

Updated 8/20/15

Readings, assignments, and due dates subject to change with a week's notice

POS 467: International Security and Conflict, Fall 2015

Instructor: Professor Thorin Wright

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& by appointment

Teaching Assistant:

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(I only check email during business hrs.)

Classroom: Phys. Sci. Center H Wing 153

Meeting Time : MWF, 12-12:50p

Course Overview and Objectives

The scourge of war has been a major shaping force of human history, as well as the source of its greatest tragedies. The current global political landscape is still shaped largely by the shadow of World War II and the Cold War. Since the end of the Cold War, however, the outbreak of a war between superpowers or major powers seems very unlikely. This does not mean that we have solved the problem of war, as we have also seen a rise in the use of global terrorism and a spike in the outbreak of civil wars and internationalized civil wars since the end of the Cold War. States devote an enormous amount of resources to defense. Furthermore, hostility between states inhibits cooperation in a variety of areas including trade, environmental protection, and the like. In short, solving the problem of war may be a prerequisite for addressing other problems around the globe.

The major focus of this course is the study of international security and the causes of conflict and war. We begin with an overview of what international and regional security are as concepts, what “war” and “conflict” mean, followed by an examination of the major explanations of the causes of conflict and war. The major contrast in explanations of the outbreak of war is between the role of power and the role of stakes in leading state’s down the war path. We then move into an examination of the influence of security-seeking behaviors and factors related to the onset of conflict and war, such as arms, alliances, domestic politics and rivalry on the outbreak, duration, and dynamics of conflict. Following the exploration of the contributing factors to the outbreak of conflict, we then go over civil conflict and conflict management.

This course’s goal is to teach advanced undergraduates the major theories and explanations of international security, conflict, and war. Specifically, students will learn about the progress of research in the systematic study of war and peace. The focus is mostly on interstate (between two countries) conflict, rather than intrastate conflict (civil wars), but we will spend approximately 2 weeks discussing civil wars and internationalized civil conflict. The readings for this course surveys major theories of security and conflict. Students will be exposed to theoretically driven as

well as empirical research. Some of this research is statistical, so I will also be teaching students to learn and understand the basics of quantitative results.

Learning Objectives and Outcomes

Upon completion of this course, students should:

- Gain familiarity with the major theories factors of international conflict
- Be able to apply explanations of conflict to the explanation and understanding of real world scenarios
- Be able to explain historical cases of war in light of the theories presented in class
- Be able to read and understand empirical research in the social sciences.
- Be able to provide original critiques of research on international conflict.

Required Books

Mitchell, Sara McLaughlin, and John A. Vasquez, eds. 2014. *Conflict, War, and Peace: An Introduction to Scientific Research*. Thousand Oaks, CA: Sage CQ Press. (hereafter **CWP**)

Salehyan, Idean. 2009. *Rebels Without Borders: Transnational Insurgencies in World Politics*. Ithaca: Cornell University Press. (available as a e-book in the library or cheaply from amazon). (hereafter **Salehyan**)

Quackenbush, Stephen L. 2015. *International Conflict: Logic and Evidence*. Thousand Oaks: Sage/CQ Press. (hereafter **Quackenbush**)

DeRouen, Karl, Jr. 2015. *An Introduction to Civil Wars*. Thousand Oaks: Sage/CQ Press. (hereafter **DeRouen**)

Other required readings are journal articles. All are available digitally through the ASU library.

Note on the Readings: Many of the readings refer to or include statistical analysis. I will explain the basics of understanding what these tables mean early on in the course. Students are encouraged not to take away the specifics of any one statistical analysis, but rather the logic of the explanation provided and understand what the major findings are, but not the mechanics of the statistical modeling.

I may also post articles and guides (for accessing the New York Times, writing guides, etc.) to the course's blackboard site throughout the semester. These will not be required readings, per se, but students might find them relevant, interesting, and helpful for understanding material in the course.

Course Format

On Mondays and Wednesdays, I will typically provide a broad overview lecture of the subject area being covered that week, which will be partially based on the assigned readings. Fridays will be reserved mainly for group discussion sections where students review and discuss course material.

Students are expected to complete and understand the readings, attend class on a regular basis, and contribute to classroom discussions. Students should come to class having read the material assigned for that day. I will NOT redistribute materials, lecture notes, or assignments to students that miss class for any reason. I treat all non-university excused absences equally.

Pop Music Related to Conflict Topics:

On several days throughout the semester (if not most), just before the class period begins as I prepare for class, I will play songs that are topically related to the course. These songs often present differing perspectives related to conflict issues, and **do not** reflect my perspective or opinion (or even my musical taste in some cases). Songs are chosen because they present some perspective that students may find interesting, informative, or thought-provoking.

