INR 4060.0W62 Causes of War

Fall 2020 Syllabus

Course Information

Course Name	Causes of War
Course ID & Section	INR4060.0W62
Credit Hours	3 credit hours
Semester/Year	Fall 2020
Class meeting time & location/mode	Not applicable—class is online

Instructor Contact

Instructor	Dr. Joseph Paul Vasquez, III The UCF School of Politics, Security & International Affairs
Office	102A Howard Philips Hall
Office Hours	Monday, Wednesday and Friday 2:00-4:00 PM & by appointment by Zoom (https://ucf.zoom.us/j/91786071485?pwd=SUlET2J3dFEzUTZHMDRwWEdtTHZCQT09&from=msft) or phone
Phone	407-823-2659
E-mail	paul.vasquez@ucf.edu

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 do the readings and take notes when you read and watch 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.**

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.

Course Mode via Webcourses:

This course will require asynchronous, largely self-driven participation via Webcourses@UCF within each module, though it will be impossible for students to work ahead on modules that have not yet opened. To do so, you will need access to a computer and adequate Internet bandwith. You can contact Webcourses@UCF Support at <https://cdl.ucf.edu/support/webcourses/> if you have any technical problems. Once you access the course from Dashboard in Webcourses, please check out the course Home page and the Announcements from the navigation column to the left of the center of your screen.

Required Statement Regarding COVID-19:

To protect our community, if you ever come to campus, everyone is required to wear a facial covering inside all common spaces including classrooms. (https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf). Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

COVID-19 and Illness Notification
Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place. Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with

COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)
Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

In Case of Faculty Illness
If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

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**
Quizzes and Information Literacy Tutorial	50			11:59 PM on Saturday, Aug. 29; Sunday, Sep. 6th & last Sunday of each module
Short Papers	20			Last Sunday of each module, 11:59 PM
Midterm Exam	15			Oct. 19-Oct 20, 12:01 AM – 11:59 PM
Final Exam	15			Dec. 7- Dec. 8, 12:01 AM – 11:59 PM
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.

Quizzes and Information Literacy Tutorial Assessment: Multiple choice quizzes may cover any materials covered in modules. Those quizzes will open at 12:01 AM on the last Friday of each module and close at 11:59 PM on the last Sunday of each module. this course that have been assigned on or before the day in our class-by-class schedule below. The lowest quiz grade for each student will be dropped when calculating final course grades.
Also, by midnight on Sunday, Sep. 6th, 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 short 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 Saturday, August 29. 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.

Midterm Exam and Final Exam: Online 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.

Short papers:

For each of the 9 modules, you will write a short paper of between 250-500 words of text (not including your name or citations) worth 100 points each that you will submit answering particular questions posed to you in each module. Students who complete all 9 of those short papers will receive an additional 100 points that will be averaged into their short paper course grade meaning the highest possible grade for all of these tasks will be 100 points (900+100/10 points). Several of these questions will revolve around the assigned video *Crucible of Empire: The Spanish-American War (PBS)* so be sure to watch it carefully and take good notes over it when it is assigned just as you would for any other course material. Papers should use the Chicago citation style and 1-inch margins, double-spacing with 11-point font. References to concepts covered in lecture, assigned texts, or other sources must be appropriately cited. Be sure to familiarize yourself with the discussion of cheating and plagiarism in this syllabus before starting on this assignment.
This assignment will be graded in accord with the following distribution of credit.

Mechanics of writing	20%
Political and historical discussion	20%

Theoretical discussion, application and assessment	30%
Proper documentation and citation	20%
Organization of paper	10%
	100%

Work to not only get the substance of your writing right, but to avoid mechanical flaws in writing (grammar, punctuation, unclearly worded sentences, etc.). Poor performance in this regard could lower your paper grade by as much as 20 points. Also, be sure to support your arguments by appropriately citing scholarly sources.

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 missed for 1) a verifiable medical or funeral excuse, 2) a reason that is sufficiently verifiable, compelling significant, and unexpected, or 3) an officially UCF excused absence (http://policies.ucf.edu/documents/401.1MakeupAssignmentsForAuthorizedUniversityEventsOrCocurricularActivities.pdfLinks to an external site.), such as an excused religious holiday or a military deployment . (http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALOct17.pdfLinks to an external site.). However, I do drop each student's lowest quiz grade at the end of the semester. Also, you must notify me in advance if you intend to miss class for a religious observance and want latitude for completing assignments. 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, the student will be allowed to take exams late, but they will be penalized by 20 points "off the top." Late papers will only be accepted when students have a verifiable medical, funeral, excuse or one that is sufficiently verifiable, compelling, significant and unexpected

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

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; 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. 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

Though most emergency situations are primarily relevant to face-to-face courses, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. Therefore, 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." In the event you need to come to campus, you can learn about how to respond to active-shooter situations through 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/Add deadline	Friday, Aug. 28, 11:59 P.M.
Withdrawal deadline	Friday, Oct. 30, 11:59 P.M.

