UNIVERSITY OF CENTRAL FLORIDA
COLLEGE OF SCIENCES
DEPARTMENT OF POLITICAL SCIENCE

INR 6065-0001 SEMINAR ON WAR
Fall 2017 (Thursday, 6:00-8:50 PM, CB1 O113)

INSTRUCTOR	Dr. Kyungkook Kang (pronounce Key-young-cook or K3)
OFFICE	302J Phillips Hall
OFFICE HOURS	Tuesday and Thursday 10:15 AM – 12:15 PM, or by appointment All office hours are first to come, first served
MAIN OFFICE PHONE	407-823-5082
INSTRUCTOR E-MAIL	Kyungkook.Kang@ucf.edu
CORRESPONDENCE	The best way of all correspondence with me will be via Canvas of Webcourses@UCF instead of regular email account, which can lead to delayed feedback. Please use Inbox, which is the global communication function in Canvas. I will normally respond within two business days. If you send a message to my UCF email address, I will make my reply only to the emails sent from your UCF Knights Email account (No Gmail, Hotmail, Yahoo Mail, etc. please).
TEXTBOOKS (REQUIRED)	Jack Levy and William Thompson. 2010. *Causes of War*. Wiley. John A. Vasquez. 2009. *The War Puzzle Revisited*. Cambridge.

COURSE DESCRIPTION

This graduate seminar is designed to explore the causes of war and the conditions of peace. We discuss a variety of alternative theoretical explanations on (1) how international actors formulate their interests, (2) when they initiate and escalate their disputes, and (3) what constrains them to pursue their goals. We focus on the leading theories, their key concepts, and the causal paths leading to war or to peace, and the conditions under which various outcomes are most likely to occur.

In this seminar, most of these discussions are not restricted to particular actors or regions; rather, we examine multi-faceted mechanisms that can be generalized to international-domestic-individual interactions. Accordingly, we also give considerable attention to methodological questions relating to epistemology and research design.

COURSE GOAL

By the end of this course, students will be able to:

1. Understand and assess the causes of war and peace.
2. Become familiar with the significant theoretical frameworks required to analyze conflict.
3. Learn alternative theoretical methods or analytical techniques.
4. Provide an original analysis of interstate or intrastate war

BACKGROUND PREPARATION AND PREREQUISITES

It assumes that you have developed a solid background in international relations and have acquired the skills to implement an independent academic research to investigate the broad topics of war and peace. If you are not familiar with the literature in international relations, useful introductions to the field can be found in:

Bruce Bueno de Mesquita, Principles of International Politics: War, Peace, and World Order 5th Edition (CQ Press, 2013)

COURSE DESIGN

The required reading for the class includes two books. You must read all required readings.

Jack S. Levy and William R. Thompson, Causes of War (Wiley-Blackwell, 2010)
John A. Vasquez, The War Puzzle Revisited (Cambridge University Press, 2009).

The question of war and peace is a broad one. To give students some flexibility as to topics while maintaining the breadth of coverage of the mainstream scholarship, I have included in this syllabus an extensive list of sources, more than we will cover in the class. The recommended readings in each section are for students with particular interest in a given topic. They will be useful in discussions and Ph.D. qualifying examination. I assume that you have already read some of these in your other courses. If so, a brief skim would be appropriate.

Our primary but not exclusive focus of this seminar is on theories of interstate war, which have dominated the International Relations literature on international conflict until fairly recently. Other professors at UCF regularly teach the courses on intrastate war, and a division of labor seems like the optimum way to cover the vast material on war.

Each seminar will usually begin with the instructor's introductory comments on a particular body of literature and distinct topics. Then the class will move to an open discussion of the material, including any student presentation.

The work you do in this course must be your own. Feel free to build on, react to, criticize, and analyze the ideas of others but, when you do, make it known whose ideas you are working with. You must explicitly acknowledge when your work builds on someone else's ideas, including ideas of classmates, professors, and authors you read.