Course Requirements

The grade for the course will be based on performance on two exams and a research paper:

1. Exams: 40% (2 exams at 20% each)
2. Group Research Project: 35%
3. Reading Quizzes 10%
4. In-Class Participation: 5% (Answering written discussion answers throughout the semester).
5. Group Discussion Days: 10% (Participation in group discussion sections on Friday classes).
6. **Research Study Participation Requirement:**

Students enrolled in this course are required to complete a research assignment that can include up to 2 hours of research study participation. These studies require that students set up an appointment to complete participation at a laboratory on campus (or via an on-line survey). Students will learn how studies are conducted and will receive a synopsis at the conclusion of the semester describing the study's goal, result, and relevance to the class. Students who prefer not to participate in research as subjects may opt for an alternative that entails finding an article using the experimental method published in a scholarly journal like American Political Science Review, American Journal of Political Science, or Journal of Experimental Political Science by using Google Scholar. <http://scholar.google.com/>. Write a three-page summary and critique of the article. The typical article is about 20 pages and thus reading it and writing a three-page paper should take approximately two hours.

During the second week of the semester, students will receive an announcement and e-mail through Blackboard including details on how to complete either requirement. Note that if you are enrolled in multiple POS classes that require participation, you only need to satisfy the requirement one time.

The following website will direct students to the SPAGS experimental website where they can register for an experimental session.

<http://spgslab.wordpress.com/experimental-participation-sign-up/>

Completing the research requirement is REQUIRED for you to pass this course.

Grading Scale: The following grading scale is used for this course:

99-100: A+

93-98: A

90-92: A-

87-89: B+

83-86: B

80-82: B-

77-79: C+

70-76: C

60-69: D

< 60: E

There are **no** extra credit opportunities in this course. There is no rounding of grades in this course (e.g., a 89.9 is a B+ and not an A-). Providing point bumps is unfair to your classmates who do not receive such a bump so please do not ask me for any grade adjustment. If you need an A (or B or C) then you must earn it.

MAKE-UP POLICY for paper topics, papers, exams, or participation exercises. There are NO makeup assignments, papers, or exams. Late papers and paper-topics will NOT be accepted. If an emergency or University excused absence prevents you from completing an assignment, you must contact me prior to class (and receive confirmation from me regarding such contact), explain the nature of the emergency, and subsequently present documentation verifying the explanation. If the emergency proves valid you will not be penalized.

Exams (40%)

There will be two exams, each worth 20% of the total grade. The first exam will cover the topics of weeks 1-8, with the final exam being comprehensive for the whole course. Each exam will be entirely in written format (no multiple choice) and will consist of 5 short answer questions of concepts plus an essay component. The criteria for these exams is not that students be able to recite just the basics of a theory or a case, but to be able to critically evaluate explanations and integrate material from different topics together.

Questions will draw on material included in both the readings and the lectures.

NOTE: Students will not need a blue book for exams.

Mid-term Exam: October 14 (in-class).

Final Exam: Wednesday, December 9, 9:50 - 11:40 AM (in our regular classroom).

Group Research Projects (35%)

Early on in the semester, students will be organized into discussion groups for Friday discussion sections (see below). These groups will also be assigned a research project for the semester, which will include a collaborative paper and presentation due at the end of the semester.

Students will be required to work in groups to analyze a theoretical argument from a scholarly article in light of a case of conflict. I will provide a more detailed assignment guide as the semester progresses.

NOTE: Late assignments will not be accepted. Please see above for the makeup policy regarding how emergencies are handled.

In-Class Presentations, November 30, December 2, in class.

Group papers due: December 4 via SafeAssign on Blackboard.

In-Class Lecture Participation (5%)

The in-class participation component will be made up of impromptu written answers to discussion questions I ask in class, thus without consistent attendance, this will be a difficult portion of the class to do well. The purpose of these questions is to generate better class discussion. By giving the students time to think of answers and write them down, this should generate some thoughtful response and generate more vibrant discussions. These questions will be asked at the beginning of the class, and so students who are not present at the beginning of class will not be eligible for participation on a particular assignment (in the event that they show up to class late). There will be **at least 5** written discussion answers throughout the semester, so completing a total of 5 throughout the semester will earn a student full credit on in-class lecture participation.

