INR 4060.001: Causes of War

Instructor: Thomas M. Dolan, thomas.dolan@ucf.edu
Class Meetings: Tuesdays-Thursdays, 09:00-10:15, 308 CL1
Office Hours: Tuesday-Thursday 1:30-4:30, and by appointment at 305D
Credit: 3 Hours

Efforts to explain why wars happen are almost as old as war itself; the first Greek history, by Herodotus, was an effort to explain a war. This course analyzes these theories of why wars happen. It focuses first on the problem of interstate war, analyzing the possible contributions of the state system, the nature of different states (including regime type), relations between those states like trade, and the role of of individual politicians and leaders in generating wars. It then moves to the problem of civil wars, including ethnic conflict, analyzing the role of economics, ideology, and opportunistic politicians. At the end of this course, each student should have a better sense of specific theories about why war happens and a sense of how causes at different levels of analysis interact with each other to produce war and peace.

Course Goals:

- Students will understand theoretical explanations for why wars occur.
- Student will be able to apply multiple theories to specific cases to explain why some ended with war and others saw continued peace
- Students will improve their powers of social scientific analysis
- Students will improve written and oral communication skills

Please note that none of these goals involve the advancement of anyone's political or policy opinions (including those of the instructor). While I encourage political activity and the fulfillment of one's citizenship duties outside of the classroom, a political science course is not a proper forum for the airing of one's personal politics.

Course Design

This course involves a combination of class sessions involving both lecture and discussion, directed readings, papers, exams, and opportunities for informal discussion during office hours. Each part serves a purpose, be it information transmission and retention, promoting rigorous analysis, or encouraging the development of new ideas. Failing to engage with all parts will diminish the return on your efforts. For this reason, pre-class preparation is essential for this course. Students are expected to have read and considered the assigned material prior to the course, and be prepared to discuss it in class. Questions are placed beneath each reading to help focus your attention to what the instructor believes are the most important points. Please remember that that the material of the course is delivered in *both* texts and in-class discussion, which means that the texts contain valuable ideas and information which may not be specifically addressed in class, and discussions and lectures will go beyond the readings. You are responsible for understanding both, so please be sure to raise questions about things you are unsure about.

Assignments

3 Page Paper: *15%,* Due 29 September
Identify a state's reasons for fighting a war. Why were they pursuing that aim? Were there more than one kind of reason for choosing to fight that war? Were their stated war aims their real aims? How do you know?

Midterm: *20%,* 20 October.
In-class; multiple choice and essay.

Course Paper: *25%,* Due 15 November. 8 Pages.
Analyze a crisis that led to war and explain why the war happened. *Note: Do not use WWI or WWII.*

Final Exam: *30%.* Tuesday, 6 December at 7 AM.
In the classroom. Cumulative. Multiple choice and essay.

Class Preparation and Participation: *10%*
Your active participation in class is necessary if this class is to be a successful learning experience. This means you must come in having read the assignments and join in the class-room discussion of them, making evident that you have read and thought about them. While attendance is not graded as such, excessive truancy can affect this grade, since you are unable to participate when absent.

Assignments are to be turned in by class time on the day they are due. They should be in hardcopy unless unforeseen circumstances prevent printing them in or handing them in a timely manner. For every 24 hours that pass thereafter, 5% of credit is lost, to a maximum of 40% lost.
Exams are to be sat at the date and time specified, unless prior approval has been given or a doctor's excuse is submitted at the next attended class meeting. Exams should generally be taken within 1 week of the general administration of the exam.

Grades
Grades are assigned to both individual pieces of work and cumulatively. The grade scale I use for both is below (note that "g" refers to the numerical grade you receive). I do not usually curve grades, but reserve the right to do so if I deem it necessary. All material is graded on its own terms, rather than through comparison with other students' work. For the cumulative grades, I do not round: what you get is what you get.

100>g≥93: A	90>g≥88: B+	80>g≥78: C+	70>g≥68: D+	60>g: E
	88>g≥83: B	78>g≥73: C	68>g≥63: D	
93>g≥90: A-	83>g≥80: B	73>g≥70: C-	63>g≥60: D	

As reflected in the UCF creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. Plagiarism and cheating contradict these values, and so are very serious academic offenses. Penalties can include a failing grade in an assignment or in the course, or suspension or expulsion from the university. Students are expected to familiarize themselves with and follow the University's Rules of Conduct (see http://www.osc.sdes.ucf.edu/).

Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire

course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

Changes to the Syllabus:
In the event that there is a need for there to be any changes to the syllabus, an e-mail will be sent to all students' knights-mail accounts (as maintained by the registrar), and will be mentioned in class meetings. Changes become effective immediately after their mention in class, or the sending of the e-mail, whichever comes last.

Cancellation of Class: In the event that the instructor needs to cancel class, an e-mail will be sent to all students' knights-mail accounts (as maintained by the registrar) prior to class time.

Readings

You should purchase Thomas Schelling's *Arms and Influence*, (Yale University Press, 1966). It is available in the bookstore and from a variety of online vendors. The remainder of the readings (or links to them) are available on-line at the webcourses@ucf website.

