# INR 4060 - Causes of War

**Section:** 0001

*College of Sciences*

School of Politics, Security, and Intl Affairs

## Course Information

**Term:** Fall 2024
**Class Meeting Days:** MW
**Class Meeting Time:** 13:30 - 14:50
**Class Meeting Location:** CB1 O307
**Modality:** P
**Credit Hours:** 3.00

## Instructor Information

Thomas Dolan
**Title:** Associate Professor, ICCAE Director
**Office Location:** HPH 314
**Office Hours:**
Monday, Tuesday, 10:00-11:30 AM and by appointment
**Email:** Thomas.Dolan@ucf.edu

## Course Description

INR 4060 COS-POLS 3(3,0)Causes of War: PR: ENC 1102 or POS 2041 or C.I. The primary theoretical and empirical research explaining militarized interstate conflict. Fall.

Efforts to explain why wars happen are almost as old as war itself; the first Greek history, by Herodotus, was an effort to explain a war. This course analyzes these theories of why wars

happen. It focuses first on the problem of interstate war, analyzing the possible contributions of the state system, the nature of different states (including regime type), relations between those states like trade, and the role of individual politicians and leaders in generating wars. It considers the problem of war initiation itself, and—because the causes of war can only be understood if war itself is understood—how wars are fought and terminated.

This course involves a combination of class sessions involving both lecture and discussion, directed readings, papers, exams, and opportunities for informal discussion during office hours. Each part serves a purpose, be it information transmission and retention, promoting rigorous analysis, or encouraging the development of new ideas. Failing to engage with all parts will diminish the return on your efforts. For this reason, pre-class preparation is essential for this course. Students are expected to have read and considered the assigned material prior to the course, and be prepared to discuss it in class. Questions are placed beneath each reading to help focus your attention to what the instructor believes are the most important points. Please remember that that the material of the course is delivered in *both* texts and in-class discussion, which means that the texts contain valuable ideas and information which may not be specifically addressed in class, and discussions and lectures will go beyond the readings. You are responsible for understanding both, so please be sure to raise questions about things you are unsure about.

## Student Learning Outcomes

After successful completion of this course, students will be able to

- Students will understand theoretical explanations for why wars occur and be able to apply them to specific cases to explain why some ended with war and others saw continued peace
- Students understand how wars are usually fought, including the role of technology in war
- Students will improve their powers of social scientific analysis
- Students will improve written and oral communication skills

*Please note that none of these goals involve the advancement of anyone's political or policy opinions (including those of the instructor). While I encourage political activity and the fulfillment of one's citizenship duties outside of the classroom, a political science course is not a proper forum for the airing of one's personal politics.*

## Course Accessibility

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS,

a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and 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. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

## Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct at Student Conduct and Integrity Office. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

a. Academic misconduct is defined as any submitted work or behavior that obstructs the instructor of record's ability to accurately assess the student's understanding or completion of the course materials or degree requirements (e.g., assignment, quiz, and/or exam). Examples of academic misconduct include but are not limited to: plagiarism, unauthorized assistance to complete an academic exercise; unauthorized communication with others during an examination, course assignment, or project; falsifying or misrepresenting academic work; providing misleading information to create a personal advantage to complete course/degree requirements; or multiple submission(s) of academic work without permission of the instructor of record.

b. Any student who knowingly helps another violate academic behavior standards is also in violation of the standards.

c. Commercial Use of Academic Material. Selling of course material to another person and/or uploading course material to a third-party vendor without authorization or without the express written permission of the University and the instructor of record. Course materials include but are not limited to class notes, the instructor of record's slide deck, tests, quizzes, labs, instruction sheets, homework, study guides, and handouts.

d. Soliciting assistance with academic coursework and/or degree requirements. The solicitation of assistance with an assignment, lab, quiz, test, paper, etc., without authorization of the instructor of record or designee is prohibited. This includes but is not limited to asking for answers to a quiz, trading answers, or offering to pay

another to complete an assignment. It is considered Academic Misconduct to solicit assistance with academic coursework and/or degree requirements, even if the solicitation did not yield actual assistance (for example, if there was no response to the solicitation).

