1 Contact Information

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2 Course Description and Objectives

Any subject can be studied from a number of different perspectives. A topic as broad as international conflict is no exception. However, there are two approaches that are generally used in political science. One is to examine the causes of specific international conflicts such as World War I or World War II. The other is to examine the general causes and conditions that lead countries to engage in conflict. Both are valuable approaches. Scholars have written numerous books, articles, and papers using both approaches. There are elements of both approaches in this course, but we will emphasize general explanations surrounding the beginning, conduct, and end of conflict as opposed to looking at specific conflicts. In other words, we will look at arguments based on balance of power, human nature, regime type, bargaining failure, resource scarcity, etc. to explain inter-national conflict. To the extent that domestic conflicts have implications for international political processes, we will also look at the causes of intra-national conflict.

This course is not intended to be an exhaustive study of the causes of conflict or on conflicts in general. On any given topic that we study, there are other works that could inform our perspective. On your chosen paper topic, I expect you to find those other works and inform your own perspective. My goal for this course is that you will leave with an understanding of why conflict occurs and what our knowledge about conflict can do to help us attain peaceful resolutions to conflict. This will be very difficult to do if you have no understanding of previous conflicts, so I will expect you to learn about them. I want to be upfront about the fact that I have high expectations for you. I believe that you can do great things.

3 Required Texts


Schelling, Thomas C. 1967. Arms and Influence. New Haven: Yale University Press. ISBN: 978-0-300-00221-8\footnote{This is the original 1967 paperback version of the book. There is also a version that was put out in 2008 with a new preface and afterward. If you search for the 2008 paperback version, ISBN: 978-0-300-14337-9, you can another}. 

A few comments on the textbooks. The only one that will be available at the BYU Bookstore is the Waltz book. All of the others can be found much cheaper online than in a bookstore (e.g. Amazon, Half.com). Except for the Waltz book, we will not need the other books until at least the third week of the semester. This should give you some time to order them online (and will hopefully save you some money). Please notify me as soon as possible if you have trouble obtaining the textbooks. We will also be reading articles from newspapers and journals throughout the semester. I will provide the articles that are not available through library resources. I expect that you will read the material assigned before you come to class.

## 4 Grading Components

1. **Midterm Exam (20%)** - There will be 1 midterm examination. It will consist of multiple choice and short answer questions. The number of questions will be determined before the exam.

2. **Final Exam (30%)** - The final is not cumulative and will only cover the material from the second portion of the semester (i.e. after the second midterm). It will contain the same type of questions as those present on the midterm exam.

3. **Participation (6%)** - Learning is not a spectator sport. I expect that you will come to class having read the material and participate in the lecture by asking and answering questions, engaging fellow classmates and myself, and thinking about the course material. Your classroom conduct will also influence your participation grade. You should note that it is possible to come and participate and still receive a low participation grade if you do not observe proper classroom behavior (see Classroom Conduct). Participation can be earned by asking relevant questions, making good comments, and participating in in-class exercises.

4. **Paper Proposal Meeting (1%)** - Sometime before February 6th (but no later than that), you need to come to my office and discuss your paper topic.

5. **Peer Review (8%)** - Each of you will complete two peer reviews of other student’s work (each worth 4%). I will assign papers for peer-review as the time approaches.

6. **Paper Presentation (10%)** - Each student will present their paper on one of the paper presentation days. Each student will have 5 minutes to present their paper. The presentation should not be a verbal reading of the paper, but rather a thoughtful presentation that conveys the theory, research design, and results. It should be accompanied by a PowerPoint presentation that is well-constructed. After the 5 minutes are up, I will expect other students in the class to offer constructive feedback and ask questions. You will be graded on the length and clarity of the presentation, as well as your responses to questions raised by your colleagues.

\(^2\)Note that this is an old edition of the textbook. This is intentional. The 6th and 5th editions are available for pennies online, while the newest editions cost significantly more (without adding too much content).
7. Final Paper (25%) - A rough draft of your paper is due March 21. Your final paper is due Friday, April 13th, at 5:00pm. The final product should be about 15 pages, double-spaced, not including a title page and reference (both are required). I will provide more guidance on writing a good research paper as the semester progresses.

5 Course Policies

Grading Scale

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<th>Percentage</th>
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5.1 An Important Note on Attendance

I want you to pay special attention to the fact that I do not require attendance (except on paper presentation days). Coming to class is a choice that should be governed by your preferences. If you prefer to come to class over going to the beach, come to class. If you prefer a lovely hike instead of class, grab your sunscreen on the way out. Of course, the better informed your preferences are, the more capable you are to make good decisions regarding what actions you will take. I do not provide second-chance lectures, notes of class discussions, or PowerPoint slides. Students who come to class get them, students who skip class do not. Coming to an exam or in-class exercise with a tan will not help you, while coming to these same exams and exercises having attended class will. You should also take note of the Make-up Work policy discussed below. For what it is worth, my preference is that you come to class.

5.2 Make-up Work

Unexcused absences for individual or group exercises and tests cannot be made up. If you notify me prior to the absence and provide documentation, make-up may be considered. Documentation must show an unavoidable reason you cannot be in class (vacation, trips, weddings, etc. do not qualify as unavoidable). Notifying me after an exam or other assignment (save for a documented medical emergency) is not acceptable.