Course Schedule

23 August: Course Introduction

25 August: What is War? How do we study it?
Levy and Thompson, Chapter 1.
Clausewitz, Carl von. *On War*, Book 1

30 August: Why Can War Happen? Human Nature?
Selection from Joshua Goldstein, *War and Gender*.
Selection from John Keegan, *A History of Warfare*

1 September—No Class (APSA Annual Meetings)

War Aims: What Do People Fight For?

6 September: Power, Anarchy, and Security
Selection from Hans Morgenthau, *Politics Among Nations*, 1948
John Mearshiemer, *Tragedy of Great Power Politics,* Chapter 1.
Recommended:
Alexander Wendt, "Anarchy is What States Make of It," *International Organization,* 1992
Kenneth Waltz, *Theory of International Politics*, Chapter 6.

8 September: Nationalism
Stephen Van Evera, "Hypotheses on Nationalism and War," *International Security,* 1993

13 September Religion
Michael Horowitz, "Long Time Going: Religion and the Duration of Crusading," *International Security*, 2009.

15 September: Honor
Barry O'Neill, *Honor, Symbols, and War*, 1999, pp. 139-165.
Wiliam Wohlforth, "Unipolarity, Status Competition, and War," *World Politics*, 2009.

20 September: Economics
Levy and Thompson, pp. 81-99
Peter Liebermann, "Does Conquest Pay,?" *International Security* 1993.
Selection from Stephen Brooks, *Producing Security*, 2005.

22 September Leaders ('Diversionary War Theory')
Levy and Thompson, 99-104
Amy Oakes, "Diversionary War and Argentina's Invasion of the Falklands," *Security Studies*, 2006.

When Does War Become More Likely?

27 September: Balance of Power Theory
Levy and Thompson, 28-43
Selection from Kenneth Waltz, *Theory of International Politics*, Chapter 8
Selection from Morgenthau, *Politics Among Nations*

29 September: Hegemonic Stability Theory ***3 Page Paper Due***
Levy and Thompson, 43-50
Selection from Robert Gilpin, *War and Change in World Politics*

4 October: Intentions
Randall Schweller, "Bandwagoning for Profit," *International Security* 1994
Robert Jervis, "Cooperation Under the Security Dilemma," *World Politics*, 1978.

6 October: Persistent Rivalry
John Vasquez and Christopher Leskiw, "The Origins and War Proneness of Interstate Rivalries," *Annual Review of Political Science*, 2001.

11 October: Economics and Trade
Levy and Thompson
Ed Mansfield and Jon Pevehouse, "Trade Blocks, Trade Flows, and International Conflict," *International Organization*, 2000
Selection from Stephen Brooks, *Producing Security*, 2005

13 October: : Regime Type
Levy and Thompson, 104-117
Sebastian Rosato, "The Flawed Logic of Democratic Peace Theory," *American Political Science Review*, 2003.

18 October: Demography
Valerie Hudson, "A Surplus of Men, a Deficit of Peace," *International Security*, 2002
Mark Haas, "A Geriatric Peace," *International Security*, 2007

20 October: Midterm Exam

Starting Wars

25 October: War Initiation as Failure
C. Kupchan and C. Kupchan, "Concerts, Collective Security, and the Future of Stability in Europe," *International Security,* 1991.
Selection from Thomas Schelling, *Arms and Influence*, 1966.

27 October: Initiation Puzzles
Geoffrey Blainey, *Causes of War*, 1973
Recommended:
James Fearon, "Rationalist Expectations for War," *International Organization*, 1995

1 November: Psychology and War Initiation
Levy and Thompson, 128-161
Recommended:
Dominic Johnson, *Overconfidence and War*, 2003
Peter Liebermann, "Punitiveness and US Elite Support for the 1991 Persian Gulf War," *Journal of Conflict Resolution*, 2007.

3 November: Organizational Factors
Levy and Thompson, 162-185
Recommended:
Stephen Van Evera, "The Cult of the Offensive and the Origins of the First World War," *International Security*, 1984.

8 November: Critical Case, World War I
Selection from Barbara Tuchman, *Guns of August*.

10 November: Critical Case, World War II
A. J. P. Taylor, *Origins of the Second World War* . Selected reading.
E. H. Carr, *The Twenty Years Crisis*, selected reading.
Ike, Nobura. 1967. *Japan's Decision for War*. Selections.
Recommended:
Edward S. Miller, *Bankrupting the Enemy,* USNI Press, 2007.

15 November: Critical Cases: The Gulf Wars ***Paper Due***
Selection from Gordon and Trainor*, The Generals' War*, 1994
Selection from Gordon and Trainor, *Cobra II*, 2006
Selection from Thomas Ricks, *Fiasco*, 2006

Civil Wars

17 November: Ethnicity and Sectarianism
Selection from Roger Petersen, *Understanding Ethnic Violence*, 2002.
John Mueller, "Banality of Ethnic War," *International Security*,2000

22 November: Economics, Repression, and Topography
Levy and Thompson
James Fearon and David Laitin, "Ethnicity, Insurgency, and Civil War," *American Political Science Review,* 2003.

24 November (No Class—Thanksgiving)

29 November: The Environment
Geoffrey Parker, "States Make War But Wars Also Break States," *Journal of Military History*, 2010

1 December: A Future for War?
Selection from John Mueller, *Obsolescence of Major War*, 1989.

7 AM Tues 6 December: Final Exam