Spring 2019
INR4060.0002 Causes of War
Instructor: Dr. Paul Vasquez, Department of Political Science

Location & Time:	Classroom Building 1 Room 319 Monday, Wednesday and Friday 9:30 – 10:20 AM
Office:	Howard Philips Hall 102A
Phone:	(407) 823-2659
Office Hours:	Monday, Wednesday and Friday 1:00 – 3:00 AM 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.

Requirements: I will evaluate your performance in this class in accord with the table below.

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 and Information Literacy Tutorial	15			To be announced and Monday, March 25
Midterm Exam	25			Monday, Feb. 25
Research paper	20			Friday, April 12
Oral Presentations	10			To be determined
Final Exam	25			Friday, April 26 @ 7:00 A.M. – 9:00 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 Monday, March 25th, you will also be expected to complete the UCF Online Information Literacy tutorial "Avoiding Plagiarism Using Chicago Manual of Style, 16th Edition" 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. This assignment can be found from the Assignments tab for our class in Webcourses/Canvas.

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, January 11. 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 Friday, January 11.

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 country's war **initiation or joining in a war where they were not directly attacked** 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 carefully explain which theory best explains that action. Papers should be between 2,000 and 2,300 words of text with 1 inch margins (not including your title page or bibliography/works cited page. List the actual word count, not including the bibliography/works cited on the title 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. You present your findings to the class in an oral presentation at the end of the semester.

I will allow you to do your course paper and presentation on an action described above of your own choosing, but for those students who do their paper explaining the actions of a country other than the United States you will get 5 bonus points on your course paper. If you choose to do your paper on a war that did not involve the U.S. as a wartime belligerent, you will instead receive 10 bonus points on your course paper. This extra credit rewards students who are willing to stretch out and cover an assigned topic to help foster classroom learning about subjects that may be less well understood by the class. Since no two students will be able to cover the same war, we will go through a semi-random process in class (names drawn from a hat) where students will be able to choose either their preferred topic or the day on which they want to do their oral presentation.

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.

Please note that mechanical elements of writing including, but not limited to proper spelling, grammar, punctuation, etc. are all important components of formal writing such as a college paper. Exceptionally poor performance in this regard could lower your paper grade by as much as 20 points, so take steps to avoid this eventuality. Papers should use 12-point font, double-spacing and 1 inch margins. These papers will be submitted online in Webcourses/Canvas.

The paper will be graded in accord with the following distribution of credit.

Mechanics of writing	20%
Application and discussion of theory	20%
Political and historical empirical discussion	20%
Clear and logical analysis	10%
Proper citation of information	20%
Organization of paper	10%
	100%

Oral presentations: Presentations will convey the major findings from the papers. The presentations will be evaluated based on the following criteria.

Application of concepts	20%
New insights provided to class	20%
Clarity of presentation overall	20%
Presentation lasts 10-12 minutes	20%
Clarity of sourcing	10%
Ability to convincingly answer questions	10%
	100%

Extra credit: I do not plan to offer extra credit for this course other than that discussed with reference to the course paper topics, 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

Missed Assignments/Make-Up Policy: Quizzes are due by dates outlined in the syllabus and may not be made-up unless they are for an officially UCF excused absence, an excused religious holiday or a military deployment. Students who represent the university in an authorized event or activity (for example, student-athletes, intercollegiate debaters, etc) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy (http://policies.ucf.edu/documents/4-401.1MakeupAssignmentsForAuthorizedUniversityEventsOrCocurricularActivities.pdf). Also, you must notify me in advance if you intend to miss class for a religious observance and want latitude for completing assignments. For more information, see the UCF policy (http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALOct17.pdf). Finally, if you will be a deployed person who is either on active military duty and/or serving with the National Guard/Reserve personnel and will need an accommodation, you should contact me as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements. If you don't fall into one of these categories, please keep in mind that my policy of dropping the lowest quiz grade is designed to account for unforeseen problems that might arise and keep you from attending class once.

Make-up exams may be given without penalty in instances mentioned above or when students have a verifiable medical, funeral, excuse or one that is sufficiently verifiable, compelling, significant and unexpected. When no such excuse exists or when a student arrives after a tested student has left the room, the stuent will be allowed to take exams late, but they will be penalized by 10 points "off the top" and by 10 points for every 3 hours that pass from the time an exam began, up to a maximum of 30 points. Late papers will be penalized 10% for each full calendar day they are late, up to as much as 30%. I do not offer extra credit, so direct your energies accordingly.

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, January 18, 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. **Read this syllabus and assignments carefully to put yourself in position to succeed.**

Communicating with the Instructor Online: This document was created to empower you to answer many questions on your own as responsible and maturing learners. If you have questions that are not answered by this document, do not hesitate to contact the instructor by email. However, if you email questions that are easily answered within this document, do not be surprised if you get a reply encouraging you to "Keep calm and read your syllabus." ☺ Communicate online with the instructor using either his UCF email address Paul.Vasquez@ucf.edu) or using the email feature within Webcourses rather than replying to postings under the Announcements tab, as he can respond to emails much more quickly.

