

International Conflict
Political Science 378, section 001
Winter semester 2008

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Office hours:
TTh 9-10:30 AM
781 SWKT

Class:
MWF 11-11:50
280 SWKT

Course description

The purpose of this course is to inquire into the nature of conflict in the international system. Although this class examines crisis diplomacy, military doctrine, and nuclear deterrence, the primary focus is on armed conflict: the causes of war and the nature of warfare, both conventional and unconventional. Students will also research one conflict in depth and write papers analyzing its causes and evaluating decisions made by national leaders.

By studying the ideas and information presented throughout the class, students can gain both a better understanding of the world around them and a greater capacity to affect the world for good. Students should see this course not just as a means to acquire specialized knowledge, but also as an opportunity to develop important academic and life skills, including critical thinking and communication.

For more information on the learning outcomes sought by the department of political science, as well as the department's statement of purpose, please visit the following web page: https://learningoutcomes.byu.edu/wiki/index.php/Political_Science_BA

Required texts

Five books are required for purchase. Reading assignments will be drawn almost exclusively from these texts, and students are expected to bring them to class.

1. Richard K. Betts, ed., Conflict after the Cold War: Arguments on Causes of War and Peace 3rd ed. (Boston: Longman, 2008).
2. Stephen Van Evera, Causes of War: Power and the Roots of Conflict (Ithaca: Cornell University Press, 1999).
3. Robert J. Art and Kenneth N. Waltz, eds., The Use of Force: Military Power and International Politics, 6th ed. (New York: Rowman and Littlefield, 2004).
4. Michael Walzer, Just and Unjust Wars: A Moral Argument with Historical Illustrations, 3rd ed. (New York: Basic Books, 2006).
5. Scott D. Sagan and Kenneth N. Waltz, The Spread of Nuclear Weapons: A Debate Renewed (New York: W.W. Norton, 2003).

There are two other texts you may find useful in this course. Stephen Van Evera's *Guide to Methods* is designed to help you think critically and write clearly. The *Turabian Manual for*

Writers is usually used as a guide to style and format for writing papers, but you will find it is full of other helpful ideas, including an invaluable explanation of how to develop a research question. (Many of you will have purchased an earlier edition of the Turabian manual for your Political Science 200 class. Please consider purchasing the 2007 edition, which is superior in every way.) Both of these books are strongly recommended, but not required.

- Stephen Van Evera, Guide to Methods for Students of Political Science (Cornell: Cornell University Press, 1997).
- Kate L. Turabian, A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers, 7th ed., rev. Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams, and the University of Chicago Press editorial staff (Chicago: The University of Chicago Press, 2007).

Course requirements

Twenty percent of your total grade will be determined by your participation in class. Although this class is somewhat large, I expect every student to be actively involved. To this end, please make sure you read each day's assignment prior to coming to class. Students should be aware that several unannounced quizzes have been planned, and should prepare accordingly. Tardy students will not get extra time to finish their quizzes.

Thirty percent of your grade in this course will come from exams. Exams will test students' knowledge of the theories presented in the readings and discussed in class; the use of books or notes will not be permitted. There will be two midterm exams, each worth ten percent of your total grade. Midterms will be administered in the testing center. The final exam, also worth ten percent of your final grade in this class, will be administered in the regular class room (280 SWKT). The university has designated Friday, April 18, from 11 AM - 2 PM as the time for the final exam. Students who can not take the exam at this time will receive an incomplete in the class and take a make-up exam after the end of the semester.

The final fifty percent of your grade comes from three writing assignments. All three papers will focus on a single historical conflict. For the first writing assignment, worth ten percent of the final class grade, students will assemble a descriptive report which summarizes key facts about the participants and outlines a timeline of critical events and decisions. This assignment will be done as a group project. Students will be divided into groups of four to work on a descriptive report for the conflict of their choosing. (A list of appropriate conflicts will be distributed in a later class period.) Grades on this project will be determined in part by peer evaluations of each member's contributions to the group effort.

The second and third writing assignments will be research papers completed individually, but continuing to investigate the same conflict first studied for the group project. In the second writing assignment, students will explain what caused the conflict. In the third writing assignment, students will evaluate, or judge, a decision made during the conflict, according to an explicit standard. More detail on these three assignments will be handed out in class at a later date, but critical information is summarized in the table below.

