

POSC 458: Use of Force in International Relations

Spring 2017

Monday, Wednesday, Friday: 1-1:50 am

CHBS Building 3020

Instructor: Dr. Theresa Schroeder

Office Location: CHBS 5307

Office Hours: Monday 2-3:30 & Wednesday 2-3:30, and by appointment

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Course Description

The primary purpose of this course is to examine the conditions that make for war and peace in world politics. This class is not a historical examination of specific wars; instead, this class focuses on scientific explanations of conflict. The course begins with an examination of historical patterns and trends in warfare. Later sections of the course examine major causes or correlates of war across different levels of analysis. The course concludes with an examination of the outcomes of international conflict.

Course Outcomes

Upon completion of this course, students should be familiar with many of the factors that seem to mitigate or exacerbate military conflict between states. Students should be able to apply these factors in examining real-world scenarios, such as studying historical cases of war or assessing the prospects for future conflict around the world.

Class Format

This is a discussion-based class thus the majority of class periods will NOT be lecture based. Students must come to class prepared to discuss the assigned readings for the week. All course readings are scheduled for the entire week to allow a more free flow of discussion since the readings complement and build off one another. This means that students must be able to discuss the assigned readings any day of that week. Thus, students should take notes on the readings as they read them. The notes from the readings along with notes from class discussion will be notes as you study.

Required Course Texts

Reiter, Dan and Allan C. Stam. 2002. *Democracies at War*. Princeton University Press.

Vasquez, John, ed. 2012. *What Do We Know About War?* Lanham: Rowman & Littlefield Publishers, Inc.

Waltz, Kenneth. 1954. *Man, the State, and War: A Theoretical Analysis*. New York: Columbia University Press.

Earning Grades: *Note---the syllabus is subject to change. Any alterations to assignments or course schedule will be announced in class.*

New and On-going Conflicts Around the World: 10% (Every Friday---need 7 for full credit)

Active Participation in Class Discussion: 20%

Paper:

History of Conflict: 10% (Mar. 20)

Final Paper: 20% (Apr. 24)

Midterm Exam: 20% (Feb. 27)

Comprehensive Final Exam: 20%

Course Policies

E-mail Policy:

Students should ask their questions directly to the professor in person, before class or during office hours. I have ample office hours and am willing to set up an appointment with the student if they are unable to meet during normal office hours. However, when e-mailing me, students must adhere to the follow netiquette rules explained at the following website: "How to E-mail a Professor" <http://www.wikihow.com/Email-a-Professor>. Please check the syllabus prior to e-mailing a question. I stop checking e-mails at 5pm but will respond to all e-mails within 24hrs during the week and within 48 hrs on the weekend.

Technology in the Classroom:

Laptop computers and tablets may be used to take notes during lecture. Students should refrain from using facebook or checking e-mail during lecture. The use of cell phones is strictly forbidden. Students seen texting during class will have their cell phones taken away for the rest of the class period.

Submission of Assignments:

Late assignments will NOT be accepted with the exception of University recognized reasons.

Grading Policy

Final course grades will be assigned using the following scale:

A 100% - 90%	B 89.9% - 80%
C 79.9% - 70%	D 69.9% - 60%
E 59.9% - 0%	

Appealing Grades

If a student wishes to appeal a grade on an assignment, they must first provide a written statement explaining why additional points should be given. This statement must be

typed and does not mean a simple request for more points. The student must tell why s/he believes some specific aspect of his/her answer is correct or of more value. The instructor reserves the right to subtract points as well as to add points during the review process and to re-grade the entire exam or assignment, not just the portion under appeal.

Plagiarism and Cheating

Students are advised to retain all notes and drafts for all work until after they receive their final grade. Students should also be aware that the instructor takes matters of plagiarism and cheating very seriously and is prone to imposing the most severe penalty allowed by university rules, which includes, but is not limited to, issuing an automatic grade of 0.0 for the entire course. Plagiarism also includes turning in a paper for POSC 241 that has already been submitted to fulfill the requirements for a different class. Students will be held to the Radford University Honor Code: <http://www.radford.edu/content/student-conduct/home.html>)

Excused Absences & Make-up Exams

Make up exams for either an exam or final will be permitted only under the gravest of circumstances and with appropriate documentation such as illness or 3 or more final exams on the same day. Students will be allowed to make-up an exam due to sickness if the student can provide a doctor's note stating the dates the student should be excused from classes within the note. This does not include regularly scheduled doctor's appointments, but is only for acute illness when the student has been instructed by the medical provider to NOT go to class. Students are required to notify their instructor one month before the exam takes place if they wish to change the exam date or time due to non-medical reasons. The student must submit the "Change in Final Exam Schedule" form found on the Registrar's website to the professor:

<https://www.radford.edu/content/registrar/home/students.html>

Note: personal travel plans are not a legitimate reason for requesting to take an exam at a different time.

