Fall 2017
INR4060 Causes of War
Instructor: Dr. Paul Vasquez, Department of Political Science

Location & Time:	Classroom Building 1 Room 318 Tuesdays and Thursdays 9:00 – 10:15 AM
Office:	Howard Philips Hall 302R (Political Science Dept. main suite)
Phone:	(407) 823-2659
Office Hours:	Tuesdays and Thursdays 10:30 AM-11:00 AM (see footnote for location details)[1]; Noon - 1:30 PM; Wednesdays 9:30 – 11:30 A.M. and by appointment
Email:	paul.vasquez@ucf.edu

Course description: War has been a terrible, yet inherent part of human existence since the earliest times. However, such matters have only begun to be studied rigorously and systematically over the last past hundred years, with much of that progress taking place in the last fifty years. In this course you will learn about explanations for war that come from sources related to the international system, interstate relations, domestic politics, and the process of foreign policy decision-making. Once we discuss these and other theories in depth, we will proceed to examine the war-fighting behavior of democracies in greater depth. Finally, we will examine some specific historical cases of war and conflict in finer detail.

Required text: Beyond journal articles, videos, and other materials you can access at no additional cost, I am requiring you to use the following textbook. It is on sale at the UCF Bookstore for your convenience.

- Jack Levy and William R. Thompson. 2010. *Causes of War*. West Sussex, U.K.: Wiley Blackwell.

Course objectives:

The objectives of this course are to help students: (1) understand the prominent scholarly explanations for war from the study of political science and international relations, (2) understand the strengths and weaknesses of these scholarly explanations and the approaches used to develop them how to apply them, and (3) improve their skills in the realm of critical thinking and written communication.

[1] In an effort to facilitate meetings, and unlike my other scheduled office hours, which will be held in my office, I will hold 30 minutes of my office hours in the area with tables and chairs across from the entrance to the Faculty Center for Teaching and Learning on the 2nd floor of Classroom Building 1. If students don't show up in the first 2 or 3 minutes while I am there, I will go in to use the Faculty Center to check my email and work on a computer. While students are not allowed in the Faculty Center, you can just get my attention from the doorway, and we can find a place to chat outside.

Requirements: I will evaluate your performance in this class in accord with the table below. In four years of teaching I have never curved grades, and I do not anticipate doing so in the future.

A	B	C	D	
Tasks	**% of grade**	**Your score or average score for quizzes**	**Component Score = column B x column C**	**Due Date**
Class Participation	5			N/A
Quizzes	15			TBA (to be announced)
Midterm Exam	30			Thursday, Oct. 19
Research paper	20			Tuesday, November 14
Final Exam	30			Thursday, Dec. 7 @ 7:00 A.M. – 9:50 A.M.
Total	100		**Add each of your component scores to get your anticipated final grade**	

Very Important Note: Because Canvas' gradebook is incapable of doing the kind of sophisticated weighting scheme I am using, you should not rely on gradebook in Canvas for what it reports as your final course grade. Instead you should take the grades for particular assignments and plug them into the grade table on the previous page and do the calculations accordingly. If assignments are not yet completed and you are trying to estimate your current course grade during the semester, divide your total for column D by the percentage of the final grade that has been completed. For example, if you have done everything except the final exam, divide your total for column D by 70 since you have only completed the assignments equal to 70% of your course grade.

Class Participation: Classroom participation will be based on both the quality and quantity of student participation (not merely class attendance).

Quizzes and Information Literacy Tutorial Assessment: Quizzes may cover any materials covered in this course that have been assigned on or before the day in our class-by-class schedule below. Some quizzes will be announced in advance and other evaluations will be pop quizzes. In addition to traditional, individually taken quizzes, some quizzes will be taken in small groups to allow for collaboration and discussion. These team quizzes will include questions with more than one correct answer for a question or questions, and you will be graded on your ability to identify all of the correct answers on those quizzes. On these team quizzes you will be aided by

knowing the total number of correct answers for the assignment. The lowest quiz grade for each student will be dropped when calculating final course grades.

Also, by midnight Tuesday, September 26th, you will also be expected to complete the UCF Online Information Literacy tutorial "Avoiding Plagiarism Using Chicago Manual of Style, 16th Edition" (https://obojobo.ucf.edu/view/16423) and the assessment included in it, which will be counted as a separate quiz. That tutorial should help to improve course paper grades above what they would be otherwise and help avoid instances of plagiarism. If you take the assessment associated with it twice, you will receive the average of your two scores.

