

## **PSC442: International Conflict (Summer 2013)**

Prof. Douglas M. Gibler

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Class meeting time and place: 9:00am-10:45am (227 Gallalee Hall)

Office Hours: after class and by appointment

## **1 Course Description**

This course is designed to familiarize students with the theoretical and empirical literature on the onset, expansion, and consequences of interstate war and the conditions for peace. Emphasized will be the role of alliances, arms races, and crisis escalation in generating conflict processes, and the effects of norms, regimes, and institutions on building peace. We will use the start and conduct of World War I as a point of departure for discussing most of the theories covered in class. The goal of this seminar is the development of critical thinking, analysis, and application. The main task each class will be a discussion of the reading assignment. Critical analyses of the readings are expected; discussions should outline both the flaws and relative merits of the readings as well as possible extensions and connections to other areas of the field. Students should also think about applying the materials discussed in class to contemporary issues of conflict.

## **2 Course Objectives:**

After successfully completing this course, each student should be able to:

- Understand several different explanations for international conflict
- Be able to interpret scientific findings
- Be able to apply scientific findings to explain historic events
- Be able to construct a theory
- Be able to develop a research design to test a scientific theory

In addition to learning the course material on democratization and international conflict, after successful completion of the activities in this course, students should also be able to

- Critically discriminate between reliable and less reliable information in their decision-making
- Understand the scientific method and critically evaluate scientific information
- Be familiar with scholarly and research methods
- And develop skills in working together in team activities.

### 3 Required Readings

- Scientific Study Peace and War (Paperback), John Vasquez and Marie Henehan, Lexington Books, 2005, ISBN-13: 978-0669201055 [Note that the articles contained in this edition are also online.]
- The Origins of the First World War (Paperback), James Joll, Longman, 1992, ISBN-13: 978-0582089204
- A Month at the Front: The Diary of an Unknown Soldier, Edited by the Bodleian Library, Univ Chicago Press, 2006, ISBN: 9781851243556

### 4 Course Requirements:

- Attendance and Discussion (20%)
- Midterm Exam (25%)
- Paper assignment (25%)
- Final Exam (30%)

Attendance at class lectures is mandatory; an attendance sheet will be passed out daily. Attendance AND participation in discussions are required to gain a thorough knowledge of the topics discussed during lectures. Students will be graded on their preparedness and the quality of their comments during discussions. Two exams will evaluate student knowledge of the lectures and readings. Make-up exams will be given only under extraordinary circumstances and with proper documentation. The final exam is cumulative. The paper assignment (maximum of 7 pages, typed, double-spaced) will be explained in class, and class days will be allotted to completing the paper.

### 5 Email Policy

Email is a convenient way to continue contact between professor and student outside of class. Students should take advantage of this opportunity but should also do so in a professional manner. I will not reply to emails that do not include a salutation (Dear Prof or Hello Dr.). I will not reply to emails that are hastily written and filled with grammatical errors and misspellings. I will also not respond to emails that ask for answers to questions that can easily be found on the syllabus or the class blog. Last, if you have a question regarding lectures or assigned material that you just cannot seem to master, then ask a question in class, come to me during office hours, or post a question on the blog for other students to answer. Email is best for 1-2 sentence responses, and conceptual questions do not lend themselves well to email.

### 6 Cell Phones and Laptops

Cell phones are a distraction to both the professor and to fellow students, even if the phone is only used for texting. You should TURN YOUR CELL PHONES OFF! before entering the classroom. Laptops are also not allowed in my classroom.

## 7 Cheating and Plagiarism

I and take academic integrity very seriously and will not tolerate plagiarism or cheating. There are very serious penalties for cheating at UA that could have consequences far beyond your college career. Cheating of any form is a really stupid thing to do so don't try, and if you have any doubts about what cheating is, ask me, examine the UA policies (see below), or better still, take this tutorial on plagiarism that was developed by UA's libraries: Play-it-safe. (Please plug in speakers or headphones before starting this tutorial.) The Code of Academic Conduct in the University of Alabama Undergraduate Catalog defines plagiarism and other acts of academic dishonesty as follows:

- Plagiarism: representing the words, data, works, ideas, computer programs or output, or anything not generated in an authorized fashion, as ones own
- Cheating: using or attempting to use unauthorized materials, information, study aids, or computer-related information
- Fabrication: presenting as genuine any invented or falsified citation or material
- Misrepresentation: falsifying, altering, or misstating the contents of documents or other materials related to academic matters, including schedules, prerequisites, and transcripts.

