Course Syllabus

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Instructor: Konstantin Ash

Office Hours: Mondays and Wednesdays 3:30-5p (HPH 302D) or by appointment.

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Meeting Times: MWF 2:30-3:20p PSY 106

Course Description

War–organized armed conflict between two or more groups that results in persistent casualties – whether between countries, within them or otherwise, has been a constant reminder of humanity's baser instincts throughout history. While it is no longer an ever-present fear on our minds, as it was during the Cold War and before, armed conflict continues around the world. The goal of this class is to explore what defines both modern and pre-modern warfare, whether it be conflicts between or within states, and to assess the factors that scholars of conflict have developed for explaining the onset of both interstate and intrastate war.

A secondary goal of the class is to develop concrete analytic and writing skills. Half of the grade for this course is based on developing and writing a research paper or policy brief related to the course topic. This writing assignment should not only be used to demonstrate mastery of the content, but to bolster skills that are in-demand by real-world employers, such as producing analytic research, synthesizing research into policy proposals, and being to evaluate evidence based on prior views on a subject and develop either suggestions or improvements as a result. Whether you are familiar or new to writing research papers or policy briefs, I strongly encourage you to not only work on this assignment as part of

a class grade but as something that you could use to demonstrate what you've learned in college to either graduate schools or real-world employers.

Just a note: there are many, many, many theories about what causes war. We are just getting a sampling in this class. If you're interested, a scholar named Jack Levy has put together a far more comprehensive (100-page long) thematic review of the research that has been done on interstate war and the resultant theories. It is available **here (http://fas-polisci.rutgers.edu/levy/syllabi/WarPeacesyllabus2015s.pdf)** .

Assignments

Exams

The course is divided into six two-week sections. Each section concludes with a short exam, due every other Sunday at 11:59p for the first twelve weeks of the course. The exams encompass content from each section's readings, tutorials (when applicable), and lectures. Each will consist of both short-answer and multiple-choice questions. Students will have 75 minutes to complete each short exam and may use any course materials to aid them while taking the exam. The exams are each worth 5% of a student's total grade.

Discussion Papers

Students are required to write discussion papers following the conclusion of each course section. Responses to questions must be supported with cited lecture and reading content. Lecture content must be cited with specific times in which it was mentioned in the lecture. Reading content must include specific page numbers. Discussion papers should be no less than 500 words and no more than 750 words. Each paper is worth 5% of a student's total grade.

Final Paper

The final paper is intended for students to apply some of the theories that they have learned about in class to real-life wars that have occurred or are occurring around the world. There are two options for the paper:

1. **Research Paper**: Use theories that we have learned in class or from scholarly research to explain why a particular international or civil war took place and adjudicate which theory does the best job of explaining this conflict onset. You can choose any conflict from any period of time. More details on the requirements during the research paper tutorial.
2. **Policy Brief**: Apply one theory that we have learned about in class to explain an *ongoing* international or civil conflict (or some mix of the two) and propose policies on how the application of that theory to how the conflict started can be used to end the conflict. More details on the requirements during the policy brief tutorial.

All papers should be at least 12 pages in length, excluding citations, double-spaced with 12-point font and one-inch margins, and cite **at least five academic sources** using either MLA (parenthetical) or endnote style. Papers MUST have in-text citations. Papers are due Friday, December 8 at 11:59pm.

Topic Approval

Research Paper: Submit research question, one-sentence argument, and **three** pieces of academic research that you are citing AND receive my approval.

Policy Brief: Submit a thesis, a one-sentence argument about why your policy choice is superior, and **three** pieces of academic research that you are citing AND receive my approval.

Topics for papers MUST be submitted for approval by Tuesday, October 17th at 11:59 PM to my e-mail (**konstantin.ash@ucf.edu (mailto:konstantin.ash@ucf.edu)**) for full credit. You lose one point from your paper for every day that the topic is late (of a maximum of ten points). Students must submit any revisions within 3 days of reply.

Grade Distribution

Assignment	Percentage of Grade
Final Paper	40%
Exams	30%
Discussion Papers	30%
Total	100%

Academic Honesty

Students should familiarize themselves with UCF's Rules of Conduct at **https://scai.sdes.ucf.edu/studentrules-of-conduct/ (https://scai.sdes.ucf.edu/studentrules-of-conduct/)** . According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material that has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.