Academic Accommodations

If you are seeking academic accommodations under the Americans with Disabilities Act, you must register with the Disability Resource Office (DRO). Submit disability documentation to the DRO in the lower level of Tyler Hall Suites 54-69, by fax to 540-831-6525, or by email to dro@radford.edu. Once documentation is received and reviewed, a Disability Services Specialist (DSS) will contact you for an interview. You will be notified via RU email when your accommodation package is complete. Meet with **each** course professor, during his or her office hours, to discuss the accommodations and return signed documents to the DRO. For additional information and disability documentation guidelines, visit www.radford.edu/dro or call 540-831-6350.

Changes to the Syllabus and Course Schedule:

It may be necessary to alter the syllabus including the assignments, due dates, assigned readings, and other components during the course of the semester. Any alterations will be announced in class. Thus, ask your classmates if there are any changes if you miss class.

Assignment Descriptions & Instructions

On-going Conflicts

To gain greater knowledge of the current international conflict environment, students will gather information on current and on-going disputes. Students must submit 7 (14 points each for a total of 100) over the course of the semester. The assignments are due *at the beginning of class EACH Friday we have class*. The assignment can be hand written or typed. There are more than 7 Fridays in the semester. Students must find an article from the Council of Foreign Relations website about a current on-going conflict, summarize it's findings, include the date of the article, and the hyperlink to receive full credit.

Students may follow the same issue over the semester or select different disputes/conflicts to learn about. Possible events/issues/disputes are:

- U.S.-Russia
- NATO-Russia
- Ukraine-Russia
- North & South Korea
- India-Pakistan
- South China Sea
- Syrian conflict

There are other international disputes and others may arise over the course of the semester.

Paper Instructions

Each student will complete one 10-15 page original research paper. Each student will study a different international war, with the goal of the paper being to identify the cause of the war, drawing on the theories covered in the course.

Requirements

There are two distinct sections of the paper. The first section, History of Conflict, is meant to familiarize you with the war and its participants. In this section you will, a) provide a brief overview of the events leading up to the war, the focus should be on the years immediately prior to the conflict, but some wars may require the discussion of older events; and b) a brief summary of major events during the war itself. In this section you are also expected to, c) discuss the major consequences of the war for the participants (casualties, destruction, loss of territory, change in political leadership, etc.), and d) examine the overall outcome and consequences of the war (judgments on overall winners and losers – including your justifications for this decision, and the impact of the war on future relations between the states). Note that both sections of the paper should focus primarily on the interstate portion of the war. You may include information on prominent non-state actors, but your history and discussion of causes should focus on the state-to-state elements. The history of the conflict should be around 5 pages, double spaced. You submit this as separate paper first as well as include the revised version as part of the final paper.

Students must use peer-reviewed sources to gather information. You must use as many sources as necessary to write a thorough history. This means more than 1 or 2! You must use at least **1 peer-reviewed print book** (this means no google books). You can easily get any book you need either at the McConnell Library or through Inter-library Loan. This can take time so find sources early!

The second section of the paper requires you to analyze the causes of your war. You must, a) identify three theoretical factors (or "causes") that contributed to the outbreak of the war, at least two of which must be drawn from the topics covered in class. For each factor chosen, 1) explain the theoretical logic of why that factor is thought to be a cause of war in general, and 2) demonstrate how it applies to your case in particular (i.e., work through the general logic, making specific references to your case to show how each part of the logic applies to your war). Finally, b) you will evaluate the ability of each of your three theories to explain your war. Which theory is best supported by the evidence from your case, which (if any) are refuted? I expect students to come to strong conclusions in this section of the paper. Answers such as "all three are important," and/or are not strongly supported, will receive low grades. I want you to take a stand and defend it with the evidence from your case. Again, you will need peer-reviewed sources to help support your claims.

Grading

Papers will be graded on content, grammar, formatting, structure and style.

