

University of Georgia
INTL 4220: International Conflict
Fall Semester 2016

Instructor: Lee Lukoff

Email: Lee.Lukoff@uga.edu

Phone: 508-942-1083

Office Hours: Tuesday from 3:30-5:30pm Candler Hall B02, or by arrangement

Class Location: Park Hall 126

Class Time: MWF 9:05- 9:55

COURSE DESCRIPTION

The purpose of this course is to introduce students to the scientific study of armed international conflict processes, namely inter-state and intra-state war. During this course, we will reference past conflicts and events to help illustrate important points about the nature of intra-state and inter-state conflicts. Significant gaps exist between academic approaches to the study of war and “real world” policymaking. One of the main goals of this course is to identify these gaps and consider the implications for international conflict behavior. For example, how do academic principles associated with the study of international conflict affect or relate to the conflict behavior of state and non-state actors?

Overall, the course is divided into 3 parts. In the first part of the course we will study the nature of inter-state conflict. In the second part of the course we will delve into topics related to processes of intra-state war. Finally, we will finish the semester with an assessment of the methods that can be employed to prevent armed conflict and mediate existing disputes between warring parties.

Throughout the course we will consider real world policy examples of international conflict. In particular, we will examine specific examples of conflicts the US has been involved in since World War II. From time to time, we will also integrate elements of policy analysis into our in-class activities. This will help you build the skills needed to comprehend and critically evaluate the arguments we will read and discuss throughout the semester. We will also focus on developing your writing, briefing, and analytical skills—all of which are vital to success in the academic and policy realms.

OBJECTIVES

- To identify the actors, theories, variables, and causal mechanisms responsible for shaping conflict in the international system.
- To recognize the sources of these actors’ political interests, and thus to analyze the potential motives underlying their foreign policy preferences.
- Tools for analyzing international conflict processes.
- To use evidence to evaluate theories, arguments, and foreign policy approaches.
- To become a more informed consumer of foreign policy and international conflict debates.
- To be able to write and prepare briefings on topics of international conflict and foreign policy.

READINGS

We will read at least several chapters of the following books, which I therefore recommend for purchase. They are available at the university bookstore or online:

1. *Thomas C. Schelling (2008). Arms and Influence. Yale University Press.*
2. *Hannah Gurman (2013). Hearts and Minds: A People's History of Counterinsurgency. New York: The New Press.*
3. *Brock Tessman (2007). International Relations in Action: A World Politics Simulation. Lynne Rienner Publishers*

I will assign relevant pieces to supplement the book readings. These remaining readings consist of academic journal articles, newspaper articles, and chapters from books not listed above. I reserve the right to modify this syllabus and course plan at any time. I will make books that are limited in circulation available at the Main Library on reserve. The readings will be posted under 'Course Content' on the course website through the eLearning Commons (ELC/Blackboard) at <https://www.elc.uga.edu>.

REQUIREMENTS and EVALUATION

Attendance & Participation (10%)

Reading/Policy Memorandum (10%)

Exams (50%)

Final Paper & Presentation (30%)

Attendance and active participation in class are mandatory. Although the course involves lectures, we will also spend time engaging in classroom discussion and debates. Comprehension of the course material and active participation in class will depend on completing the assigned readings. Students are expected to complete all readings before the class meeting for which they are assigned, and to come to class ready to contribute. You should bring a paper or electronic copy of the readings to class in order to facilitate discussion and questions. In order to facilitate effective reading, please try to answer the following questions for each assigned piece.

What is the author's main point or argument? What evidence does he/she use to support her argument? Are there other arguments / evidence that could be used to contradict it? How does the author's argument relate to the other readings from the course?

Overall, your participation grade is based on attendance, policy memorandum presentation, and the quantity and quality of your participation in class discussions. You are allowed to have **ONE** unexcused absence over the course of the semester. Your final average will be docked one point if you have more than one unexcused absence. If you cannot come to class please email me with a documented excuse for your absence and you will be excused.

Finally, I strongly advise students to make a habit of keeping up with international news. Therefore, being able to discuss and analyze current events will make up an important component of the overall course. I will discuss this in more detail on the first day of class. Recommended sources include the New York Times, Washington Post, The Economist, The Financial Times, Foreign Policy, BBC News, Political Violence at a Glance, and Foreign Affairs.

Class Participation/Attendance (10%) You MUST come to class having done the assigned readings beforehand. Coming to class prepared will make for a more lively class discussion. The more you speak in class, the more likely I will be able to get a sense of your comprehension of the course material. You will be docked *one point* on your final grade if you miss more than one class without an excused absence.

Reading/Simulation Memorandum & Discussion Questions (10%) You will each have to write a one-page memorandum about the course readings for one class. You must summarize the key points from the readings or classroom simulation in a clear and concise fashion. Treat this exercise as if you were writing a policy memorandum for the President of the United States. You will also be required to include three discussion questions about concepts in the reading(s) that you believe will provoke thoughtful classroom discussion. If you are writing about a simulation you must serve as a team leader during the exercise in lieu of submitting discussion questions. Please post your memos on ELC at 12 midnight on the day prior to your presentation in class. Sign-ups will occur early during the first week, and more details will be provided at that time

Exams (50%) –There will be two closed-book exams (**25% each**). They will cover the readings as well as lectures and class discussions. Much of the material that we cover in class will not be in the readings, and vice versa. All of it is fair game. Each exam will only cover the topics discussed prior to the exam date. The final exam will NOT be cumulative. The exams will be composed of multiple choice, short answer and essay questions.