**Responses to Academic Dishonesty, Plagiarism, or Cheating**

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule*. 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 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, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

## 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 Let's Be Clear and UCF Cares.

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – OIE – Office of Institutional Equity & askanadvocate@ucf.edu
- Disability Accommodation – Student Accessibility Services – Student Accessibility Services & sas@ucf.edu
- Access and Community Engagement (including the Ginsberg Center for Inclusion and Community Engagement, Military and Veteran Student Success, and HSI Initiatives)
- UCF Compliance and Ethics Office – Compliance, Ethics, and Risk Office & complianceandethics@ucf.edu
- The Ombuds Office is a safe place to discuss concerns.

## Reporting an Incident or Issue

If you believe you have experienced abusive or discriminatory behavior by any faculty of staff member, contact the Office of Institutional Equity online or at 407-823-1336. You can also choose to report using the UCF Integrity Line and can report anonymously or as yourself at 1-855-877-6049 or using the online form. UCF cares about you and takes every report seriously. For more information see the Reporting an Incident or Issue Webpage.

## 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.

## Campus Safety

At UCF Public Safety and Police, safety is the top priority. Emergencies on campus are rare, but if one should arise, it's important to be familiar with some basic safety and security concepts.

- In an emergency, always dial 911.

- Every UCF classroom has an **Emergency Procedure Guide** posted on a wall near the door, which will show you how to respond to a variety of situations. This guide can also be found online here.
- In the event of an active threat, remember **AVOID, DENY, DEFEND**. Choose the best course of action and act immediately. Watch the video here to learn more.
    - **AVOID**. Pay attention to your surroundings and have an exit plan. Get as much distance and as many barriers between you and the threat as quickly as possible.
    - **DENY.** When avoiding is difficult or impossible, deny the threat access to you and your space. Lockdown by creating barriers, turning the lights off and remaining quiet and out of sight. Make sure your cell phone is silenced, but do not turn it off.
    - **DEFEND.** When you are unable to put distance between yourself and thee threat, be prepared to protect yourself. Commit to your actions, be aggressive and do not fight fairly. Do whatever it takes to survive.
- For emergencies on campus, UCF will utilize the UCF Alert system. All UCF students, faculty and staff are automatically enrolled to receive these email and text alerts, however, it's a good idea to frequently ensure your contact information is up to date.

## Student Support

*Student Wellbeing*

Counseling and Psychological Services (CAPS) offers a wide range of free mental health services to undergraduate and graduate students. Reach out to them at https://caps.sdes.ucf.edu/

*Academic Advocacy*

UCF's Academic Advocates can provide assistance if you feel like you might be at risk of falling behind academically. Academic Advocates work with students to address root causes of poor academic performance and provide one-on-one support to help students understand

financial aid, success strategies, institutional policies, and campus resources. Reach out to them at Academic Advocacy - Student Success Initiatives (ucf.edu)

## Financial Aid Accountability

All instructors/faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete this activity by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

## Class Schedule

### Changes to the Syllabus

In the event that there is a need for there to be any changes to the syllabus, an e-mail will be sent to all students via webcourses), and if possible, will be mentioned in class meetings. Changes become effective immediately. If changes create hardships for students, they should immediately contact the professor.

### Cancellation of Class

In the event that the instructor needs to cancel class, an e-mail will be sent to all by webcourses. In cases of late cancellation, notice may also be posted on the door.

### Course Schedule

19 August
What is War?
Clausewitz, Carl von. *On War*, Book 1

**General Causes of War**

21 August
War and Human Nature
Selection from Joshua Goldstein, *War and Gender*.
*Recommended*
Selection from John Keegan, *A History of Warfare*
Stephen Rosen, *War and Human Nature*, Chapter 3.
Dave Grossman, *On Killing: The Psychological Cost of Learning to Kill in Individuals and Society*

26 August
Benefitting from War?
Peter Liebermann, "Does Conquest Pay?" *International Security* 1993.
*Recommended*
Selection from Stephen Brooks, *Producing Security*, 2005.