Formatting

The paper is to be double spaced, use 12 point Times Roman Font, and have standard margins. The paper is to be 10-15 pages in length. This total is for pages of text and does not include such things as the title page, bibliography, index, appendix, or tables/graphs/maps. Failure to comply with the page requirements (whether too short, too long, or only meeting the requirements by manipulating fonts or margins) will be penalized by at least one letter grade. Each paper must, at a minimum, include a title page (with student name, paper title, course, and date), paper text (Intro, Body, Conclusion), and a bibliography. Each page, except the title page and the first page of text, must be clearly numbered. The title page, citations (below), and bibliography account for 10% of the paper grade.

Citations

Citations will be in text parenthetical references. The citation should include the name of the author(s), year. Page numbers must be included when using a direct quote. If there are three or more authors for one work, only the first author is listed followed by the term *et al.* Below are a few examples of this form of citation. Further examples can be found in the Geller and Singer text. If you have any questions come see me in my office hours before the paper is due. Failure to properly cite material, regardless of its source, will result in up to a 100% deduction from your paper and failure of the course.

Power Transition Theory (Organski 1958; Organski and Kugler 1980) challenges the prevailing balance of power paradigm (Morgenthau 1948; Waltz 1979).

"While many measures have been proposed, only a handful have been developed to the point of genuine utility" (Organski and Kugler 1980, 33).

Waltz (1964, 1979) argues that a bipolar world is more stable than a multipolar system. A reference list using a recognizable citation format (APA; Chicago; APSA; MLA) must also be included at the end of the paper.

Sources

Students must use peer-reviewed sources for the paper. This includes books and journal articles. Students should perform research on the theories included in the paper beyond what is covered in class. Sources can be found using McConnell library's super search and google scholar. It is your responsibility to determine if the source is an appropriate source. Another valuable resource would be Dougherty and Pfaltzgraff *Contending Theories of International Relations: A Comprehensive Survey*, any edition.

Choosing a War

On D2L there is a list of wars students may select for their paper. There should be more wars than students in the class. However, only **ONE** student may select any war – no exceptions. Cases from the World Wars will only be allowed if all other cases are selected. I have broken several wars down into component parts, for this class each of these component parts will be considered a separate war. Note that some wars involve multiple states on each side; this may complicate the analysis and require more research. Students must sign-up on the list of wars posted to my office doors. Wars will be assigned on a first-come-first-served basis. Brief histories of each war can be found at www.onwar.com.

Week 1: The Study of War

Readings:

Hensel, Paul R. 2002. "The More Things Change...: Recognizing and Responding to Trends in Armed Conflict." *Conflict Management and Peace Science* 19 (1):27-52.

Vasquez, John A. 1993. "Conceptualizing War," Chapter 1 from *The War Puzzle*. Pages 21-50.

Week 2: The Study of War Cont; Expected Utility & Rationalists Explanations

Readings:

Clausewitz, Carl von, 1832. "Chapter 1" *On War*

Bruce Bueno de Mesquita. 1988. "The Contribution of Expected Utility Theory to the Study of International Conflict." *Journal of Interdisciplinary History* 18: 629-652.

James D. Fearon. 1995. "Rationalist Explanations for War." *International Organization*, 49: 379-414.

Robert Powell. 2006. "War as a Commitment Problem." *International Organization* 60 1:169-203.

Week 3: Levels of Analysis

Readings:

Chps 1,2, 4, & 6 *The Man, the State, & War*

Mearsheimer, John. 2001. *The Tragedy of Great Power Politics*. New York: Norton. 1-54.

No Class Friday, Attendance at Gendered Dynamics of International Security Conference at the University of Central Florida

Week 4: BoP/PT/ Long Cycle

Readings:

Waltz, Kenneth N. 1964. "The Stability of a Bipolar World." *Daedalus* 93 (Summer): 881-909.

Deutsch, Karl , and J. David Singer. 1964. "Multipolar Power Systems and International Stability." *World Politics* 16 (3):390-406.

Wohlforth, William C. 1999. "The Stability of a Unipolar World." *International Security*, 24(1): 5-41.

Doran, Charles, and Wes Parsons. 1980. "War and the Cycle of Relative Power." *American Political Science Review* 74 (4):947-65.

