

War in the Modern Age
POL 4383 (CRN 82808 001)
Fall 2015

Class time: Tuesday and Thursday, 11:00am - 12:15pm
Classroom: Brewster D-205
Instructor: Hanna Samir Kassab, PhD
Office: Brewster:
Office phone:
email:
Office hours:

COURSE OVERVIEW

This course will explore various aspects of international war, primarily that which occurs between states. Interstate wars, once begun, have the potential to disrupt the functioning of states and destabilize regional alliances, with disastrous if unintended consequences. We will explore the various theoretical “causes” of war focusing heavily on empirical studies described in the readings. We will also discuss the application of conflict theory to specific case studies of international conflict and use conflict simulations to illustrate the complexity of resolving them.

COURSE OBJECTIVES

By the end of the course, students should be able to:

- Recognize and evaluate the competing theories for explaining violence between states
- Explain how conflict progresses to the outbreak of war
- Recognize and evaluate the different levels of analysis used to examine war
- Use the knowledge and theoretical tools developed in the field to explain why states choose to engage in war

READINGS:

Cashman, Greg. 2014. *What Causes War?* 2nd edition. Lanham, MD: Rowman & Littlefield.
Supplemental Readings available via Blackboard.

GRADING

Attendance and Participation	15%
Midterm: due Oct 11	15%
Literature Review: due Nov 29	20%
Simulations: week 5 and week 15	30%
Final Exam date TBA	20%

Attendance and Participation

Students are expected to attend class regularly. Excessive unexcused absences will result in a failing grade in the course. The course is designed to be a seminar which requires regular participation in discussions. As a result, students are expected to complete the assigned readings prior to the week of discussion. Unannounced quizzes may be given throughout to the course.

Exams

Both exams will involve short answer and essay questions. Students are expected to answer questions directly supporting their responses with references to material discussed in the course and in readings.

Literature Review Paper

Students will choose a specific topic of interest relating to interstate war and complete a literature review on that topic. The review should include at least 2 books and 10 articles devoted to the topic. The goal is to supplement your knowledge of the topic presented in the assigned Cashman book by reviewing recently published works on the topic.

Chicago Style (footnotes). For a full methodological guideline on Chicago style of citation look at: http://www.chicagomanualofstyle.org/tools_citationguide.html

No citation from Wikipedia, dictionaries or any type of encyclopedia will be acceptable.

**Students are required to 'meet' with the Professor at least once during the two assigned Literature Review Advising Sessions (see course outline) to discuss paper direction.

Articles examined in the paper must be recently published in peer-review, scholarly journals drawn primarily from the list below.

Scholarly Journals

American Political Science Review
Journal of Politics
American Journal of Political Science
International Studies Quarterly
Journal of Peace Research
Journal of Conflict Resolution
Political Science Quarterly
Conflict Management and Peace Science
International Interactions
International Organization
International Security
European Journal of International Relations
British Journal of Political Science

Students are free to review articles from other scholarly, research-based journals after consulting with the professor.

The literature review should begin with an introduction to the topic and a thesis statement that summarizes the body of knowledge to be presented in the paper. Literature should be integrated conceptually rather than presenting one article or book after the other. A guide for how one might approach a literature review is provided on Blackboard under Course Documents. The paper should end with a conclusion. The literature review should be 7-10 pages double-spaced,

and will be submitted to Safe Assign via Blackboard. A hard copy should be turned in as well. Literature review papers are due on 12/1.

Simulations

Students will be expected to participate in two international conflict simulations during the semester. These are real world, current events where students will be assigned to a team, which plays a role in attempting to resolve or address the conflict. Each simulation will require advanced preparation, coordination and research prior to the start of the simulation. As a result, students will be assigned a group and role at least a week prior to the simulation date.

Each simulation will vary. A background to the conflict, as well as a detailed discussion of how students should prepare for each simulation, will be posted on Blackboard. Students must read the post carefully and prepare accordingly. Team assignments will be posted there as well.

Students will be graded on their participation in each simulation, as well as the preparation for the activity. Each team will need to compose a public AND private position statement PRIOR to the start of the simulation. Position announcements and papers should be accurate and provide the appropriate amount of detail to keep the group on task. It is recommended that at least one group member research other actors in order to prepare the group for best addressing the challenges that other actors will pose.