Although authors occasionally indulge in plagiarism intentionally, most often writers plagiarize unintentionally. Many do not realize that indirect quotations, which result from paraphrasing and summarizing material, also require acknowledgement of the author and the source of the idea. A direct quotation of an authors exact words is the only footnoted material that requires the use of quotation marks, but both direct and indirect quotations must be footnoted. Any idea or statement that is not the authors own must be documented. Remember- the following require the use of a citation:

- Any material directly quoted from anothers work
- Any information that is summarized or paraphrased
- Any idea derived from a known source
- Any fact or data that is not common knowledge and is borrowed from anothers work

Material that is common or general knowledge does not have to be footnoted, unless the wording is taken directly from a particular source. A general rule is that if a fact can be found in five or more sources, it is considered to be common knowledge and does not have to be documented. See Anthony C. Winkler and Jo Ray McCuen, *Writing the Research Paper; A Handout* (New York: Harcourt Brace Jovanovich, 1979).

## 8 Class Schedule

- May 28th (Tuesday)—Course Introduction
- May 29th (Wednesday)—Introduction to the Study of Conflict
- May 30th (Thursday)—Free Day for paper research

- May 31st (Friday)—Free Day for paper research
- June 3rd (Monday)—A Brief History of World War I; Read: Joll, Chapters 1 and 2.
- June 4th (Tuesday)—Alliances; Read: Joll, Chapter 3, and Levy, [Alliance Formation and War Behavior: An Analysis of the Great Powers, 1495-1975](#) (Chapter 1 in V&H).
- June 5th (Wednesday)—Arms Races; Read: Joll, Chapter 4 and Wallace, [Armaments and Escalation: Two Competing Hypotheses](#), and Diehl, [Arms Races and Escalation: A Closer Look](#) (Chapters 3 and 4 in V&H).
- June 6th (Thursday)—Crises and Rivalries; Read: Joll, Chapters 5 and 7 and Leng, [When Will They Ever Learn? Coercive Bargaining in Recurrent Crises](#), (Chapter 5 in V&H).
- June 7th (Friday)—Free Day for paper research
- June 10th (Monday)—Types of War; Read: Singer, Bremer, and Stuckey, “Capability Distribution, Uncertainty, and Major Power War, 1820-1965,” (Chapter 2 in V&H).
- June 11th (Tuesday)—Explaining War Expansion; Read: Wayman, [Bipolarity and War: The Role of Capability Concentration and Alliance Patterns among Major Powers](#) (Chapter 8 in V&H).
- June 12th (Wednesday)—Explaining War Expansion (continued); Read: Siverson and King, “Alliances and the Expansion of War” and Midlarsky, [Preventing Systemic War: Crisis Decision-Making amidst a Structure of Conflict Relationships](#) (Chapters 7 and 9 in V&H).
- June 13th (Thursday)—**Midterm Exam**
- June 14th (Friday)—Free Day for paper research
- June 17th (Monday)—Stories from World War I; Recommended: *A Month at the Front: The Diary of an Unknown Soldier*.
- June 18th (Tuesday)—War Termination; Read: Rosen, “War Power and the Willingness to Suffer” and Organski and Kugler, [The Costs of Major Wars: The Phoenix Factor](#) (Chapters 11 and 12 in V&H).
- June 19th (Wednesday)—War Termination (continued); Read: Rasler and Thompson, [War Making and State Making: Governmental Expenditures, Tax Revenues, and Global Wars](#) (Chapter 13 in V&H).
- June 20th (Thursday)—Peace and the Global Institutional Context; Read: Wallensteen, [Universalism vs. Particularism: On the Limits of Major Power Order](#) (Chapter 10 in V&H).
- June 21st (Friday)—Free Day for paper research
- June 24th (Monday)—The Democratic Peace and Its Critics
- June 25th (Tuesday)—Conclusions and Reflections; **Paper Due at start of class**
- June 26th (Wednesday)—**Final Exam at 8am**