Academic Support Services

Student Academic Resource Center (SARC) (SARC) (Trevor Colbourn Hall, Room 117/ (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) The University Writing Center (UWC) offers writing support to UCF students from first-year to graduate in every discipline. Trained peer consultants provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix papers or to make better writers, but to teach writers' strategies to navigate complex situations for writing, both in and outside the University. Consultations are available for individuals and small groups. To make the best use of the UWC, visit far enough before your due dates to allow yourself time to revise after your consultation, browse the writing resources on our website, and arrange a regular weekly appointment if you'd like long-term help. You may schedule a 45-minute appointment by phone or by using the TutorTrac scheduler on our website; walk-in consultations are also available. The main location is in Trevor Colburn Hall, Room 109 and can be reached at 407-823-2197 or http://uwc.cah.ucf.edu/. In addition, the UWC seeks graduate and undergraduate tutors from all majors; contact the UWC to learn more about peer writing consulting and ENC 4275/5276: Theory & Practice of Tutoring Writing, our three-credit tutor-education course.

UCF Counseling Center (Building #27/ (407) 823-2811 Students experiencing 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. There is absolutely no shame in getting help so that you can attempt to live up to your true potential.

Accessibility Statement: The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) (http://sas.sdes.ucf.edu/) (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of

potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

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.

Academic Integrity Expectations: Do not cheat. Students are prohibited from cheating by including, but not limited to: 1) attempting to use unauthorized materials for academic assignments, n of examination or course-related material also constitutes cheating; 2) presenting material obtained through the effort of someone other than the student for the student's assignment credit, 3) selling course materials such as class notes or assigned work to other students; 4) falsifying or misrepresenting one's academic work; and 5) plagiarism (including using another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own or submitting work for more than one class without instructor approval). After taking the UCF Online Information Literacy tutorial "Avoiding Plagiarism Using Chicago Manual of Style, 16th Edition," you should clearly understand my expectations of you with regards to correctly citing material. Thus, you should do this prior to starting to write your course paper. For more details on academic integrity matters, you are encouraged to consult UCF's Rules of Conduct (http://osc.sdes.ucf.edu/process/roc) and UCF's student handbook, *The Golden Rule* (http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf).

All UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so we must seek to prevent unethical behavior and when necessary respond to academic misconduct. If I determine that there has been an instance of unambiguous academic dishonesty in the course, I will inform you of my concern, report the violation to the Office of Student Rights and Responsibilities, and assign you a 0 grade for the associated assignment. 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://goldenrule.sdes.ucf.edu/zgrade).

Campus Safety Statement

Campus emergencies are rare, but if one should arise during class, everyone needs to work together. Be aware of your surroundings and familiar with basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted near the door. Please make a note of the guide's physical location and review the online version at http://emergency.ucf.edu/emergency_guide.html and learn the evacuation routes from our

classroom. If you have a special need that would leave you especially vulnerable during a possible evacuation or emergency, please let me know outside of class.

- If there is a medical emergency during class, you may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see http://www.ehs.ucf.edu/workplacesafety.html (click on link from menu on left).
- To stay informed about emergency situations, you can sign up to receive UCF text alerts by going to ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- To learn about how to respond to active-shooter situations here, you can view this video: https://www.youtube.com/watch?v=NIKYajEx4pk&feature=youtu.be.

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need **not** make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

Important Dates:

Event	Date
Drop/swap deadline	Thursday, Jan. 10, 11:59 P.M.
Add deadline	Friday, Jan, 11:59 P.M.
Withdrawal deadline	Monday, March 20, 11:59 P.M.

Monday, Jan. 7 **Welcome Lecture and Course Overview**

Wednesday, Jan. 9 **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, Jan. 11 **Lecture: Complete Syllabus Quiz by 11:59 PM**

Monday, Jan. 14 **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.

Wednesday, Jan. 16 **Lecture**

Friday, Jan. 18 **Lecture**

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

Monday, Jan. 21 **Class will not meet: Martin Luther King, Jr. Holiday**

Wednesday, Jan. 23 **Lecture**

Friday, Jan. 25 **Lecture**

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

Monday, Jan. 28 **Lecture**

Wednesday, Jan. 30 **Lecture**

Friday, Feb. 1 **Lecture**

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

Monday, Feb. 4 **Lecture**

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

Wednesday, Feb. 6 **Research Skills:** Lecture

Friday, Feb. 8 **Guest Lecture: Prof. Jack Levy, Rutgers University**

Monday, Feb. 11 **Lecture**

Wednesday, Feb. 13 **Lecture**

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

Friday, Feb. 15 **Lecture**

Monday, Feb. 18 **Lecture**

Wednesday, Feb. 20 **Lecture**

Friday, Feb. 22 **Lecture**

Monday, Feb. 25 **Midterm Exam**

Wednesday, Feb. 27 **Lecture**

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

Friday, March 1 **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

Monday, March 4 **Lecture**

Wednesday, March 6 **Lecture Nuclear War (Averted) - The Cuban Missile Crisis**

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

Friday, March 8 **Lecture: Information Literacy Tutorial Due by 11:59 PM**

Monday, 3/11 - Friday, 3/15 **Spring Break-Class does not meet (Have a fun and be safe)**

Monday, March 18 **Lecture**

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

Wednesday, March 20 **Lecture**

Friday, March 22 **Lecture**

Monday, March 25 **Lecture: Writing Skills &**

Information Literacy Tutorial Due before Midnight

Wednesday, March 27 **Lecture:**

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

Friday, March 29 **Lecture**

Monday, April 1 **Lecture**

Wednesday, April 3 **Lecture: A Closer Look at Democratic Wartime Behavior**

Friday, April 5 **Lecture**

Monday, April 8 **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.

Wednesday, April 10 **Lecture**

Friday, April 12 **Lecture Course Papers Due**

Monday, April 15 **Research Presentations**

Wednesday, April 17 **Research Presentations**

Friday, April 19 **Research Presentations**

Monday, April 22 **Last class day: Research Presentations**

Friday, April 26 **Final Exam, 10:00 AM – noon**