The webcourses@UCF site of Canvas has a discussion board. This board provides an opportunity to post questions regarding the course material. In addition to precepts and office hours, please use this board on the course website when asking questions about lectures and other course materials. This will allow students to see other students' questions and learn from them. I will regularly check the board and answer questions posted, although everyone else is also encouraged to contribute to the discussion. A student's respectful and constructive participation on the forum will count toward his/her class participation grade. Do not email your questions directly to me unless they are of personal nature — I will not answer them!

ATTENDANCE

Students are expected to attend all classes. Students who are unable to attend class should seek permission for an excused absence from the professor. If a student has to miss several classes, he or she should arrange to get notes from a fellow student.

Class attendance is not optional--if you need to miss class, please be prepared to explain why. Regular attendance is crucial to being successful in this course. The material covered in this course is inherently cumulative. If you do not keep up, you will quickly find yourself too far behind to catch up.

You should arrive to class on time: it will start promptly at its assigned time. Do not leave early. Late arrivals and early departures may count as absences (or at the course instructor's discretion, partial attendance may result in). For further information, please refer to UCF Academic Regulations and Procedures (http://catalog.ucf.edu/policies/academic-regulations).

MAKEUP ASSIGNMENT POLICY

Make-up assignments will be granted only in the case of an emergency (only for documented reasons) and/or a university documented absence. I always investigate the claims and make sure the documents are authentic. If such documentation is provided, it is up to the instructor's discretion to grant a makeup or to excuse the student from submitting the assignments without penalty. If assignment dates conflict with a religious holiday, please notify the instructor about this at the beginning of the class. I will seek to accommodate you. For further information, please refer to UCF Academic Regulations and Procedures (http://catalog.ucf.edu/policies/academic-regulations).

No extra credit expected individually. If I decide a substantial portion of the class would benefit from an additional opportunity, it will be offered to everyone. But I will not select some individuals out for special treatment.

NEW IMPORTANT POLICY REGARDING YOUR FINANCIAL AID

All faculty members are required to document students' academic activity at the beginning of each course. To receive the earliest financial aid disbursement, you MUST complete the non-credit assignment. To complete the task, go to the web-course and write a short paragraph about your IR background and research interests during the first week of class. Failure to do so may result in a delay in the disbursement of your financial aid.

REQUIREMENTS

Your course grade will be based on three components:

(1) Attendance & Participation. 20 **%.** Based on preparation for and activity during the seminar. This course will move fast; you will become confused if you do not attend regularly. Late arrivals and early departures may count as absences. The frequency and quality of in-class discussion will be carefully

recorded and reflected in the final grades. Class participation implies that students to read the required material before each class.

(2) Literature Review Presentation. 30%. All students are required to select an article or a book (recommended for Ph.D. Students) from the reading list and make a critical review of it.

You will pretend to be the author of the selected material. Your presentation will consist of:

(a) A summary of the main topic
(b) The research focus of the study, significance, methods and important findings.
(c) The principal dependent variable and independent variables involved in the study.
(d) The specification of the causal paths.
(e) The operationalization and measurement of the variables.
(f) An assessment of implications.

In your presentation, you should show analytical thinking that is well-grounded in the literature on your topic and at the same time organize it in some coherent way, not around a succession of books and articles.

(3) Research Project (Proposal or Paper). 50 %

Given the different backgrounds and goals of various members of the seminar, research projects may take a variety of forms. If students are just starting on a research project, a research proposal (about 15 pages) will be sufficient, while some advanced Ph.D. students who have been working in a given area may want to carry out the research paper (about 20 pages).

Students should be prepared to defend their choice of research questions and methods. Specifically, your research project should contain the following components:

(a) Problem identification.
(b) Research question and theoretical significance.
(c) Background section and literature review.
(d) (For research proposal only) Describe your dependent and independent variables and how you propose to measure them. Clarify the expected relationship between them in the form of the hypothesis. Address potential findings.
(e) (For research paper only) Overview of the primary analytic approach or method to be used. The result of analysis or test.
(f) A bibliography or works cited page.

Electronic copies are due over email by [Due Date: TBD]. Late submissions will not be accepted.