Important Note: In order to verify that you began this course, you should complete a graded syllabus quiz that is due by 11:59 on Friday, August 25. Failure to do so will result in a zero for the assignment and a delay in the disbursement of any financial aid (this is a UCF policy and beyond my control). To do this task, go to the myUCF portal (https://my.ucf.edu) and select the Webcourses@UCF button on the left side of the screen. Log in with your NID and NID password, and then access the course by selecting it in the "Courses" dropdown menu at the top of the page. From the course homepage, click on the Assignments tab to left, then click on Syllabus quiz, complete the quiz and submit it before midnight on Saturday, August 23.

Midterm Exam and Final Exam: Written in-class exams will be administered using a multiple choice format. Don't make the mistake of believing that because some multiple choice exams are easy that these will be easy. While the final exam will be cumulative, it will be more heavily weighted toward material following the midterm exam. You will need a brown Scantron for these exams.

Research paper: You will write a research paper that explains the cause of a particular war with reference to a theory presented in class and in the readings (or in conversation with the instructor). Your account should consider historical factors, assesses the political nature of the event, and explain why another theoretical explanation is not as effective. Papers should be between 2,000 and 2,100 words of text with 1 inch margins (not including your title page or bibliography/works cited page). Your sources should include at least five books or academic journal articles that do not appear on the syllabus along with any other sources you wish to use. Be sure to familiarize yourself with the discussion of cheating and plagiarism in this syllabus before starting on this assignment. One particular war that will be used as an example of various factors and processes discussed in this course will be the Spanish-American War of 1898. Should you choose to write about it or another war that we delve into in depth in a particular regard, your papers should break new ground to incorporate sources or concepts that were not the subject of the instructor's course lecture. Thus, your paper should reflect some originality and not merely a recapitulation of things discussed in lecture.

Generally, all excellent work demonstrating originality, clarity of argument, effective use of evidence, and smooth writing will receive an A. All good and competent work will receive a B. Work with some significant flaws regarding repeated misunderstandings or misapplications of evidence or ideas will receive a C. Work with very significant flaws, such as missing the main goal of an assignment and consistently poor spelling or grammar will receive a D along with recommendations or requirements to speak with the instructor, any special counseling

and advising services, etc. as appropriate. Incompetent, negligent, or non-existent work will receive an F. Typically most students lose points on papers for me because of mechanical flaws in their writing (grammar, punctuation, unclearly worded sentences, etc.) so take steps to minimize those kinds of flaws in your work. Along with critical thinking skills, arguably, the ability to write well may be the most important skill you learn develop in this class. It will help you not only when applying for jobs or further education, but once you secure those kinds of opportunities.

Final Exam: This multiple choice exam will be comprehensive for the duration of the semester, so prepare accordingly. Don't make the mistake in believing that because some multiple choice exams are easy that it will be easy. This exam will include mainly questions with only 1 correct answer, but there will be a section where you may be expected to identify more than 1 correct answer per question.
Extra credit: I do not plan to offer extra credit for this course so please insure that you direct your energies accordingly.

Grading Scale

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

Late work and Make-up Exams: Unless otherwise specified, out-of-class assignments are due at the beginning of class on the dates listed below. Late assignments will be penalized 10% for each full calendar day they are late, up to as much as 30%, unless a compelling and honest explanation is offered. Make-up exams may be given if they are missed for compelling, honest, unexpected, <u>and</u> sufficiently verifiable reasons. However, students making up exams must take them within the week unless health problems keep them from coming to campus. Students making up exams will not be given the same exam that was originally administered.

Important Advice: I want you to do the best work you can. I will try hard to clearly explain assignments and do what I can within the limits of fairness–without compromising on standards—to help you do your best. You should attend class each day to internalize lecture material and participate in other classroom activities as they come along. As you attempt to internalize the course content, you should come to class having read the material assigned for that day. You should be prepared to be quizzed over any course readings by the day for which that material is assigned. For example, you could be quizzed over the material for Chapter 2 on Friday, September 4 or any day afterwards. Take notes when you read and attend class lectures. Doing so will set you up to succeed on quizzes and exams. **<u>Read this syllabus and assignments carefully to put yourself in position to succeed.</u>**

Academic Support Services

Student Academic Resource Center (SARC) (Phillips Hall, Room 113/ (407) 823-5130): If you have trouble succeeding in this class and comprehending the material, you might benefit from contacting this office for assistance with improving your study skills.

University Writing Center (UWC) (MOD 608/ (407) 823-2197)**:** The Center is free for all UCF students. At the UWC, a writing consultant can work with you on anything you are writing, whether it is brainstorming or editing. While recommended, appointments are not required.