Final Analytical Paper and Presentation (30%) – Each student will be responsible for writing one 8-10 page double-spaced (1-inch margins) analytical paper with your group on an aspect of your chosen international conflict that is approved by me. Each student will be graded individually. However, it is required that each of you coordinate with your fellow group members in order to share information and ideas that can be coalesced into one final written product on your chosen conflict. The goal of this exercise is to demonstrate your ability to wholeheartedly understand and articulate the most relevant facts and circumstances surrounding an international conflict. You must be able to show that you can clearly articulate this information in an oral presentation and in print. Students will also be required to brief the class and instructor on their topic throughout the semester. The final paper will be due on December 12th at 12 midnight in hard-copy in office B2 in Candler Hall.

Grading Rubric for Final Paper

Your grade will depend on the clarity of your argument and writing, the quality of your analysis (including the evidence you bring to bear in support of your claims), and the structure of your essay. I will be looking for a clear, logical argument that responds directly to the question prompt. A well-organized essay should begin by briefly stating your argument or bottom-line, and then move on to explain the logic behind it (the why), and present the evidence you use to back up your bottom-line claims. You should have clear transitions between paragraphs and between different sections of the essay, as well as a short conclusion. The more (quality) evidence you cite for your position (and to undermine alternative positions), the stronger your argument will be. Evidence may include statistics, examples, events, or anecdotes taken from the readings, class, or outside sources. Finally, you are required to brief the class (and me) on your paper topic on the last day of class.

The sources of ALL evidence, and all arguments discussed in class or readings, must be cited appropriately. To do so, you may use footnotes or in-text citations, as long as you are consistent throughout the paper. Please do not use endnotes. Wherever relevant, you must include page numbers. You may use either APA or Chicago style (see <http://www.apastyle.org/> and http://www.chicagomanualofstyle.org/tools_citationguide.html). You should use Internet sources with care, as information is often unverified. In general, Internet sources should be limited to trusted organizations, and should NOT include blogs or Wikipedia.

POLICIES

Final Grades Final grades will be assigned as follow: 100-93 = A, 90-92 = A-, 87-89 = B+, 83-86 = B, 80-82 = B-, 77-79 = C+, 73-76 = C, 70-72 = C-, 60-69 = D, and 60-0 = F. There are no extra credit assignments nor is there a curve in this course.

Make-up Exams & Late/Missing Assignments

Students are expected to attend all exams and to complete all assignments on time. There will be no make-up exams or paper extensions except in case of an appropriately documented family or medical emergency. You must also contact me during the first week of the semester if there is a university-excused conflict that will prevent you from taking an exam in class on the scheduled date. Late papers or assignments will NOT be accepted.

Technology & Etiquette in the Classroom

Students are asked to follow basic etiquette in class by arriving and leaving on time, raising your hand before speaking in class, and refraining from insults or threatening behavior. Students are to turn off or silence all mobile devices prior to class. Students may use laptops to take notes during lecture or to refer to readings during class discussion, but not for web surfing/social networking/email, etc. If I find that use of student computers for non-course related purposes becomes a problem, I reserve the right to reduce students' final grades as a result. Finally, failure to abide by these policies may result in the student being asked to leave the classroom.

Honor Code & Plagiarism As a University of Georgia student, you have agreed to abide by the University's academic honesty policy, "A Culture of Honesty," and the Student Honor Code. All academic work must meet the standards described in "A Culture of Honesty" found at

www.uga.edu/honesty. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to me. Any student caught cheating or engaging in plagiarism will be referred to judicial affairs, as required by university policy.

Grade Appeals

Requests for re-grades of exams or papers may be made no less than 5, and no more than 14, days after receiving a graded assignment. This permits you to think about and compose a justification for the request, but also ensures that we address any grading concerns together in an expeditious manner. I will not consider requests for re-grades outside this window. All re-grade requests must explain why the original grade was inaccurate and include a copy of the original assignment. All requests will result in the assignment being re-graded in its entirety, and I reserve the right to adjust the grade either up or down. Any computational errors, by contrast, should be brought to my attention immediately. Finally, students should keep copies of the assignments they turn in and retain graded assignments, quizzes, and exams until they receive their final course grade.

Disability Accommodation

The University of Georgia seeks to provide students with disabilities the opportunity to fully participate in educational programs and services. In keeping with this philosophy, it is University policy that students with documented disabilities receive reasonable accommodation in order to facilitate their full engagement in classroom activities. Any student who requires special accommodations because of a university-documented condition should contact me no later than the second week of the semester in order to facilitate appropriate and timely arrangements with the Disability Resource Center.