Group Discussion Days (10%)

In addition to impromptu written answers to discussion questions, students will be organized into discussion groups early on in the semester (after the add/drop deadline). On **most** Fridays, students will split into their groups and given a list of relevant questions and topics to discuss. These topics will include (but not be limited to): reviewing course reading and lecture material, comparing theories of conflict and security, discussing empirical applications of theory, and current

events pertaining to international conflict and security. Additionally, for each topic on Fridays, either I or my T.A. will sit in with one group to help guide the discussions. Attendance and participation in these discussions will be recorded and incorporated into the group discussion portion of the grade. This grade is separate from the group research project, but the groups will be the same.

Reading Quizzes (10%)

I will have students complete short, unannounced, closed-book, closed-note, in-class, multiple-choice reading quizzes that quiz students' reading of the week's assignments. These will be conducted on Mondays, but not every Monday. There will be **at least 5** quizzes throughout the semester, of which the top 5 student scores will be counted toward the reading quiz portion of their grade. They will consist of 5 multiple choice questions concerning the readings for that week. That is, if it is the Monday of Week 2, they will be questions concerning readings for Week 2.

Research Study Participation Requirement: Required to Pass Class.

Students enrolled in this course are required to complete a research assignment that can include up to 2 hours of research study participation. These studies require that students set up an appointment to complete participation at a laboratory on campus (or via an on-line survey). Students will learn how studies are conducted and will receive a synopsis at the conclusion of the semester describing the study's goal, result, and relevance to the class. Students who prefer not to participate in research as subjects may opt for an alternative that entails finding an article using the experimental method published in a scholarly journal like *American Political Science Review*, *American Journal of Political Science*, or *Journal of Experimental Political Science* by using Google Scholar. <http://scholar.google.com/>. Write a three-page summary and critique of the article. The typical article is about 20 pages and thus reading it and writing a three-page paper should take approximately two hours.

During the second week of the semester, students will receive an announcement and e-mail through Blackboard including details on how to complete either requirement. Note that if you are enrolled in multiple POS classes that require participation, you only need to satisfy the requirement one time.

The following website will direct students to the SPAGS experimental website where they can register for an experimental session.

<http://spgslab.wordpress.com/experimental-participation-sign-up/>

Again, completing the research requirement is REQUIRED for you to pass this course.

Preparation

Students are expected to have read the week's readings **by the beginning of the week** they are assigned, with the exception of the first class. The lectures are based in part on the reading, but

neither the lectures nor readings alone will prepare students adequately for the exam. All course readings not included in the books are available via ASU's digital library.

Students are expected to complete and understand the readings, attend class on a regular basis, and contribute to classroom discussions. Students should come to class having read the material assigned for that day. I will NOT redistribute materials, lecture notes, or assignments to students that miss class for any reason. I treat all non-university excused absences equally.

Attendance Policy

Attending class on a regular basis will be necessary to do well in the course, and therefore attendance will be randomly taken via written discussion questions, and accounted for in every group discussion meeting on the Fridays in which they occur. Therefore attendance is incorporated into the participation grade. If you missed class, please consult the syllabus to see what you missed. Please **DO NOT** email me asking what was covered in class, and please instead consult the assigned readings, discuss with classmates, make an appointment, or stop by during office hours to discuss the readings. I will not redistribute notes, course materials or make power point slides available.

Classroom & Communication Etiquette

Please leave all cell-phones or other messaging devices turned off and put away. Laptops and tablets are allowed for note-taking only and students will be asked to leave the classroom if caught violating this. Students who are disruptive in class will be asked to leave.

I do not allow the recording of lectures, nor photography of power point slides. It is a violation of intellectual property to do so.

During lectures, questions are encouraged. Please feel free to raise your hand and ask for clarification at *any* time during the lecture.

During class debates and discussion, differing opinions are encouraged. Some of the topics in class are controversial, and a diversity of civilly expressed opinions are tolerated. **HOWEVER**, I will not tolerate personal attacks or statements that single out students or groups on the basis of gender, age, religion, race, ethnicity, nationality or sexual orientation. Students who violate this will be asked to leave the classroom.

E-MAIL ETIQUETTE: I will try to respond to most emails within 48 hours, excluding weekends. Please consult the syllabus, paper guide, or prior electronic course announcements before emailing me. There's a good chance your question will be answered from one of those sources. I will not respond to emails asking questions that could be answered by reading the syllabus or the course

website. In particular, please do not ask what topics were discussed in a class you missed. The syllabus provides that information.

Furthermore, please use proper salutations (I'm Professor Wright or Dr. Wright, for instance. Your T.A. is Mr. Davis), sentence structure, and grammar when communicating via email. E-mails to professors are professional in nature, so please remember that. I will not respond to emails that do not use proper salutations, sentence structure, and grammar.