UCF Counseling Center (Building #27/ (407) 823-2811): Students experiencing formidable mental health challenges, including, but by no means limited to stress, anxiety, or depression, that are hindering their ability to be the best they can be should contact this office for help.

Students with Disabilities (Ferrell Commons, Room 132/ phone (407) 823-2371): Students with disabilities that need special accommodations regarding class attendance or assignments should have proof of their disability on file with Student Disability Services They should also inform the instructor of their within the first day of class or once they become aware of it, should such realization occur during the course of a semester.

Behavior

Disruptions: If circumstances require you to arrive late for class, please do so in as discreet a manner as possible. Please limit distractions in class (for example, web surfing, cell phones, whispering, etc.) as much as possible. Such behavior bothers others who are paying good money to learn and it may be distracting to me as I attempt to do my job.

Cheating: **Do not cheat** since this clearly violates the Golden Rule Student Handbook and violates several aspects of the UCF Creed. Cheating can come in many forms, including plagiarism. Plagiarism, in its most blatant form, is when writers use other people's words or ideas and do not give them credit. Since you should complete the UCF Online Information Literacy tutorial "Avoiding Plagiarism using Chicago Style, 16th edition" and a related assessment that will count as quiz grade prior to completing your course paper, you should clearly understand my expectations of you. This tutorial can be found within the course website in Canvas. Unless otherwise specified by the instructor (such as on team quizzes), your work must be your own. Use footnotes or endnotes to give credit for direct quotes, paraphrased quotes, or borrowed ideas. Feel free to discuss readings and ideas with fellow students, but if you use their ideas, please reference them accordingly. If you don't know what footnotes or endnotes are, please ask me. Do not use papers written for previous classes or large sections of such papers, as this constitutes self-plagiarism according to UCF policy. Do not quote or paraphrase without giving credit in footnotes or endnotes. Do not copy or use papers or sections of papers from the web or other sources. Not only do I assume that all students in this class could write a better term paper than the junk sold on the Internet, but I also use Turnitin.com to help determine paper originality. If I determine that there has been an instance of unambiguous academic dishonesty in the course, I

will inform you of my concern and report the violation to Office of Student Rights and Responsibilities. At the end of the semester, a letter grade of Z, indicating academic dishonesty, will precede the letter grade earned. For more information about the Z grades and the process for appealing such a finding, please consult the following website: http://integrity.sdes.ucf.edu/zgrade. Particular assignments on which unambiguous cheating occurs will be penalized with an F (0 points).

Important Dates:

Event	Date
Drop/swap deadline	Thursday, Aug. 24, 11:59 P.M.
Add deadline	Friday, Aug. 25, 11:59 P.M.
Withdrawal deadline	Monday, Oct. 30, 11:59 P.M.

Tuesday, Aug. 22 **Welcome and Course Overview**

Thursday, Aug. 24 **Causes of War Initiation:** Lecture

Crucible of Empire: The Spanish-American War (PBS): Please finishing reading the video transcript at the following website. Transcript: www.pbs.org/crucible/frames/_film.html Alternatively, you might choose to watch it from our Main Library's DVD Collection (E715 .C78 2007)

Friday, August 25 **Complete the graded syllabus quiz before midnight to document class participation**

Tuesday, Aug. 29 Lecture

"Introduction to the Study of War." Chapter 1. In Jack Levy and William R. Thompson. 2010. *Causes of War*. West Sussex, U.K.: Wiley Blackwell (henceforth Levy & Thompson), pp. 1-27.

Thursday, Aug. 31 Lecture

Tuesday, Sept. 5 Lecture

"Systems-Level Theories." Chapter 2. In Levy & Thompson, pp. 28-54.

Thursday, Sept. 7 Lecture

Tuesday, Sept. 12 Lecture

"The Dyadic Interactions of States." Chapter 3. In Levy & Thompson, pp. 55-82.

Thursday, Sept. 14 Lecture

Tuesday, Sept. 19 Lecture

Thursday, Sept. 21 Lecture

"The State and Societal Level." Chapter 4. In Levy & Thompson, pp. 83-127.

Tuesday, Sept. 26 Lecture

Information Literacy Tutorial Due before Midnight

George W. Auxier. 1939. "The Propaganda Activities of the Cuban Junta in Precipitating the Spanish-American War, 1895-1898." *The Hispanic American Historical Review*. August (Vol. 19, No. 3): 286-305. http://www.jstor.org/stable/pdfplus/2507259.pdf

Thursday, Sept. 27 **Research Skills:** Lecture

Tuesday, Oct. 3 Lecture

Thursday, Oct. 5 Lecture

"Decision-Making: The Individual Level." Chapter 5. In Levy & Thompson, pp. 128-161.