	<u>Assignment</u>	<u>paper due</u>	<u>length</u>	<u>worth</u>
1	Describe a conflict (group project)	Fri, Feb. 1	8-10 pages	10%
2	Explain the causes	Fri., Mar. 7	10-12 pages	20%
3	Evaluate a decision	Fri., Apr. 4	10-12 pages	20%

Students will receive further instructions on all three writing assignments in later class periods. But each student, on each assignment, should carefully follow the Memo on Writing, distributed on the first day of class with the syllabus, and available online on the Blackboard course website.

Schedule of class readings

For each day of class, there are assigned readings. Students should come to class having studied these texts and prepared themselves for a discussion. Note: Due to space limitations, reading assignments from the three required books are presented here using an abridged citation format, as noted here:

CACW = Conflict after the Cold War: Arguments on causes of war and peace

COW = Causes of War: Power and the roots of conflict

UOF = The use of force: Military power and international politics

JUW = Just and unjust wars: A moral argument with historical illustrations

SNW = The spread of nuclear weapons: A debate renewed

Mon., Jan. 7	Welcome to class. No readings are assigned for today.
Weds., Jan. 9	Introduction to international conflict Thucydides, "The Melian dialogue," (<u>CACW</u> 55-59). Thomas Hobbes, "The state of nature and the state of war," (<u>CACW</u> 65-68). Michael Walzer, "The moral reality of war," (<u>JUW</u> 3-47).
Fri., Jan. 11	Michael Walzer, "Law and order in international society," (<u>JUW</u> 51-73).
Mon., Jan. 14	Margaret Mead, "Warfare is only an invention– not a biological necessity," (<u>CACW</u> 176-180). Robert J. Art, "The fungibility of force," (<u>UOF</u> 3-22).
Weds., Jan. 16	Alexander L. George, "Coercive diplomacy," (<u>UOF</u> 70-76). David A. Welch, James G. Blight, and Bruce J. Allyn, "The Cuban missile crisis," (<u>UOF</u> 197-220).

Fri., Jan. 18	Causes of war: Balance of power Robert Gilpin, "Hegemonic war and international change," (<u>CACW</u> 93-104). Stephen Van Evera, "Power shifts: Windows of opportunity and vulnerability," (<u>COW</u> 73-104).
Mon., Jan. 21	Holiday; no classes.
Weds., Jan. 23	Geoffrey Blainey, "Power, culprits, and arms,"(<u>CACW</u> 105-116). Stephen Van Evera, "False optimism: Illusions of the coming war," (<u>COW</u> 14-34).
Fri., Jan. 25	Stephen Van Evera, "Jumping the gun: First-move advantages and crisis instability," (<u>COW</u> 35-72). Michael Walzer, "Anticipations," (<u>JUW</u> 74-85).
Mon., Jan. 28	Causes of war: Offense-defense balance Stephen Van Evera, "Offense, defense, and the security dilemma," (<u>COW</u> 117-192).
Weds., Jan. 30	Robert Jervis, "Cooperation under the security dilemma," (<u>CACW</u> 382-397).
Fri., Feb. 1	Jack S. Levy, "The offensive/defensive balance of military technology," (<u>CACW</u> 411-422). Scott Sagan, "1914 revisited," (<u>CACW</u> 398-410).
Mon., Feb.4	Causes of war: Economic theories Stephen Van Evera, "Cumulative resources," (<u>COW</u> 105-116). V.I. Lenin, "Imperialism, the highest stage of capitalism," (<u>CACW</u> 236-242).
Weds., Feb. 6	Geoffrey Blainey, "Paradise is a bazaar,"(<u>CACW</u> 228-235). Robert O. Keohane and Joseph S. Nye, "Power and interdependence," (<u>CACW</u> 139-145).
Fri., Feb. 8	Thomas F. Homer-Dixon, "Environmental changes as causes of acute conflict," (<u>CACW</u> 567-582).
Mon., Feb.11	Causes of war: Institutions and individuals Jack Snyder, "The cult of the offensive in 1914," (<u>UOF</u> 121-137). Sir George Sansom, "Japan's fatal blunder," (<u>UOF</u> 153-164).
Weds., Feb. 13	Sigmund Freud, "Why war?" (<u>CACW</u> 163-170). Franco Fornari, "The psychoanalysis of war," (<u>CACW</u> 171-175). John J. Mearsheimer, "Hitler and the blitzkrieg strategy," (<u>UOF</u> 138-152).

