

**University of Georgia**  
**INTL 4220: International Conflict**  
**Summer Session II 2017**

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Office Hours: MTW 1:00-3pm Candler Hall B02

Course Meeting: M-F 3:30-5:45pm Zell Miller Building 147

**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 by studying the human element of international conflict and the role that psychological processes play in foreign policy decision-making.

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*
4. *Stephen Rosen (2006). War and Human Nature. Princeton University Press*

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 (5%)

Reading/Policy Memorandum (10%)

Exams (45%)

Final Paper & Presentation (40%)

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?

Because this is a short summer course you are allowed to have 1 unexcused absence over the course of the semester. Your final average will be docked one point for each unexcused absence thereafter. 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.

**Attendance & Participation (5%)** You MUST come to class having done the assigned readings beforehand. Coming to class prepared will make for a more lively class discussion. You will be docked *one point* on your final grade if you miss more than one class without an excused absence.

**Reading/Simulation Memorandum (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 (45%)** –There will be three closed-book exams (**15% 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 during the previous week of class. The exams will be composed of multiple choice and short answer questions.

**Final Analytical Paper and Presentation (40%)** – Each student will be responsible for writing one 8-10 page double-spaced (1-inch margins) analytical paper on an aspect an international conflict that is approved by me. You will work together in groups by examining an international conflict of your choice from the post-World War II era that is not touched upon in the course readings. **30% of your grade** will be based on your own individual paper and **10% of your grade** on your group presentation. 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 August 3<sup>rd</sup> at 12 midnight in hard-copy in office B02 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](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](http://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 MTW from 1-3pm in Candler Hall Room B02. 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**

#### **7/3 Introductions & Film**

- Film: *The Fog of War*
- Choose an international conflict to study from the post-World War II era with your assigned research 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 July 7th at Midnight**.

#### **7/5 Military Strategy & Coercive Diplomacy**

- Thomas Schelling: *Chapter 1*
- Richard Betts: *Surprise Despite Warning: Why Sudden Attacks Succeed*

#### **7/6 Alliances & Commitment Problems**

- Thomas Schelling: *Chapter 2*
- John Nomikos & A. Th. Symeonides: *NATO and the Future, 2016: Five Questions and Answers*.

#### **7/7 The Manipulation of Risk**

- Thomas Schelling: *Chapter 3*
- Julia Macdonald & Jacquelyn Schneider: – *Presidential Risk Orientation & Force Employment Decisions: The Case of Unmanned Weaponry*

#### **7/10 War Onset**

- Thomas Schelling: *Chapter 5*
- PK Rose: *Two Strategic Intelligence Mistakes in Korea, 1950*

### **PART II: The Nature of Intra-State Conflict**

#### **7/11 First Exam & International Conflict Simulation**

- Brock Tessman: *Alliance Politics pp. 1-46 Part I & Part II*

#### **7/12 Non-State Actors & Terrorist Organizations**

- Hussain Sirriyeh: *US, Hezbollah & Idea of Sub-state Terrorism*
- Andrew Dolnik & Anjali Bhattacharjee: *Hammas: Suicide Bombings, Rockets or WMD?*

#### **7/13 Counterinsurgency & Counterterrorism**

- *US Army & Marine Corps Counterinsurgency Field Manual: Chapter 1*
- Thomas Byron Hunter: *Targeted Killing: Self-Defense, Preemption, and the War on Terrorism*

**7/14 The Vietnam War**

- Hannah Gurman: *Chapter 3 Uprooting the Revolution: Counterinsurgency in Vietnam*
- William Rosenau & Austin Long: *The Phoenix Program & Contemporary Counterinsurgency. The Rand Corporation. Pp.15-38.*

**7/17 The Iraq War**

- Hannah Gurman – *Chapter 5 & 6 Counterinsurgency in Iraq Part I & II*

**7/18 The Afghanistan War**

- Hannah Gurman – *Chapter 7 & 8 Counterinsurgency in Afghanistan Part I & II*

**7/19 The Syrian Civil War**

- Nicos Panayiotides: *The Islamic State and the Redistribution of Terrorist Organizations in the Middle East*
- David Phillips: *ISIS Crisis*
- Aron Lund: *Why the Islamic State is Losing and Still Hopes to Win*

**Part III – The Human Element of International Conflict**

**7/20 Second Exam & International Conflict Simulation**

- Brock Tessman: *Chapter 10: Ethnic Conflict pp.63-71*

**7/21 The Human Element Part 1**

- Stephen Rosen: *War & Human Nature: Introduction & Chapter 1*
- Stephen Benedict Dyson: *Conceptual Complexity and World Politics: Margaret Thatcher's Black & White Thinking*

**7/24 The Human Element Part 2**

- Stephen Rosen: *War & Human Nature: Chapter 2 & 3*
- Daniel Kahneman & Jonathan Renshon: *Why Hawks Win*

**7/25 The Human Element Nature Part 3**

- Stephen Rosen: *Chapter 4, 5 & 6*
- Jonathan Renshon: *Stability and Change in Belief Systems: The Operational Code of George W. Bush*

**7/26 War Termination: Armistices & Treaties**

- Thomas Schelling: *Chapter 7*
- Victor Gilinsky & Henry Sokolski: *Serious Rules for Nuclear Power without Nuclear Proliferation*

**7/27 Third Exam & International Conflict Simulation**

- Brock Tessman: *Chapter 15 – Global Security Organizations pp.103-11*

**7/28 Final Paper Group Presentations**

**Final Paper Due TUESDAY August 1st at Midnight**  
**In Hard Copy At Candler Hall B02**