Disability Accommodations

Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Their office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: 480-965-1234 (V), 480-965-9000 (TTY). For additional information, visit: www.asu.edu/studentaffairs/ed/drc. Their hours are 8:00 AM to 5:00 PM, Monday through Friday. Disability information is confidential.

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <http://sexualviolenceprevention.asu.edu/faqs/students>.

Academic Honesty and Integrity

Student Obligations (from the official University Academic Integrity Policy: <https://provost.asu.edu/sites/default/files/AcademicIntegrityPolicyPDF.pdf>). Also see: <http://provost.asu.edu/academicintegrity>

Each student must act with honesty and integrity, and must respect the rights of others in carrying out all academic assignments. A student may be found to have engaged in academic dishonesty if, in connection with any Academic Evaluation or academic or research assignment (including a paid research position), he or she:

- A. Engages in any form of academic deceit;
- B. Refers to materials or sources or uses devices (e.g., computer disks, audio recorders, camera phones, text messages, crib sheets, calculators, solution manuals, materials from

previous classes, or commercial research services) not authorized by the instructor for use during the Academic Evaluation or assignment;

- C. Possesses, reviews, buys, sells, obtains, or uses, without appropriate authorization, any materials intended to be used for an Academic Evaluation or assignment in advance of its administration;
- D. Acts as a substitute for another person in any Academic Evaluation or assignment;
- E. Uses a substitute in any Academic Evaluation or assignment;
- F. Depends on the aid of others, including other students or tutors, in connection with any Academic Evaluation or assignment to the extent that the work is not representative of the student's abilities;
- G. Provides inappropriate aid to another person in connection with any Academic Evaluation or assignment, including the unauthorized use of camera phones, text messages, photocopies, notes or other means to copy or photograph materials used or intended for Academic Evaluation;
- H. Engages in Plagiarism;
- I. Uses materials from the Internet or any other source without full and appropriate attribution;
- J. Permits his or her work to be submitted by another person in connection with any Academic Evaluation or assignment, without authorization;
- K. Claims credit for or submits work done by another;
- L. Signs an attendance sheet for another student, allows another student to sign on the student's behalf, or otherwise participates in gaining credit for attendance for oneself or another without actually attending;
- M. Falsifying or misrepresenting hours or activities in relationship to an internship, externship, field experience, clinical activity or similar activity; or
- N. Attempts to influence or change any Academic Evaluation, assignment or academic record for reasons having no relevance to academic achievement.

There are severe sanctions for cheating, plagiarizing and any other form of dishonesty. Please see the Student Code of Conduct and Student Disciplinary Procedures. An initial incident will result in the student receiving an E and zero points for exam. A second incident will result in a failure (E or possibly an XE failure for academic dishonesty) for the course. All work must be yours and it must be original to this class. If you have questions about this, please ask us. All instances of academic dishonesty will, per CLAS policy, be reported to the appropriate authority in CLAS.

Policy Regarding Absences for Religious Observances

University policy asks that students inform their instructors if they will need to miss class due to religious observances at the beginning of the semester. Please contact me within the first week of the semester so that either alternate due dates or make up exams may be scheduled well in advance.

Course Schedule

Note: I reserve the right to alter any of the reading assignments with at least a week's notice ahead of their assignment.

Week 1 (August 21): Course Overview and Introduction: The Scientific Study of International Conflict and Syllabus

Week 2 (August 24-28): Course Overview and Introduction: The Scientific Study of International Conflict and How to Read Statistics

CWP, Chapters 1 and 2 (including all methodological notes)

Quackenbush, Chapters 1.

Note: Friday, August 28: Group Assignments and First Discussion Day (These will occur pretty regularly on Fridays for the rest of the semester).

Week 3 (August 31-September 4:) The Scientific Study of Conflict and Trends in Conflict Over Time

CWP, Chapter 2 (including all methodological notes)

Quackenbush, Chapter 2.

Pettersson, Therese, and Peter Wallensteen. 2015. "Armed Conflicts, 1946-2014." *Journal of Peace Research*. 52 (4): 536-550.

Week 4 (Sept 9, 11): Major Theories of Security and Conflict: Realism and Rationalism

NO CLASS Monday Sept 7, Labor Day

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

Quackenbush, Chapters 3 and 5

Weeks 5-6 (Sept 14-25): Territory and Conflict

Sept. 14-18: Why Territory Matters

Quackenbush, Chapter 4

Goddard, Stacie E. 2006. "Uncommon Ground: Territorial Conflict and the Politics of Legitimacy." *International Organization*. 60: 35-68.