Fri., Feb. 15	Michael Walzer, "The crime of aggression: Political leaders and citizens," (<u>JUW</u> 287-303).
Mon., Feb. 18	Holiday; no classes.
Tues., Feb. 19	Unconventional weapons: Nuclear forces Robert Jervis, "The utility of nuclear deterrence," (<u>UOF</u> 94-101). Barry R. Posen, "What if Iraq had had nuclear weapons?" (<u>UOF</u> 353-369).
Weds., Feb. 20	Stephen Van Evera, "The nuclear revolution and the causes of war," (<u>COW</u> 240-254). Victor A. Utgoff, "Missile defence and American ambitions," (<u>UOF</u> 333-346).
Fri., Feb. 22	McGeorge Bundy, "The unimpressive record of atomic diplomacy," (<u>UOF</u> 85-93). Michael Walzer, "Nuclear deterrence," (<u>JUW</u> 269-285).
Mon., Feb. 25	Debating nuclear spread Kenneth N. Waltz, "More may be better," (<u>SNW</u> 3-45).
Weds., Feb. 27	Scott D. Sagan, "More will be worse," (<u>SNW</u> 46-87).
Fri., Feb. 29	Kenneth N. Waltz, "Waltz responds to Sagan," (<u>SNW</u> 125-154). Scott D. Sagan, "Sagan responds to Waltz," (<u>SNW</u> 155-184).
Mon., Mar. 3	Unconventional actors: Terrorists Brian M. Jenkins, "International terrorism," (<u>UOF</u> 77-84). Walter Laqueur, "The changing face of terror," (<u>UOF</u> 450-457).
Weds., Mar. 5	Martha Crenshaw, "The strategic logic of terrorism," (<u>CACW</u> 491-504). Mark Juergensmeyer, "Religious radicalism and political violence," (<u>CACW</u> 505-519).
Fri., Mar. 7	Paul R. Pillar, "Dealing with terrorists," (<u>UOF</u> 469-476). Michael Walzer, "Terrorism," (<u>JUW</u> 197-206).
Mon., Mar.10	Unconventional tactics: Guerrilla war T.E. Lawrence, "Science of guerrilla warfare," (<u>CACW</u> 449-456). Mao Tse-Tung, "On guerrilla warfare," (<u>CACW</u> 457-466).
Weds., Mar. 12	Michael Walzer, "Guerrilla war," (<u>JUW</u> 176-196).
Fri., Mar. 14	Readings to be announced.
Mon., Mar. 17	India-Pakistan as a case study in unconventional threats Scott D. Sagan and Kenneth N. Waltz, "Indian and Pakistani nuclear weapons: For better or worse?" (<u>SNW</u> 88-124).