28 August
HOMEWORK 1 DUE
Power and Fear

John Mearshiemer, *Tragedy of Great Power Politics,* Chapter 1.
*Recommended:*
Alexander Wendt, “Anarchy is What States Make of It,” *International Organization,* 1992
Kenneth Waltz, *Theory of International Politics*, Chapter 6.
Selection from Hans Morgenthau, *Politics Among Nations*, 1948
Thucydides: *History of the Peloponnesian War*

2 September: No Class, Labor Day

4 September
Balance of Power: A Theory of War Based on Power and Fear
Selection from Kenneth Waltz, *Theory of International Politics*, Chapter 8

9 September
Balance of Power II:
Randall Schweller, “Bandwagoning for Profit,” *International Security* 1994
Robert Jervis, “Cooperation Under the Security Dilemma,” *World Politics*, 1978.

11 September
HOMEWORK 2 DUE
Hegemonic Stability Theory: A Theory of War Based on Money
Robert Gilpin, *War and Change in World Politics*, Selection

16 September
Liberal Trade Theory: Another Theory of War, Based on Money
Ed Mansfield and Jon Pevehouse, “Trade Blocks, Trade Flows, and International Conflict,” *International Organization*, 2000

18 September
Ideology, Nationalism, and Religion
Stephen Van Evera, “Hypotheses on Nationalism and War,” *International Security,* 1993
Michael Horowitz, “Long Time Going: Religion and the Duration of Crusading,” *International Security*, 2009.

23 September
Status
Pal Roren, The Belligerent Bear, *International Security*, 2023.
*Recommended:*
Thomas M. Dolan, “Demanding the Impossible,” *Security Studies,* 2016

25 September
Demography HOMEWORK 3 DUE
Valerie Hudson, “A Surplus of Men, a Deficit of Peace,” *International Security*, 2002
Mark Haas, “A Geriatric Peace,” *International Security*, 2007

30 September
Civil Wars: Greed, Grievance, and Feasibility
Paul Collier, Anke Hoeffler, and Dominic Rohner. “Beyond Greed and Grievance: Feasibility and Civil War,” *Oxford Economic Papers*, 2001
*Recommended:*
Macartan Humphries, “Natural Resources, Conflict, and Conflict Resolution,” *Journal of Conflict Resolution*, 2005.
James Fearon and David Laitin, “Ethnicity, Insurgency, and Civil War,” *American Political Science Review,* 2003.
Geoffrey Parker, “States Make War But Wars Also Break States,” *Journal of Military History*, 2010

2 October

MIDTERM

**War Initiation**

7 October
War Initiation as Bargaining Failure
James Fearon, “Rationalist Expectations for War,” *International Organization*, 1995

9 October
Optimism and War
Geoffrey Blainey, *Causes of War*, 1973
*Recommended*
Branislav Slantchev and Ahmer Tarar, Mutual optimism as a rationalist explanation of war, *American Journal of Political Science*, 2011

14 October
Overconfidence and War Initiation HOMEWORK 4 DUE
Dominic Johnson, *Strategic Instincts: The Adaptive Advantages of Cognitive Biases in International Politics*, 2020, Ch 1 and 3

16 October
War, Provocation, and Revenge
Todd Hall, On Provocation: Outrage, International Relations, and the Franco–Prussian War, *Security Studies*, 2017
Rachel Stein, “War and revenge: Explaining conflict initiation by democracies,” *American Political Science Review*, 2015
*Recommended:*
Peter Liebermann, “Punitiveness and US Elite Support for the 1991 Persian Gulf War,” *Journal of Conflict Resolution*, 2007.

21 October
TERM PAPER MEMO DUE
War as Performance
Ahsan Butt, Why did the United States Invade Iraq in 2003? *Security Studies*, 2019

23 October
Regime Type and War Initiation
Zeev Maoz and Bruce Russett, “Normative and Structural Causes of Democratic Peace,” *American Political Science Review*, 1993.
*Recommended:*
Jessica Weeks, “Strongmen and Straw men: Authoritarian Regimes and the Initiation of International Conflict,” *American Political Science Review*, 2012.