UCF DISABILITY STATEMENT

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with

Student Disability Services, Student Resource Center, Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

UCF RULES OF ACADEMIC CONDUCT

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 are very serious academic offenses. Please refer to the University's Rules of Conduct (available at: http://www.osc.sdes.ucf.edu) for more information on these issues. Failure to comply with university rules may subject violator(s) to appropriate action by university authorities and/or appropriate civil authorities. The penalty for students who plagiarize or cheat on an exam or an assignment will include a grade of F on that exam or assignment.

PROFESSIONALISM POLICY

Per university policy and classroom etiquette; mobile phones, iPads, etc. must be silenced during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade (NO POINTS IN ATTENDANCE, SERIOUSLY!).

UNIVERSITY WRITING CENTER

The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at http://www.uwc.ucf.edu, stop by MOD 608, or call 407.823.2197.

GRADING

I will apply a 'curve' grading scheme to convert your exam score into the following numeric and letter scale, so each exam grade reflects your performance relative to your fellow students. In this way all exams should be equivalently graded. Graded tests and materials in this course will be returned individually only by request. You can access your scores at any time using the Grade Book function of Webcourses. Please note that scores returned mid-semester are unofficial grades. Your course grade will be determined by the following numeric scale:

Course Points Average	Letter Grade
90-100	A
85-89	A-
80-84	B+
75-79	B
70-74	B-
65-69	C+
60-64	C

55-59	C -
50-54	D+
45-49	D
40-44	D-
0-39	F

IMPORTANT DATES TO REMEMBER

Drop/Swap Deadline: Thursday, August 24, 2017 11:59 PM
Travel to Conferences (No Classes): Thursday, August 31, 2017 & Thursday, October 12, 2017.
Withdrawal Deadline: Monday, October 30, 2017 11:59 PM
Classes End: Saturday, December 2, 2017
Grade Due in myUCF (Faculty): Wednesday, December 13, 2017 12:00 PM
Grade Available on myUCF: Friday, December 15, 2017 9:00 AM

COURSE SCHEDULE AND READING ASSIGNMENTS.

On the following page, a tentative course schedule is provided. In addition, I will present in class a fair amount of topics that is not in the reading list. In the event that the instructor needs to cancel class, an e-mail will be sent to all students' webcourse accounts (as maintained by the registrar) prior to class time.

1. Introduction

Required:

Jack Levy and William Thompson. Causes of War. Chapter 1.

John A. Vasquez, The War Puzzle Revisited. Chapter 1 and 2.

Stuart A. Bremer, "Dangerous Dyads: Conditions Affecting the Likelihood of Interstate War, 1816-1965." Journal of Conflict Resolution 36 (June 1992): 309-41.

Paul F. Diehl, "What Are They Fighting For? The Importance of Issues in International Conflict Research." Journal of Peace Research 29 (1993): 333-344.

2. Structural and System Theories

Required:

Jack Levy and William Thompson. 2010. Causes of War. Chapter 2.

John A. Vasquez, The War Puzzle Revisited. Chapter 3 and 5.

Kenneth N. Waltz, "The Origins of War in Neorealist Theory." Journal of Interdisciplinary History, 18, 4 (Spring 1988): 615-28.

Henk Houweling and Jan G. Siccama, "Power Transitions as a Cause of War," Journal of Conflict Resolution 32 (March 1988): 87-102

Brian Pollins, "Global Political Order, Economic Change, and Armed Conflict: Coevolving Systems and the Use of Force," American Political Science Review, Vol. 90, No. 1 (March 1996): 103-117.

Glenn H. Snyder, "Mearsheimer's World–Offensive Realism and the Struggle for Security: A Review Essay." International Security, 27, 1 (Summer 2002), 149-73

John A. Vasquez, "The Realist Paradigm and Degenerative versus Progressive Research Programs: An Appraisal of Neotraditional Research on Waltz's Balancing Proposition." American Political Science Review, Vol. 91, No. 4 (Dec. 1997), pp. 899-912

Recommended:

Kenneth Waltz, Theory of International Politics, Addison Wesley, 1979.