Hensel, Paul, and Sara McLaughlin Mitchell. 2005. "Issue Indivisibility and Territorial Claims." *GeoJournal*. 64: 275-85.

Sept. 21-25: Contested Territory and the Steps to War

CWP, Chapter 7, 12

Gibler, Douglas M. and John A. Vasquez. 2001. "The Steps to War in Asia, 1931-1945." *Security Studies* 10 (3): 1-45.

Weeks 7-8 (Sept 28-Oct 2.; Oct 5-9:) Domestic Politics of Conflict and the Democratic Peace

Sept 28-Oct 2: Normative and Structural Democratic Peace

CWP, Chapter 9.

Quackenbush, Chapter 7.

Quackenbush, Stephen L., and Michael Rudy. 2009. "Evaluating the Monadic Democratic Peace." *Conflict Management and Peace Science*. 26 (3): 268-85.

Group Project Discussion, October 2. Nothing needs to be turned in, but I will discuss in more detail the process of the paper with the groups. Groups should bring a list of potential sources to discuss.

October 5-9: Selectorate Theory; The Territorial Peace

Bueno de Mesquita, Bruce, James D. Morrow, Randolph M. Siverson, and Alastair Smith. 1999. "An Institutional Explanation of the Democratic Peace." *American Political Science Review*. 93: 791-807 (don't worry about reading the appendix).

CWP, Chapter 12

Week 9, (October 14-16) Mid-Term Week

NO CLASS OCT 12–Fall Break

MID-TERM EXAM, Covering Weeks 1-8, October 14

Students will NOT need to bring their own blue/green book in order to take the exam

October 16: Group discussions will focus on getting started on group research projects.

Week 10 (October 19-23): Arms Races & Alliances

Quackenbush, Chapter 6

Rider, Toby J. 2009. "Understanding Arms Race Onset: Rivalry, Threat, and Territorial Competition." *Journal of Politics*. 71: 693-703.

Johnson, Jesse, and Brett Ashley Leeds. 2011. "Defense Pacts: A Prescription for Peace?" *Foreign Policy Analysis* 7: 45-65.

Week 11 (October 26-30): International Rivalry

Quackenbush Chapter 13.

CWP Chapter 5.

Lu, Lingyu, and Cameron G. Thies. 2013. "War, Rivalry, and State Building in the Middle East." *Political Research Quarterly*. 66(2): 239-253.

Week 12 November 2-6: Nuclear Weapons and Deterrence

Quackenbush Chapter 8

Danilovic, Vesna. 2001. "Conceptual and Selection Bias Issues in Deterrence." *Journal of Conflict Resolution*. 45: 97-125.

Daniel Geller. 2012. "Nuclear Weapons and War." in John Vasquez (ed.). *What Do We Know About War?* 2nd edition. Lanham, MD: Rowman and Littlefield. **(I will post this chapter on blackboard)**

Group Project Discussion, November 6. Nothing is due, but I will discuss with groups the progress of their papers.

Week 13 (November 9-13): Internationalized Civil Conflict

NO CLASS on November 11, Veteran's Day

DeRouen Chapters 1 and 8

Salehyan Salehyan, Idean. 2009. *Rebels Without Borders*, Chapters 1 and 5.

Week 14 (November 16-20): The Environment and Conflict

Salehyan, Idean. 2014. "Climate Change and Conflict: Making Sense of Disparate Findings." *Political Geography*. 43: 1-5.

Devlin, Colleen, and Cullen S. Hendrix. 2014. "Trends and Triggers Redux: Climate Change, Rainfall, and Interstate Conflict." *Political Geography*. 43: 27-39.

Landis, Steven T. 2014. "Temperature Seasonality and Violent Conflict: The Inconsistencies of a Warming Planet." *Journal of Peace Research*. 51 (5): 603-618.

Week 15 (November 23-25): Conflict Management & Resolution

DeRouen, Chapter 7

Kleiboer, Marieke. 1996 "Understanding Success and Failure of International Mediation." *Journal of Conflict Resolution*, 40: 360-389.

Greig, J. Michael, and Paul F. Diehl. 2005. "The Peacekeeping-Peacemaking Dilemma." *International Studies Quarterly*. 49: 621-45.

Week 16 (November 30-December 4): Wrap-Up and Overview

In-Class Group Presentations, November 30 and December 2

December 4: Wrap-Up and Review for Final.

NOTE: Group Paper Due December 4 via Safe Assign

Week 17 (Finals Week)

Final Exam: Wednesday, December 9, 9:50 - 11:40 AM (in our regular classroom).