Office Hours

My regular office hours will be held on Tuesday from 3:30-5:30pm in Candler Hall Room B2. I am also available by appointment if necessary. Please feel free to reach out to me via email or by phone if you have any questions about the course material. I am also happy to provide students with professional or academic advice if you are looking to pursue a career in international affairs.

COURSE PLAN

PART I: The Nature of Inter-State Conflict

Military Strategy & Coercive Diplomacy

August 12th: Introduction to the Course

August 15th: Thomas Schelling – Chapter 1

August 17th: Richard Betts: Surprise Despite Warning: Why Sudden Attacks Succeed

Alliances & Commitment Problems

August 19th: Thomas Schelling – Chapter 2

August 22nd: John Nomikos & A. Th. Symeonides. NATO and the Future, 2016: Five Questions and Answers.

August 24th: Brock Tessman p.1-43 “Alliance Politics Simulation”

The Manipulation of Risk

August 26th: No Class- MLK Day

Homework: Choose an international conflict to study from the post-World War II era with your simulation team. Consult books on reserve at Library if you are in need of ideas. Email me your conflict choice and how you plan to divide the project amongst your group members by *Friday August 29th at Midnight*.

August 29th: Thomas Schelling – Chapter 3

August 31st: Julia Macdonald & Jacquelyn Schneider – Presidential Risk Orientation & Force Employment Decisions: The Case of Unmanned Weaponry

War Onset

September 2nd: Film The Fog of War

September 5th: No Class Labor Day

September 7th: Thomas Schelling – Chapter 5

September 9th: PK Rose – Two Strategic Intelligence Mistakes in Korea, 1950

Part II – The Nature of Intra-state Conflict

Non-State Actors & Terrorist Organizations

September 12th: Brock Tessman – p. 47-51 Territorial Disputes Simulation

September 14th: Hussain Sirriyeh – US, Hezbollah & Idea of Sub-state Terrorism

September 16th: Andrew Dolnik & Anjali Bhattacharjee – Hamas: Suicide Bombings, Rockets or WMD?

Counter-terrorism & Counter-insurgency

September 19th: Barack Obama – The 2011 National Strategy for Counterterrorism

September 21st: Thomas A. Bass – Counterinsurgency & Torture

September 23rd: Brock Tessman p. 63-67 Ethnic Conflict Simulation

Winning the Hearts and Minds: The United States in Vietnam

September 26th: Film: The United States & Counterinsurgency in Vietnam

September 28th: Hannah Gurman: Chapter 3 – Uprooting the Revolution: Counterinsurgency in Vietnam

October 1st: William Rosenau & Austin Long – The Phoenix Program & Contemporary Counterinsurgency. The Rand Corporation. Pp.15-38.

Winning the Hearts and Minds: The United States in Iraq

October 1st: Film: The United States & Counterinsurgency in Iraq

October 3rd: Gurman Chapter 5

October 5th: Gurman Chapter 6

Winning the Hearts and Minds: The United States in Afghanistan

October 7th: Brock Tessman. P. 55-59 Nuclear Proliferation Simulation

October 10th: Film: Counterinsurgency in Afghanistan

October 12th: Gurman Chapter 7 & 8

The Syrian Civil War

October 14th: Nicos Panayiotides – The Islamic State and the Redistribution of Terrorist Organizations in the Middle East

October 17th: David Phillips – ISIS Crisis

Aron Lund – Why the Islamic State is Losing and Still Hopes to Win

October 19th: **Exam 1**

Part III Conflict Prevention & Resolution

Conflict Prevention & Grand Strategy: Sanctions & Economic Policy

October 21st: Brock Tessman p. 71-75 Simulation: Free Trade vs. Protectionism

October 24th: • Lars Skalnes – Grand Strategy and Foreign Economic Policy: British Grand Strategy in the 1930s

October 26th: Bo Ram Kwon – The Conditions for Sanctions Success: A Comparison of the Iranian & North Korean Cases

October 28th: *No Class Fall Break*

Conflict Prevention & Grand Strategy: The Promise of Constructivism

October 31st: Alexander Wendt – Constructing International Politics

November 2nd: Ted Hopf – The Promise of Constructivism in International Relations Theory

November 4th: Brock Tessman – p. 79- 83 Simulation Natural Resource Politics

International Institutions

November 7th: Karl Ikenberry – US Hegemony & International Organizations

November 9th: John Mearsheimer – The False Promise of International Institutions

Arms Control & Treaties

November 11th: Thomas Schelling – Chapter 7

November 14th: Victor Gilinsky & Henry Sokolski. Serious Rules for Nuclear Power without Nuclear Proliferation

November 16th: Simulation Global Security Organizations

November 18th: Film: Reagan & Star Wars

Thanksgiving Break

November 21st: No Class Thanksgiving Break

November 23rd: No Class Thanksgiving Break

November 25th: No Class Thanksgiving Break

Presentations

November 28th: Presentations

November 30th Presentations

December 2nd: Presentations

December 5th: Final Exam Prep

December 7th: Final Exam Wednesday December 7th 8-11 am

Final Paper Due Wednesday December 7th at Midnight In Hard Copy Form At Candler Hall B02

Course schedule is subject to change at instructor's discretion.