Tuesday, Oct. 10 Lecture

Thursday, Oct. 12 Lecture

"Decision-Making: The Organizational Level." Chapter 6. In Levy & Thompson, pp. 162-185.

Tuesday, Oct. 17 Lecture

Scott D. Sagan. 1986. "1914 Revisited: Allies, Offense, and Instability." *International Security*, Vol. 11, No. 2. (Autumn): 151-175. http://www.jstor.org/stable/2538961

Thomas J. Christenson and Jack Snyder. 1990. "Chain Gangs and Passed Bucks: Predicting Alliance Patterns in Multipolarity." *International Organization*. Vol. 44, No. 2: 137-168. http://www.jstor.org.ezproxy.net.ucf.edu/stable/2706792

Thursday, Oct. 19 **Midterm Exam**

Tuesday, Oct. 24 **Nuclear War (Averted) - The Cuban Missile Crisis:** Lecture

Video: Cuban Missile Crisis | The 20th century | World history | Khan Academy (19 minutes)
https://www.youtube.com/watch?v=VO40SpSBjbc

Video: 50 Years Later: Re-examining the Cuban Missile Crisis **(**Sponsored by The Harriman Institute and the Saltzman Institute of War & Peace Studies at Columbia University. Moderated by Prof. Kimberly Marten, and Fred Kempe, Prof. Nina Khrushcheva, Timothy Naftali, and Professors Richard Betts and Robert Jervis). 1 hour and 52 minutes
https://www.youtube.com/watch?v=XjMwkzpTkEg

Thursday, Oct. 26 Lecture

Monday, Oct. 30 Course Withdrawal deadline 11:59 PM

Tuesday, Oct. 31 Lecture

"Civil War." Chapter 7. In Levy & Thompson, pp. 186-205.

Thursday, Nov. 2 Lecture

Gerald E. Poyo. "Key West and the Cuban Ten Year War." *The Florida Historical Society*. Vol. 57, No. 3 (January 1979), pp. 289-307.
http://www.jstor.org.ezproxy.net.ucf.edu/stable/30148525

Tuesday, Nov. 7 Lecture: **Writing Skills**

"Conclusion: Reflections on Levels, Causes, and War." Chapter 8. In Levy & Thompson, pp. 205-224.

Thursday, Nov. 9 Lecture: **A Closer Look at Democratic Wartime Behavior**

Christopher Gelpi, Jason Reifler Jason, and Peter Feaver. 2007. "Iraq the Vote: Retrospective and Prospective Foreign Policy Judgments on Candidate Choice and Casualty Tolerance." *Political Behavior*, 2007. 151. *JSTOR Journals*, EBSCO*host* (accessed August 17, 2015).
http://www.jstor.org/stable/4500240

Tuesday, Nov. 14 **Course Papers Due (at beginning of class)**
Lecture

Dan Reiter and Allan C. Stam III. "Democracy, War Initiation, and Victory."
The American Political Science Review, Vol. 92, No. 2 (Jun., 1998), pp. 377-389.
http://www.jstor.org/stable/2585670

Thursday, Nov. 16 Lecture

Michael C. Horowitz, Erin M. Simpson, and Allan C. Stam. "Domestic Institutions and Wartime Casualties." *International Studies Quarterly* Vol. 55, No. 4 (December 2011), pp. 909 - 936. http://www.jstor.org/stable/41409805

Tuesday, Nov. 21 Lecture

Yagil Levy. "How Military Recruitment Affects Collective Action and its Outcomes." *International Studies Quarterly*, Vol. 57, no. 1 (2013), pp. 28-40.
Search for this article by plugging the title into the search engine located at the following site (https://library.ucf.edu/) when it's set to the "Articles" tab. From their follow the directions for the full text document.

Thursday, Nov. 23 **Thanksgiving Holiday: Class does not meet**

Tuesday, Nov. 28 **Recent Wars and Current Challenges: Iraq and Afghanistan:**
Lecture (If events warrant, the assigned videos may be replaced with other course materials for Nov. 28 and 30).

www.pbs.org/wgbh/pages/frontline/losing-iraq/

Thursday, Nov. 30 Lecture: Afghanistan:

http://www.pbs.org/wgbh/frontline/film/kill-capture/

Thursday, December 7 **Final Exam:** 7:00 A.M. – 9:50 A.M.