Morgenthau, Hans. *Politics Among Nations*, Chapters 11 and 12

Week 5: Rivalry & Arms Races

Monday: Class time used for individual meetings with Professor about paper. Sign up for time to meet with Dr. Schroeder in her office, CHBS 5307

Readings: Chapters 5, 6

Thompson, William. 2001. Identifying Rivals and Rivalries in World Politics. *International Studies Quarterly*, 45, 557-586.

Gibler, Douglas, Toby Rider, and Marc Hutchison. 2005. "Taking Arms Against a Sea of Troubles: Conventional Arms Races During Periods of Rivalry." *Journal of Peace Research* 42 (2):131-47.

Week 6: Rivalry

Monday: Catch-up/Review

Wednesday & Friday, No Class for Attendance at International Studies Association Conference

Assignment:

Week 7: Territory

Monday: Midterm Exam

W-F: Reading:
Chapters 1 & 10

Tanka, Seiki. 2016. "The Micro-foundations of Territorial Disputes: Evidence From Japan" *Conflict Management and Peace Science* 33(5): 516-538

Spring Break

Week 8: Alliances

Readings:
Chapter 2, *What Do We Know About War?*

Leeds, Brett Ashley, Andrew G. Long, and Sara McLaughlin Mitchell. 2000. "Re-Evaluating Alliance Reliability: Specific Threats, Specific Promises." *Journal of Conflict Resolution* 44: 686-699.

Lupu, Yonatan & Paul Poast (2016). "Team of Former Rivals: A Multilateral Theory of Non-aggression Pacts" *Journal of Peace Research* 53(3) 344-358)

Week 9: Coalitions

Tago, Atsushi. 2005. "Why Do States Join Us-Led Military Coalitions?: The Compulsion of the Coalition's Mission and Legitimacy." *International Relations of the Asia Pacific* 7, no. 2: 179-202.

Morey, Daniel. 2016. "Military Coalitions and the Outcome of Interstate Wars." *Foreign Policy Analysis* 12:533-51.

Week 10: Regime Type

Readings: Chp 8

Kant, Immanuel. 1795. "Perpetual Peace: A Philosophical Sketch."

Ray, James Lee. 1998. "Does Democracy Cause Peace." *Annual Review of Political Science* 1:27-46.

Regan, Patrick, and Aida Paskeviciute. 2003. "Women's Access to Politics and Peaceful States." *Journal of Peace Research* 40 (3):287-302.

Week 11: Cooperation & Interdependence

Monday: Class time used for individual meetings with Professor about paper. Sign up for time to meet with Dr. Schroeder in her office, CHBS 5307

Readings: Chp 9

Barbieri, Katherine. 1996. "Economic Interdependence: A Path to Peace or a Source of Interstate Conflict?" *Journal of Peace Research* 33: 29-49.

Shannon, Megan L., Daniel S. Morey, and Frederick J. Boehmke. 2010. "The Influence of International Organizations on War Initiation and Duration." *International Studies Quarterly* 54 (4): 1123-1141

Week 12 : Domestic Politics/Diversionsary

Readings:

Fearon, James. 1994. "Domestic Political Audiences and the Escalation of International Disputes." *American Political Science Review* 88:577-92.

Weeks, Jessica. 2008. "Autocratic Audience Costs: Regime Type and Signaling Resolve." *International Organization* 62:35-64.

Morgan T., Clifton and Christopher J. Anderson (1999). "Domestic Support and Diversionary External Conflict in Great Britain, 1950-1992." *Journal of Politics* 61, 3: 799-814.

Mitchell, Sara McLaughlin and Brandon C. Prins (2004). "Rivalry and Diversionary Uses of Force." *Journal of Conflict Resolution* 48: 937 - 961.

Week 13: Ending War

Monday: Class time used for individual meetings with Professor about paper. Sign up for time to meet with Dr. Schroeder in her office, CHBS 5307

Reiter, Dan. 2009. *How Wars End*

Week 14 : New Uses for the Military

Mullenback, Mark J. 2005. "Deciding to Keep Peace: An Analysis of International Influences on the Establishment of Third-Party Peacekeeping Missions." *International Studies Association* 49:529-55.

Bove, Vincenzo, and Leandro Elia. 2011. "Supplying Peace: Participation In and Troop Contribution to Peacekeeping Missions." *Journal of Peace Research* 48 (6):699-714.

Hultman, Lisa, Jacob Kathman, and Megan Shannon. Forthcoming. "United Nations Peacekeeping Dynamics and the Duration of Post-civil Conflict Peace." *Conflict Management and Peace Science*.