are you." There are people in the class that may not understand this type of abbreviation, not to mention it does nothing to help expand your writing and vocabulary skills. Emoticons are not to be used.
5. Treat people the same as you would face-to-face. In other words, it is easy to hide behind the computer. However, in some cases, it empowers people to treat others in ways they would not in person. Remember, there is a person behind the name on your screen. Treat all with dignity and respect, and you can expect that in return.
6. Respect the time of others. This class is going to require you to work in groups. Learn to respect the time of others in your group, and your experience will be much better. Always remember that you are not the only person with a busy schedule, be flexible. Do not procrastinate! You may be one that works best with the pressures of the deadline looming on you, but others may not be that way. The same is true for the reverse. The key to a successful group is organization, communication and a willingness to do what it takes to get it done. (Source: [The Core Rules of Netiquette](#))

Late Work.

Discussions.

Postings for discussions must be done before the end of the availability dates (see each week in the schedule). These are closed to submission and become read-only after that. There are seven discussions. You only need five to earn the maximum number of points.

Quizzes.

Quizzes can be taken at any time during the semester. If you cannot take the quizzes during this time, your only option is to request an Incomplete. Requests for reconsideration will require supporting documents (*e.g.*, letters from a medical professional).

Illness.

If your health does not allow you to participate after the withdrawal date, you should consult your advisor about your options. The only option that I can provide is an Incomplete. You will need to request the Incomplete with supporting documentation (*e.g.*, letters from a medical professional).

Extra Credit.

As mentioned, the only extra credit is posting on more than five discussions.

Incompletes.

A grade of Incomplete is not a substitute for poor planning. They will only be granted based on a request on the student's part supported by documentation.

Policies established by the Vice Provost for Undergraduate Education

SYLLABUS STATEMENTS

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 policies on [classroom behavior](#) and the [Student Conduct & Conflict Resolution policies](#).

REQUIREMENTS FOR COVID-19

As a matter of public health and safety due to the pandemic, all members of the CU Boulder community and all visitors to campus must follow university, department and building requirements and all public health orders in place to reduce the risk of spreading infectious disease. Students who fail to adhere to these requirements will be asked to leave class, and students who do not leave class when asked or who refuse to comply with these requirements will be referred to [Student Conduct and Conflict Resolution](#). For more information, see the policy on [classroom behavior](#) and the [Student Code of Conduct](#). If you require accommodation because a disability prevents you from fulfilling these safety measures, please follow the steps in the “Accommodation for Disabilities” statement on this syllabus.

As of Aug. 13, 2021, CU Boulder has returned to requiring masks in classrooms and laboratories regardless of vaccination status. This requirement is a temporary precaution during the delta

surge to supplement CU Boulder's COVID-19 vaccine requirement. Exemptions include individuals who cannot medically tolerate a face covering, as well as those who are hearing-impaired or otherwise disabled or who are communicating with someone who is hearing-impaired or otherwise disabled and where the ability to see the mouth is essential to communication. If you qualify for a mask-related accommodation, please follow the steps in the "Accommodation for Disabilities" statement on this syllabus. In addition, vaccinated instructional faculty who are engaged in an indoor instructional activity and are separated by at least 6 feet from the nearest person are exempt from wearing masks if they so choose.

Students who have tested positive for COVID-19, have symptoms of COVID-19, or have had close contact with someone who has tested positive for or had symptoms of COVID-19 must stay home. In this class, if you are sick or quarantined, e-mail me at michael.kanner@colorado.edu that you are unable to attend classes and for how long you believe you will be absent.

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](#). 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](#) on the Disability Services website.

PREFERRED STUDENT 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.

HONOR CODE

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code academic integrity policy. 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 the Honor Code (honor@colorado.edu); 303-492-5550). Students found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found on the [Honor Code website](#).

SEXUAL MISCONDUCT, DISCRIMINATION, HARASSMENT AND/OR RELATED RETALIATION

The University of Colorado Boulder (CU Boulder) is committed to fostering an inclusive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct (harassment, exploitation, and assault), intimate partner violence (dating or domestic violence), stalking, or protected-class discrimination or harassment by or against members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or email cureport@colorado.edu. Information about OIEC, university policies, [reporting options](#), and the campus resources can be found on the [OIEC website](#).

Please know that faculty and graduate instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, dating and domestic violence, stalking, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about their rights, support resources, and reporting options.

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, e-mail me at michael.kanner@colorado.edu and tell me what classes you will be missing.

See the [campus policy regarding religious observances](#) for full details.