

Dr. Sara Mitchell
311 Schaeffer Hall
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Summer 2004
14 SH
6:00-9:45pm

International Conflict 030:165

The primary purpose of this course is to examine the conditions that make for war and peace in international relations. Given the short duration of the course, you will participate in a group project that emphasizes the causes or correlates of war; all topics for the course will be related to the project. The ultimate goal of the group project is to predict whether two fictitious countries will fight each other. The course also involves a brief historical discussion of several major wars in history such as World War I and the Vietnam War, as well as a number of videos to illustrate important concepts and ideas. Upon completion of this course, students should be familiar with the factors that 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 in troubled areas of the world.

Course Requirements

Your final course grade is calculated as follows:

Seminar Participation	30%
Final Exam	30%
Group Project	40%

Seminar Participation

This course will be run as an upper division seminar, with an emphasis on reading and class discussion. Each class period will be divided into three sections. The first portion of class will be devoted to a discussion of the readings assigned for that day. In the second part of class, we will watch a video related to the themes presented in the readings. The last section of class will entail a discussion of the video and some free time for groups to work on their projects.

You will begin class with a C (76) for participation. You can lose points and you can gain points. To gain points you need to make a positive contribution to class participation. Positive contributions are comments that build on, react to, challenge, or request clarification on the reading. Students will earn 3 points for every class period where they make at least one positive contribution. To move from a 76 to 100, then, you must make a positive contribution in 8 class meetings. Students may raise their hands and contribute to discussion, although remember that only those comments directly relevant to the readings (or videos) will earn points. If no one volunteers, then I will randomly call on people. Each person will be assigned a number on the first day of class, which corresponds to a

poker chip in a bowl. If your chip is drawn, then you must answer the question I raise. You will have the opportunity to pass once if you are unprepared for a particular question, although on the second strike, you will lose two points from your overall participation grade. In short, if you are called upon and unprepared or absent, you will lose two points that day.

How will you know how you are doing? If I put your chip back in the bowl after calling on you, then you earned three points. Notice that such sampling with replacement suggests that you can be called upon more than once in a given class. If I put your chip on the table next to the bowl, then you lost two points. This system will obviously work best if everyone volunteers and I never have to use the chips!

Final Examination

There is one multiple-choice exam, scheduled on Thursday, July 15th. A make-up exam will be given only to students with medical or personal emergencies (death in the family). If an emergency arises, you will need to contact me **before** the exam or you will receive zero credit. *I will be strict on this policy.*

Group Project

Each student will be placed in a group consisting of four or five students. Each group will receive various pieces of information about a (fictitious) pair of countries and will be asked to predict whether or not these countries will fight a war based on this information. In this project, students will draw upon the theoretical material covered in class to make their predictions. Each group will be required to make a brief (10 minute) Power Point presentation in class on July 15th, in addition to submitting a paper summarizing the group's findings, and a short paper describing each group member's experience with the project.

Required Readings (Available at Iowa Bookstore)

Betts, Richard K. 2002. *Conflict After the Cold War: Arguments on Causes of War and Peace, Second Edition*. New York: Longman.

Stoessinger, John G. 2004. *Why Nations Go to War, 9th Edition*. New York: St. Martins Press.

Vasquez, John A. and Marie T. Henehan. 1999. *The Scientific Study of Peace and War: A Text Reader*. New York: Lexington Books.

Outline of Topics and Weekly Readings

TUESDAY, JUNE 8th Introduction & History of Modern Wars

Required Reading

- Stoessinger, Chapters 1-4, 10

Video

Enemy at the Gates

THURSDAY, JUNE 10th History of Modern Wars

Required Reading

- Stoessinger, Chapters 5-9

Video

No Man's Land

TUESDAY, JUNE 15th Realism & Power; Scientific Study of Warfare

Required Reading

- Betts, pages 17-35; 51-98
- V&H, Introduction, pages xix-xxix; Chapter 2, pages 37-74; Chapter 15, pages 373-414

Video

Dr. Strangelove

THURSDAY, JUNE 17th Power Transitions, Long Cycles

Required Reading

- Thompson, William R. 1992. "Dehio, Long Cycles, and the Geohistorical Context of Structural Transition." *World Politics*, 45(1): 127-152. This article is available at www.jstor.org.
- Lemke, Douglas. 1997. "The Continuation of History: Power Transition Theory and the End of the Cold War." *Journal of Peace Research*, 34(1): 23-36. This article is available at www.jstor.org.

Video

Lord of the Flies

TUESDAY, JUNE 22nd Arms Races, Nuclear Weapons, and Deterrence

Required Reading

- V&H, Chapters 3-4, pages 75-108
- Betts, pages 379-415; 429-440; 451-461

Video

Butter Battle War

THURSDAY, JUNE 24th Alliances & Crisis Bargaining

Required Reading

- V&H, Chapter 1, pages 3-36
- V&H, Chapter 5, pages 109-140
- V&H, Chapter 7, pages 161-176
- Leeds, Brett Ashley. 2003. "Do Alliances Deter Aggression? The Influence Military Alliances on the Initiation of Militarized Interstate Disputes." *American Journal of Political Science*, 47(3): 427-439. An offprint of this article is available at <http://www.ruf.rice.edu/~leeds/LeedsAJPS03.pdf>.

Video

The Fog of War: Eleven Lessons from the Life of Robert S. McNamara

TUESDAY, JUNE 29th Territorial & Resource Conflicts, Rivalry

Required Reading

- Betts, pages 483-507
- Vasquez John A. 1995. "Why do Neighbors Fight? Proximity, Interaction, or Territoriality" *Journal of Peace Research*, 32(3): 277-293. This article is available at www.jstor.org.
- Goertz, Gary and Paul F. Diehl. 1993. "Enduring Rivalries: Theoretical Constructs and Empirical Patterns." *International Studies Quarterly*, 37:147-171. This article is available at www.jstor.org.

Video

None

THURSDAY, JULY 1st Diversionary Theories of War and Public Opinion

Required Reading

- Ostrom, Charles W. Jr. and Brian L. Job. 1986. "The President and the Political Use of Force." *American Political Science Review*, 80(2): 541-566. This article is available at www.jstor.org.
- Meernik, James and Peter Waterman. 1996. "The Myth of the Diversionary Use of Force by American Presidents." *Political Research Quarterly*, 49(3): 573-590. This article is available at www.jstor.org.
- Leeds, Brett Ashley and David R. Davis. 1997. "Domestic Political Vulnerability and International Disputes." *Journal of Conflict Resolution*, 41(6): 814-834. This article is available at www.jstor.org.

Video

The Mouse that Roared

TUESDAY, JULY 6th Nationalism and the Clash of Civilizations

Required Readings

- Betts, pages 207-224; 324-334; 348-365; 558-567

Video

Children of War (HBO Series)

THURSDAY, JULY 8th The Liberal Peace

Required Readings

- Betts, pages 5-16; 103-109; 308-323; 335-347

Add empirical paper, maybe Maoz & Russett APSR

Video

Rollerball

TUESDAY, JULY 13th Outcomes and Consequences of War, Willingness to Suffer

Required Reading

- V&H, Chapters 11-12, pages 255-310

Video

K-19: The Widowmaker

THURSDAY, JULY 15th Final Exam (1 hr.),
Group Project Presentations (2 hrs, 45 min.)