3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.
8. Soliciting assistance with academic coursework and/or degree requirements.

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule **https://goldenrule.sdes.ucf.edu (https://goldenrule.sdes.ucf.edu/)** . UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to a disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, and participating in University activities such as study abroad, internships, etc.

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

Extensions will only be granted for documented involvement in university-approved activities or documented mental or physical incapacitation. Please do not invent excuses as a way of getting an extension. Evidence of fake excuses will be considered academic dishonesty and will be forwarded to the Office of Student Conduct for investigation.

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 (http://www.sds.sdes.ucf.edu/)** , Ferrell Commons, 7F, Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

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. 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.

Deployed Active Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Make-Up Assignments for Authorized University Events or Co-curricular Activities

Students who represent the university in an authorized event or activity (for example, student-athletes) 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 at **https://policies.ucf.edu/documents/4-401.pdf (https://policies.ucf.edu/documents/4-401.pdf)**

Religious Observances

Students must notify their instructor in advance if they intend to miss class for religious observance. For more information, see the UCF policy at **http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf (http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf)**

Title IX

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at **https://letsbeclear.ucf.edu (https://letsbeclear.ucf.edu)** and **http://cares.sdes.ucf.edu/ (http://cares.sdes.ucf.edu/)**

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:
• Title IX – OIE – http://oie.ucf.edu/ & askanadvocate@ucf.edu
• Disability Accommodation – Student Accessibility Services
• Diversity and Inclusion Training and Events
• UCF Compliance and Ethics Office & complianceandethics@ucf.edu
• Ombuds Office

Campus Safety

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <**https://centralflorida-prod.modolabs.net/student/safety/index (https://centralflorida-prod.modolabs.net/student/safety/index)** >.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <**https://ehs.ucf.edu/automated-external-defibrillator-aed-locations (https://ehs.ucf.edu/automated-external-defibrillator-aed-locations)** >.
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <**www.getrave.com/login/ucf (https://nam02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.getrave.com%2Flogin%2Fucf&data=05%7C01%7CKevin.Yee%40ucf.edu%7Cf0**

> and logging in. On the “My Account” tab, fill out the information, including e-mail address and cell phone number.

- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<**https://youtu.be/NIKYajEx4pk (https://youtu.be/NIKYajEx4pk)** >).

Course Schedule and Readings

Section 1: War and the State

Jack S. Levy and William R. Thompson, Causes of War. Chichester, UK: Wiley-Blackwell, 2010. The first half of chapter 1: 1-14.

Tilly, Charles. 1990. Coercion, Capital, and European States: AD 990-1990. Cambridge: Blackwell: Chapter 67-91.

Spruyt, Hendrik. 1994. The Sovereign State and Its Competitors: An Analysis of Systems Change. Princeton University Press. pp. 153-180.

Daniel H. Nexon, The Struggle for Power in Early Modern Europe: Religious Conflict, Dynastic Empires, and International Change. Princeton: Princeton University Press, 2009. 266-285

Anderson, Benedict. 1983. Imagined Communities: Reflections on the Origin and Spread of Nationalism, New York, NY: Knopfe Doubleday. pp. 37-46.

Tutorial: Reading Academic Research

Section 2: Between-State Causes of Interstate War

Nye, Joseph S. *Understanding international conflicts*. New York, NY: Longman, 2008. Chapter 3.

Jack S. Levy and William R. Thompson, Causes of War. Chichester, UK: Wiley-Blackwell, 2010. Chap. 2: 28-50

Wagner, R. Harrison. 2007. War and the State. Ann Arbor, MI: University of Michigan Press. pp. 24-33

James Fearon. 1995. “Rational Explanations of War,” International Organization, Vol 49, No. 3. pp. 379-410.

Tutorial: Research Questions

Section 3: Within-State Causes of Interstate War

Jack S. Levy and William R. Thompson, Causes of War. Chichester, UK: Wiley-Blackwell, 2010. Chap. 6: 162-182

Mark L. Haas, “Ideological Polarity and Balancing in Great Power Politics.” Security Studies 23, 4 (2014): 715-753.

Jack Snyder. 1991. Myths of Empire: Domestic Politics and International Ambition. Ithaca, NY: Cornell University Press. pp. 31-55.