28 October
Alliances and War Initiation
Brett V. Benson, 2011, Unpacking Alliances: Deterrent and Compellent Alliances and Their Relationship with Conflict, 1816–2000, *Journal of Politics* 73:4 1111-1127.

**The Conduct of War**

30 October
Strategy, Paradox, and Surprise
Edward Lutktwak, *Strategy*, 1987, Chapters 1 and 2
*Recommended*
Stephen Van Evera, “The Cult of the Offensive and the Origins of the First World War,” *International Security*, 1984.

Richard Betts, *Surprise Attack*, 1982.
Lauren Wilcox, Gendering the Cult of the Offensive, *Security Studies*, 2009

4 November
Ground War
Selection from Mearsheimer, J. (1984) *Conventional Deterrence*. Ithaca: Cornell University Press.
Ernest Swinton, *Defense of Duffer's Drift*, 1914
*Recommended:*
Stephen Biddle, *Military Power.* Princeton University Press, 2004.
*Thin Red Line*, Fox 2000 Pictures, 1998
*Patton*. Twentieth Century-Fox Film Corp. 1970.
Erwin Rommel, *Infantry Attacks*, 1937
Michael Burgoyne and Albert Marckwardt, *The Defense of Jisr Al Doreaa*, 2009

6 November
War at Sea and in the Air
Julian Corbett, *Some Principles of Maritime Strategy*. Part II, "Theory of Naval War," available at http://www.gutenberg.org/files/15076/15076-h/15076-h.htm
Pape, R. (2004) "The True Worth of Air Power," *Foreign Affairs*.
*Recommended*
Owen Cote, *The Third Battle: Innovation in the Navy's Silent Cold War Struggle with Soviet Submarines*. Newport: Paper #16, US Naval War College Press, 2003.
Bernard Brodie, *Sea Power in the Machine Age*. 1943.
*Das Boot*. Bavaria Film, 1982.
Giulio Douhet, *Command of the Air*, 1921. Chapter 1
Tami Davis Biddle, *Rhetoric and Reality in Air Warfare*, Princeton University Press, 2002.
Michael Horowitz and Dan Reiter, "When Does Aerial Bombing Work? Quantitative Empirical Tests, 1917–1999," *Journal of Conflict Resolution,* Vol. 45, No. 2 (April 2001), pp. 147–173
Alexander Downes, "Desperate Times, Desperate Measures: The Causes of Civilian Victimization in War," *International Security* (2006) 30:4
*Twelve O'clock High*. Twentieth Century Fox, 1949.

11 November – No Class, Veterans Day

13 November
TERM PAPER DUE
Guerillas and COINS
Mao, *On Guerilla Warfare*.
Stephen Biddle, Jeffrey Friedman, and Jacob Shapiro, "Testing the Surge," *International Security*, 2012

18 November
War Duration and Termination
Hein Goemans, *War and Punishment*, Selection
Barbara Walter, The Critical Barrier to Civil War Settlement, *International Organization*, 1997

20 November
HOMEWORK 5 DUE
New Technology and War
Thomas Rid, "Cyberwar will not take place," *Journal of Strategic Studies*, 2012.
Avi Goldfarb and Jon Lindsay, Prediction and Judgment: Why Artificial Intelligence Increases the Importance of Humans in War," *International Security*, 2021.
*Recommended*

Stephen P. Rosen, *Winning the Next War*, 1991

25 November
Just War Theory
Michael Walzer, *Just and Unjust Wars*, selection.
*Recommended*
Seth Lazar, Just War Theory: Traditionalists vs. Revisionists, *Annual Review of Political Science*, 2017
Thomas M. Dolan, Ultimatums, bargaining, and the duty to preserve alternatives to war. *European Journal of International Relations*, 2022.

**Monday 2 December: Final Exam, 1:00-3:50 PM**