John J. Mearsheimer, The Tragedy of Great Power Politics. Norton, 2001.

Ronald L. Tammen, et al. Power Transitions: Strategies for the 21st Century. Chatham House Publishers, 2000.

Dale C. Copeland , The Origins of Major War. Cornell University Press, 2000.

Alexander Wendt, Social Theory of International Politics. New York: Cambridge University Press, 1999.

William R. Thompson, "Dehio, Long Cycles, and the Geohistoric Context of Structural Transition." World Politics 45, 1 (October 1992): 127-52.

Richard Rosecrance, "Long Cycle Theory and International Relations." International Organization 41 (Spring 1987): 283-301.

David A. Lake, Hierarchy in International Relations. Ithaca, NY: Cornell University Press, 2009.

Glenn Palmer and Cliff Morgan. "Power Transitions, the Two Good Theory and Neorealism" International Interactions, 33,3 (2007): 329-344

3. Dyadic Competition

Required:

Jack Levy and William Thompson. 2010. Causes of War. Chapter 3.

John A. Vasquez, The War Puzzle Revisited. Chapter 4.

James Fearon, "Rationalist Explanations for War." International Organization 49, 3 (Summer 1995): 379-414.

Dan Reiter, "Exploring the Bargaining Model of War," Perspectives on Politics 1 (March 2003): 27-43.

Frank Zagare, "Reconciling Rationality with Deterrence: A Re-Examination of the Logical Foundations of Deterrence Theory," Journal of Theoretical Politics, 16(2) (2004): 107-141

Gary Goertz and Paul F. Diehl, "Enduring Rivalries: Theoretical Constructs and Empirical Patterns." International Studies Quarterly 37 (June 1993): 147-71

Kenneth Schultz, "Looking for Audience Costs." Journal of Conflict Resolution, 45, 1 (February 2001): 32-60.

William R. Thompson, "Identifying Rivals and Rivalries in World Politics." International Studies Quarterly 45, 4 (December 2001): 557-586

Recommended:

David Lake and Robert Powell. Strategic Choice and International Relations. Princeton University Press., 1999

Erik Gartzke, "War Is in the Error Term." International Organization, 53, 3 (Summer 1999): 567-87

Scott D. Sagan and Kenneth N. Waltz, The Spread of Nuclear Weapons: A Debate Renewed. New York: W.W. Norton, 2002

Douglas Lemke and William Reed, "War and Rivalry Among Great Powers." American Journal of Political Science, 45, 2 (2001): 457-469

Charles L. Glaser, "When Are Arms Races Dangerous: Rational versus Suboptimal Arming." International Security, 28, 4 (Spring 2004), 44-84.

4. Institutional and Societal Perspective

Required:

Jack Levy and William Thompson. 2010. Causes of War. Chapter 4.

John A. Vasquez, The War Puzzle Revisited. Chapter 6.

Bruce M. Russett, John R. Oneal, & Michaelene Cox, "Clash of Civilizations, or Realism and Liberalism Deja Vu?" Journal of Peace Research, 37, 5 (September 2000)

John R. Oneal and Bruce M. Russett, "The Classical Liberals Were Right: Democracy, Interdependence, and Conflict, 1950-1985." International Studies Quarterly 41 (March 1997): 267-294.

Brian R. Pollins, "Does Trade Still Follow the Flag?" American Political Science Review, 83 (1989): 465-480.

Michael Mousseau, "Market Prosperity, Democratic Consolidation, and Democratic Peace," Journal of Conflict Resolution, 44, 4 (August 2000): 472–507.

Recommended:

Barbara Koremenos, Charles Lipson and Snidal. 2004. The Rational Design of International Institutions.

Bruce Russett and John R. Oneal, Triangulating Peace: Democracy, Interdependence, and International Organizations. New York: W.W. Norton, 2001

Brian R. Pollins, "Does Trade Still Follow the Flag?" American Political Science Review, 83 (1989): 465-480.