Course Schedule

Topic	Assignments	Open & close dates	Open & close times
Syllabus	Syllabus Quiz	Aug. 24 - Aug. 28 (or ASAP for late enrollees)	12:01 AM & 11:59 PM (or ASAP for late enrollees)
Module 1: Causes of War Overview Chapter 1: "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. *Crucible of Empire: The Spanish-American War (PBS):* Please watch this video online from the UCF library. You may also chose to read the video transcript at the following website. Transcript: www.pbs.org/crucible/frames/_film.html . Alternatively, you might choose to	Short paper Quiz	Aug. 24-Sep. 6 **Information Literacy Tutorial**	12:01 AM & 11:59 PM

watch it from our Main Library's DVD Collection (E715 .C78 2007)			
Module 2: Systemic Theories Chapter 2: "Systems-Level Theories." Chapter 2. In Levy & Thompson, pp. 28-54.	Short paper Quiz	Sep. 7- Sep. 20	12:01 AM & 11:59 PM
Module 3: Dyadic Theories Chapter 3: "The Dyadic Interactions of States." Chapter 3. In Levy & Thompson, pp. 55-82.	Short paper Quiz	Sep. 21- Oct. 4	12:01 AM & 11:59 PM
Module 4: State & Societal Theories Chapter 4: "The State and Societal Level." Chapter 4. In Levy & Thompson, pp. 83-127. 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	Short paper Quiz	Oct. 5- Oct. 18	12:01 AM & 11:59 PM
	Midterm Exam	Oct. 19– Oct. 20	12:01 AM & 11:59 PM
Module 5: Psychological Theories Chapter 5: "Decision-Making: The Individual Level." Chapter 5. In Levy & Thompson, pp. 128-161	Short paper Quiz	Oct. 19- Nov. 1	
Module 6: Bureaucratic Theories Chapter 6: "Decision-Making: The Organizational Level." Chapter 6. In Levy & Thompson, pp. 162-185. Scott D. Sagan. 1986. "1914 Revisited: Allies, Offense, and Instability."	Short paper Quiz	Nov. 2– Nov. 15	12:01 AM & 11:59 PM

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			
Module 7: Wars Avoided and Limited (see below & continued on the next page) *Cuban Missile Crisis: Three Men Go to War*. Films On Demand. 2012. Accessed August 18, 2020. https://fod.infobase.com/PortalPlaylists.aspx?wID=150523&xtid=151202. https://fod-infobase-com.eu1.proxy.openathens.net/p_ViewVideo.aspx?xtid=151202&tScript=0 Retropod | Podcast. The Soviet officer who stopped World War III. Lt. Col. Stanislav Petrov. https://www.washingtonpost.com/news/retropolis/wp/2017/09/18/the-former-soviet-officer-who-trusted-his-gut-and-averted-a-global-nuclear-catastrophe/ Nate Jones. Able Archer 83: The Secret History of the NATO Exercise That Almost Triggered Nuclear War https://www.youtube.com/watch?v=ZMWZWiL6Ito Note: Video playing time is roughly 2 hours and 20 minutes. Search for this article by plugging the title into the search engine located at	Short paper Quiz	Nov. 16- Nov. 22	12:01 AM & 11:59 PM

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. Yagil Levy. "How Military Recruitment Affects Collective Action and its Outcomes." *International Studies Quarterly*, Vol. 57, no. 1 (2013), pp. 28-40. 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			
Module 8: Civil Wars Chapter 7: "Civil War." In Levy & Thompson, pp. 186-205. Recommended, but not required videos: www.pbs.org/wgbh/pages/frontline/losing-iraq/ http://www.pbs.org/wgbh/frontline/film/kill-capture/	Short paper Quiz	Nov. 23-Nov. 29	12:01 AM & 11:59 PM 20
Module 9: Conclusion Chapter 8: "Conclusion: Reflections on Levels, Causes, and War." In Levy & Thompson, pp. 205-224.	Short paper Quiz	Nov. 30-Dec. 4	12:01 AM & 11:59 PM 12
	Final Exam	Dec. 7-Dec. 8	12:01 AM & 11:59 PM

General procedures for each module

Activities/Assignments:

1. **Text:** Read and take notes over the assigned reading in each module.
2. **Online Materials:** Watch and take notes over the assigned videos.
3. **Short paper:** Submit your short paper reflecting on the assignment prompt given in each module before the module closes.
4. **Quiz:** Go to the Assignments Tool and complete the quiz for each module between the module closes.