***** Students that are absent during conflict simulation sessions will not receive credit for the simulation missed.**

PLUS/MINUS GRADING SYSTEM

93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
< 60	F

Principle of Academic Integrity

Academic integrity is a cornerstone value of the intellectual community at East Carolina University. Academic integrity ensures that students derive optimal benefit from their educational experience and their pursuit of knowledge. Violating the principle of academic integrity damages the reputation of the university and undermines its educational mission.

Without the assurance of integrity in academic work, including research, degrees from the university lose value, and the world beyond campus (graduate schools, employers, colleagues, neighbors, etc.) learns that it cannot trust credits or a diploma earned at ECU. For these reasons, academic integrity is required of every ECU student. Maintaining the academic integrity of ECU is the responsibility of all members of the academic community. Faculty should ensure that submitted work accurately reflects the abilities of the individual student. Toward this end, faculty should—through both example and explicit instruction—instill in students a desire to maintain the university’s standards of academic integrity and provide students with strategies that they can use to avoid intentional or accidental violation of the academic integrity policy.

Equal Employment Opportunity/ Affirmative Action Policy and University Commitment to Diversity

East Carolina University celebrates diversity among its faculty, staff, and students, and is committed to fostering respect for human difference and equal opportunities for all, regardless of membership in a University protected class. To that end, the Office of Equity, Diversity and Community Relations develops and implements equal employment opportunity policies and diversity programs. Information about the Office of Equity, Diversity and Community Relations programs and policies, the University’s protected classes and related non-discrimination policies and procedures may be found by visiting the Office’s Web site at www.ecu.edu/edc. (FS Resolution #10-86, November 2010)

IN CASE OF EMERGENCY:

If there were to be a weather or other emergency, students can get information from ECU emergency notices at www.ecu.edu/alert or by calling 252-328-0062. In the event of a prolonged closing of the school, students should continue to check in on Blackboard to see if there are any updates about this course.

DISABILITY SERVICES

East Carolina University seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a covered disability must go to the Department for Disability Support Services located in Slay 138 to verify the disability before any accommodations can occur. The telephone number is 252-737-1016.

COURSE SCHEDULE (subject to change)

Assigned Readings should be completed **before** the beginning of each class.

<p>Week One – 8/21, 8/23</p>	<p>Introduction to the Course, Research and Theoretical Paradigms Syllabus discussion, course expectations, and approach <i>Readings:</i> Cashman (C), Ch. 1, Einstein/Freud Correspondence on War available</p>
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	via Blackboard
Week Two – 8/28, 8/30	Human Aggression <i>Readings:</i> C, Ch. 2
Week Three – 9/4, 9/6	The Psychology of War <i>Readings:</i> C, Ch. 3
Week Four – 9/11, 9/13	Foreign Policy and State Level: Political, Economic, and Demographic Factors <i>Readings:</i> C, Ch. 4 and 5 Blackboard: Graham Allison's <i>Time</i> piece
Week Five – 9/18, 9/20	Simulation #1 - Yemen
Week Six – 9/25, 9/27	State Level: Internal Conflicts, Nationalism, and War Weariness; and Dyadic Level: the Nature of Dyads <i>Readings:</i> C, Ch. 6 and 7
Week Seven – 10/2, 10/4	Dyadic Level: International Interactions <i>Readings:</i> C, Ch. 8
Fall Break 10/6-10/9	
Week Eight – 10/11	Midterm
Week Nine – 10/20, 10/22	Movie – “The Fog of War”
Week Ten 10/16, 10/18	Dyadic Level: Game Theory, Bargaining and Deterrence <i>Readings:</i> C, Ch. 9
Week Eleven – 10/23, 10/25	International System Level <i>Readings:</i> C, Ch. 10 and 11
Week Twelve – 10/30, 11/1	Constructivism <i>Readings:</i> C, Ch. 12
Week Thirteen – 11/6, 11/8	Cyber Warfare and Insecurity. <i>Readings:</i> To be assigned (See Blackboard)
Week Fourteen- 11/13 and 11/15	Literature Review advising via Blackboard/Email
Week Fifteen- 11/20 THANKSGIVING	Student documentary

Week sixteen – 11/27, 11/29	Simulation #2 <i>Readings: To be determined</i> Literature Review Paper Due 11/29

FINAL EXAM – 11:00 - 1:30 Thursday, December 6