5.3 Classroom Conduct

The classroom is a place of learning and exploration of ideas. The amount of learning we take away from the classroom each day will depend on the individual contribution we make to the classroom atmosphere. In that sense, learning is defined both by what we bring into the classroom and by how we act once we are in the classroom. We will be challenged by new ideas.
and viewpoints that differ from our own. During this exchange of ideas, it is improper to malign or treat your classmates as stupid based on their statements, political views, appearance, or any other characteristics. I expect the same courtesy shown towards me. I reserve the right to lower your overall grade if you choose to conduct yourself in an improper manner (i.e. yelling, swearing, threats, etc.).

5.4 Syllabus Change Policy

The syllabus and schedule are subject to change. I may add/remove readings as we get closer to an assigned topic. I will give prior notification via e-mail and, when possible, in-class.

5.5 Academic Honor Policy

Academic dishonesty is a serious academic offense indeed. Specific examples of academic dishonesty include cheating on exams or plagiarism. Without diminishing the academic seriousness of the offense, I wish to convey to you that the academic seriousness is far less important to me than the impact that such offenses have on your character and good name. Academic penalties for academic dishonesty can result in your expulsion from the university. Whether or not such a penalty is the result, the personal consequences of academic dishonesty are much higher. Do all that you can to avoid having to deal with either academic or personal consequences by taking appropriate preparatory actions.

Often, violations of academic honor come about because of poor planning, laziness, lack of knowledge, or something else that is within your control. I hold you completely responsible for educating yourself regarding plagiarism. Assure that everything you write is your own original work. In instances where you need to reference other works to support your ideas, cite them. If you use someone else’s data, cite them. If you are uncertain whether or not something needs to be cited, cite it and ask me later about it.

5.6 Discrimination

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 sexual 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 Opportunities Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

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3If you have a reason to disagree with a classmate, “You must be dumb if you believe that” or “I maybe thought that in the third grade” would not be good ways to express your disagreement. Rolling eyes, loud sighs, and other such actions are likewise inappropriate.

4Details about Academic Honesty (and more detailed descriptions of plagiarism are found at http://saas.byu.edu/catalog/2010-2011ucat/GeneralInfo/HonorCode.php.
5.7 Students with Disabilities

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 University Accessibility Center (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the UAC 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 Opportunity Office at 422-5895, D-282 ASB.

6 Course Schedule

Please review the reading schedule closely. As you plan your semester, in addition to noting due dates, also note that the reading load varies across classes. If you feel that the reading load for a particular day was light, please read the assigned reading twice. I have intentionally left the number of pages that I expect you to read on certain days small if the reading is a bit more difficult. If the reading load for one day is heavy, you might not have the opportunity to read it twice before class. The Organski and Starr readings can both be found on Course Reserve (password = mil378). All others comes from the textbook or can be found using the HBLL website (if you don’t know how to find articles online, let me know).

Week 1

Wednesday, January 4 Introduction the Course and Discipline


Week 2

Monday, January 9 The First Image: Man

- Alma 62:35
- Waltz, Chapters 2-3

Wednesday, January 11 The Second Image: The State

• Waltz, Chapters 4-5

**Week 3**

**Monday, January 16** No Class - Martin Luther King Jr. Holiday

• No assigned reading

**Wednesday, January 18** The Third Image: The International System

• Waltz, Chapters 6-7

**Week 4**

**Monday, January 23** Opportunities and Motivations (Willingness)


**Wednesday, January 25** World War I

• Nye, Chapter 3

**Week 5**

**Monday, January 30** World War II

• Nye, Chapter 4

**Wednesday, February 1** The Cold War

• Nye, Chapter 5

**Week 6**

**Monday, February 6** Student Meetings
• No assigned reading

**Wednesday, February 8** Moving From Conflict to Cooperation


**Week 7**

**Monday, February 13** Commitment

• Schelling, Chapter 2

**Wednesday, February 15** Uncertainty

• Schelling, Chapter 3

**Week 8**

**Monday, February 20** No Class - President’s Day Holiday

• No assigned reading

**Tuesday, February 21** Midterm

• No assigned reading

**Wednesday, February 22** The Bargaining Model and War


**Week 9**

**Monday, February 27** Power Transition Theory


Wednesday, February 29 Alliances and War


Week 10

Monday, March 5 Trade and Conflict


• Nye, pp. 210-222

Wednesday, March 7 International Institutions and Conflict


• Nye, pp. 175-185

Week 11

Monday, March 12 Environment and Conflict


Wednesday, March 14 Civil Wars: How They Begin

**Week 12**

**Monday, March 19** Civil Wars: How They End


• Nye, pp. 158-169

**Wednesday, March 21** Terrorism

• Nye, pp. 247-250


• NOTE: ROUGH PAPER DRAFT DUE

**Week 13**

**Monday, March 26** Research Paper Presentations

• TBA

**Wednesday, March 28** Research Paper Presentations

• TBA

**Week 14**

**Monday, April 2** Research Paper Presentations

• TBA
Monday, April 4 Research Paper Presentations

• TBA

Week 15
Monday, April 9 Domestic Political Institutions and War


Wednesday, April 11 Diversionary War Theory


Friday, April 13 Final Paper Due

• Final Paper Due

Week 16
Tuesday, April 17 Final Exam

• 11:00am - 2:00pm