Erik Gartzke, "The Capitalist Peace." American Journal of Political Science, 51, 1 (January 2007), 166-91.

Michael Mousseau, "Market Prosperity, Democratic Consolidation, and Democratic Peace," Journal of Conflict Resolution, 44, 4 (August 2000): 472–507.

Dale C. Copeland, "Economic Interdependence and War: A Theory of Trade Expectations." International Security 20, 3 (Spring 1996): 5-41.

Gowa, Joanne, Ballots and Bullets: The Elusive Democratic Peace, Princeton University Press. 1999.

Bueno de Mesquita, Alastair Smith, Randolph Siverson and James Morrow, 2003. The Logic of Political Survival. MIT Press.

Richard Ned Lebow, A Cultural Theory of International Relations. New York: Cambridge University Press, 2008.

5. Behavioral & Decision Making Process

Required:

Jack Levy and William Thompson. 2010. Causes of War. Chapter 5 & 6.

Robert Jervis, "War and Misperception." Journal of Interdisciplinary History 18, 4 (Spring 1988): 675-700.

Graham Allison and Morton Halperin. "Bureaucratic Politics: A Paradigm and Some Policy Implications," *World Politics*, 24, Supplement, (Spring 1972), pp. 40-79.

Jack S. Levy, "Prospect Theory, Rational Choice, and International Relations." International Studies Quarterly 41 (March 1997): 87-112.

Jack S. Levy, "Misperception and the Causes of War." World Politics 36 (October 1983): 76- 99.

Richard Ned Lebow and Janice Stein, "Rational Deterrence Theory: I Think, Therefore I Deter." World Politics 41 (January 1989): 208-24.

Recommended:

R. Harrison Wagner, "Rationality and Misperception in Deterrence Theory." Journal of Theoretical Politics, 42,2 (1992): 115-141.

Dominic D.P. Johnson, Overconfidence and War. The Havoc and Glory of Positive Illusions. Cambridge, Mass.: Harvard University Press, 2004.

Andrew A. G. Ross, Mixed Emotions: Beyond Fear and Hatred in International Conflict. University of Chicago Press, 2014.

6. Intrastate and Terrorism

Required:

Jack Levy and William Thompson. 2010. Causes of War. Chapter 7.

Nicholas Sambanis, "What Is Civil War?" Conceptual and Empirical Complexities of an Operational Definition." Journal of Conflict Resolution, 48, 6 (December 2004), 814-58.

Andrew H. Kydd and Barbara F. Walter, "The Strategies of Terrorism." International Security, 31,1 (summer 2006), 49-80.

Paul Collier and Anke Hoeffler. "Greed and Grievance in Civil War." Oxford Economic Papers 56(4) (2004) :563-595.

David E. Cunningham and Douglas Lemke, "Combining Civil and Interstate Wars," International Organization, 67, 03 (July 2013): 609- 627.

Recommended:

Alan Kruger What Makes a Terrorist, Princeton University Press, 2007.

Christopher Butler and Scott Gates, "Asymmetry, Parity, and (Civil) War: Can International Theories of Power Help Us Understand Civil War?" International Interactions, 35, 3 (2009):330- 340

Jeremy M. Weinstein. Inside Rebellion: The Politics of Insurgent Violence. Cambridge University Press. 2007.

Manus I. Midlarsky, ed.,. Handbook of War Studies III: The Intrastate Dimension. University of Michigan Press. 2009

***** NOTE: THE CONTENT OF SYLLABUS AND COURSE SCHEDULE ARE SUBJECT TO CHANGE AND UPDATE AT THE INSTRUCTOR'S DISCRETION IF NECESSARY.**
CHANGES TO THE SYLLABUS, IF ANY, WILL BE ANNOUNCED IN CLASS AND THE UPDATED SYLLABUS WILL BE POSTED ON WEBCOURSE@UCF.
STUDENTS ARE RESPONSIBLE FOR ANY CHANGES IN SYLLABUS/SCHEDULE WHICH ARE ANNOUNCED IN CLASS.