Weds., Mar. 19	Intervention: When and why? Michael Walzer, "Interventions," (<u>JUW</u> 86-108).
Fri., Mar. 21	Martha Finnemore, "Constructing norms of humanitarian intervention," (<u>CACW</u> 202-218). Richard K. Betts, "The delusion of impartial intervention," (<u>CACW</u> 597-607).
Mon., Mar. 24	Myron Weiner, "Security, stability, and migration," (<u>CACW</u> 541-556). Barry R. Posen, "Military responses to refugee disasters," (<u>UOF</u> 415-435).
Weds., Mar. 26	Ernest Gellner, "Nations and nationalism," (<u>CACW</u> 307-317). Samuel P. Huntington, "Patterns of violence in world politics," (<u>CACW</u> 467-490).
Fri., Mar. 28	Intervention: How? Barbara F. Walter, "The critical barrier to civil war settlement," (<u>UOF</u> 436-449). Steven L. Burg, "Coercive diplomacy in the Balkans," (<u>UOF</u> 247-269).
Mon., Mar. 31	Chaim Kaufmann, "Possible and impossible solutions to ethnic civil wars," (<u>CACW</u> 331-348). Radha Kumar, "The troubled history of partition," (<u>CACW</u> 349-356).
Weds., Apr. 2	Christopher Layne, "From preponderance to offshore balancing," (<u>UOF</u> 283-298).
Fri., Apr. 4	The future of war John Mueller, "The obsolescence of major war," (<u>CACW</u> 146-157). Francis Fukuyama, "The end of history?" (<u>CACW</u> 5-16).
Mon., Apr. 7	Robert O. Keohane and Joseph S. Nye, "Power, interdependence, and the information age," (<u>CACW</u> 608-617). Eliot A. Cohen, "A revolution in warfare," (<u>CACW</u> 585-596).
Weds., Apr. 9	Michael E. O'Hanlon, "The Afghani war: A flawed masterpiece," (<u>UOF</u> 270-280).
Fri., Apr. 11	Richard K. Betts, "The soft underbelly of primacy," (<u>CACW</u> 520-536). Benjamin R. Barber, "Jihad vs. McWorld," (<u>CACW</u> 618-627).
Mon., Apr. 14	LDS perspectives on conflict Readings to be announced.

Honesty

Dishonesty is bad (see 2 Nephi 9:34). Students found plagiarizing or cheating will fail the course, unless it is possible to arrange a more severe punishment. If you are unsure what plagiarism is, or whether a given action is dishonest, please speak with the instructor. For specific examples of fabrication, falsification, and both intentional and inadvertent plagiarism, please consult the university's Honor Code website:

http://honorcode.byu.edu/index.php?option=com_content&task=view&id=5302&Itemid=5698

Timeliness

Being late is human, but it is also unprofessional (see D/C 107:100). Please turn your work in before 5 PM on due date. Late papers will be penalized one third of a letter grade per day. If you anticipate difficulty with a due date, please speak to me about this as soon as possible. Those who seek help early are more likely to find a solution to their problem.

Political Science department policies

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student harassment. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Office at 378-5895 or 367-5689 (24 hours); or contact the Honor Code Office at 378-2847.

Brigham Young University is committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (378-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 378-5895, D-282 ASB.

PL SC 378 - International Conflict
Prof. John D. Payne
January 7, 2008

MEMO ON WRITING

1. Please follow Turabian's *Manual for Writers*, 7th ed., on matters of format and style. For tips on clear and thoughtful writing, you are advised to read George Orwell's seminal essay, "Politics and the English Language," available in various places on the web. You are also advised to read the Appendix (p.123-8) in Van Evera's *Guide to Methods*.
2. All papers should be submitted electronically as PDF documents *and* as (stapled) hard copies. You may wish to use pdfonline.com to publish your paper in PDF format.
3. Papers should be submitted before 5 PM on the due date. You may slide the paper under the door if it is locked. Late papers will be penalized as explained in the course syllabus.
4. You may use a cover page. This page should not be numbered, and does not count against the page limits. Number all other pages at the bottom center of the page. On the first page of your paper (or the cover page), please include the following information: your name, the course number and title, the name of the instructor, the date, and the title of your paper. No other information is necessary.
5. Please stay within page limits, both minimum and maximum. Use 12 point Times New Roman font, double-spaced, with one inch margins.
6. Maintain an academic tone throughout your paper. Be formal, not conversational. Be a social scientist, not a pundit or op-ed columnist. Do not use contractions.
7. A research paper is not a mystery story or a voyage of discovery. Your argument should therefore be presented on the first page of your paper, preferably in the first paragraph.
8. Use footnotes to cite your sources. Do not use parenthetical references. Do not include a works cited page or a bibliography. (In this, you will be deviating from Turabian.)
9. Do not plagiarize. If you got the information from someone else, cite the source. Remember: the point of citing sources is to help readers *find* the information to which you are referring. If you are not sure how to cite anything, ask yourself if you have written down everything necessary to find the information you have cited.
10. Read and cite only reputable sources, like peer-reviewed journals, scholarly books, and major newspapers when appropriate. Citing web sources is permitted, but they should be of the same quality. This means no personal web pages, and no Wikipedia. Please make sure that the majority of your sources are not internet sources.