Jessica Weeks. 2014. “Dictatorships at War and Peace.” Ithaca, NY: Cornell University Press. pp. 14-36.

Giacomo Chiozza, “Is There a Clash of Civilizations? Evidence from Patterns of International Conflict Involvement, 1946-97.” Journal of Peace Research, 39, 6 (November 2002): 711-34

Tutorial: Writing Research Papers

Section 4: Structural Causes of Civil Conflict

Gurr, Ted R. 1970. Why Men Rebel, Princeton: Princeton University Press. pp. 22-56.

Horowitz, Donald. 1985. Ethnic Groups in Conflict, Berkeley: University of California Press. 141-160, 166-175.

Frances Stewart, “Horizontal Inequalities and Conflict: An Introduction and some Hypotheses,” in Horizontal Inequalities and Conflict: Understanding Group Violence in Multiethnic Societies, ed. Frances Stewart (Houndmills: Palgrave Macmillan, 2008), 3-24.

Collier, Paul, and Anke Hoeffler. "Greed and grievance in civil war." Oxford economic papers 56, no. 4 (2004): 563-595.

Fearon, James D. and David D. Laitin. 2003. ”Ethnicity, Insurgency and Civil War,” American Political Science Review 97 (1): 75-90.

Tutorial: Writing a Policy Brief

Section 5: Individual-Level Causes of Civil Conflict

Eli Berman, Michael Callen, Joseph H. Felter and Jacob N. Shapiro. 2011. “Do Working Men Rebel? Insurgency and Unemployment in Afghanistan, Iraq, and the Philippines” Journal of Conflict Resolution, Vol. 55, No. 4. pp. 496-528

Graeme Blair, C Christine Fair, Neil Malhotra, Jacob N Shapiro. 2013. “Poverty and support for militant politics: Evidence from Pakistan” American Journal of Political Science. Vol. 57, no. 1. pp. 30-48.

Humphreys, Macartan and Jeкemy M. Weinstein. 2008. ”Who Fights? The Determinants of Participation in Civil War,” American Journal of Political Science 52 (2): 436-455.

Petersen, Roger D. 2001. Resistance and Rebellion: Lessons from Eastern Europe, Cambridge: Cambridge University Press. 32-51, 75-79.

Tutorial: Linking Claims to Evidence

Section 6: Why not War?

Kenneth Waltz (2013) “More May be Better” in The Spread of Nuclear Weapons: An Enduring Debate, by Scott Sagan and Kenneth Waltz, p.1-8, 29-45.

Scott Sagan (2013) “More Will be Worse” in The Spread of Nuclear Weapons: An Enduring Debate, by Scott Sagan and Kenneth Waltz, p.47-55, 85-91.

Fazal, Tanisha. 2007. State Death: The Politics and Geography of Conquest, Occupation, and Annexation, Princeton University Press. 169-228

Gowa, Joanne. 1999. Ballots and Bullets: The Elusive Democratic Peace. Princeton, NJ: Princeton University Press: pp. 3-7, 109-114.

Matthew White (2005) “**Democracies Do Not Make War on One Another...or Do They (http://users.erols.com/mwhite28/demowar.htm)** ?”

Davenport, Christian. 2007. State Repression and the Domestic Democratic Peace, Cambridge: Cambridge University Press. 33-44, 50-71.

Dan Reiter and Allan C. Stam. 2002. “Democracies at War.” Princeton, NJ: Princeton University Press. Ch. 2

Tutorial: Paraphrasing

Final Paper Due Friday, December 8 @ 11:59p

Course Summary:

Date	Details	Due
Fri Aug 25, 2023	**Student Engagement Assignment (https://webcourses.ucf.edu/courses/1435043/assignments/8045833)**	due by 11:59pm
Mon Sep 4, 2023	**Short Exam 1 - Requires Respondus LockDown Browser + Webcam (https://webcourses.ucf.edu/courses/1435043/assignments/8045828)**	due by 11:59pm
Sat Sep 9, 2023	**Discussion Paper 1 (https://webcourses.ucf.edu/courses/1435043/assignments/8045835)**	due by 11:59pm
Sun Sep 17, 2023	**Short Exam 2 - Requires Respondus LockDown Browser +**	due by 11:59pm