



## International Conflict

INTL 4220

T-Th. 11:00 - 12:15, Caldwell 102.

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**Course Description:** The students participating in this class should expect to learn the present definitions and theories of international conflict in the field of political science. Why are some states more likely to go to war than others? Why does war persist despite the near universal repudiation of it? How does globalization both encourage and dissuade states from fighting one another? The class will resemble a graduate level seminar in style and form; that is we will spend most of the class period in discussion of the weekly readings, and it is expected that each student will attend class and participate in these discussions.

**Course Objectives:** At the completion of this course, students will be able to identify and critically evaluate common, contemporary political science theories related to conflict. Students will be required to produce a research design that seeks to increase our leverage over a question within the study of international conflict.

- All assigned readings will be made available on the course's eLearning Commons page.

### Grade Distribution:

Attendance & Participation	10%
Exam 1	20%
Exam 2	20%
Final Exam	20%
Response Papers	30%

## Letter Grade Distribution:

>= 94	A	74 - 76	C
90 - 93	A-	70 - 73	C-
87 - 89	B+	67 - 69	D+
84 - 86	B	64 - 66	D
80 - 83	B-	60 - 63	D-
77 - 79	C+	<= 59	F

## Course Policies:

### • Attendance

- Attendance is mandatory, as in you must come to both class and your discussion section. Make-up tests and quizzes will only be allowed in the event of a **documented** medical or family emergency, or University sanctioned event. In the case of the latter, student athletes, or members of any other University organization, it is in your and my best interest that I be informed of any of these events as soon as possible so that we may schedule a make-up.
- **No make-up quizzes or exams will be given without the proper documentation.**

### • Academic Honesty

- **Dont cheat.** The honor code is in effect throughout the semester. By taking this course, you affirm that it is a violation of the code to cheat on exams, to plagiarize, to deviate from the teachers instructions about collaboration on work that is submitted for grades, to give false information to a faculty member, and to undertake any other form of academic misconduct. You agree that the teacher is entitled to move you to another seat during examinations, without explanation. You also affirm that if you witness others violating the code you have a duty to report them to the honor council.
- See: [www.honesty.uga.edu](http://www.honesty.uga.edu).

### • Classroom Conduct

- The students in this class will be respectful of others. I welcome diverse opinions and encourage my students to do the same. I invite you to review the University of Georgia's Code of Conduct to familiarize yourself with those expectations I and the University have not only for you, but for those you yourself should expect in the classroom.
- If for any reason you are made to feel uncomfortable, have been the victim of, or feel you may at risk of harassment and/or discriminatory behavior, I invite you to review the University's Reporting Guidelines in the following documents:
  - \* Equal Opportunity and Discriminatory Harassment: <https://eoo.uga.edu/policies/NDAH-Policy.html>
  - \* Sexual Misconduct: <https://eoo.uga.edu/policies/student-sexual-misconduct-policy>
  - \* ADA: <https://eoo.uga.edu/policies/notice-provision-applicability-americans-disabilities-act-rehabilitation-act>

- **Disability Services**

- The University of Georgia is committed under the Americans with Disabilities Act and its Amendments and Section 504 of the Rehabilitation Act to providing appropriate accommodations to individuals with documented disabilities. If you have a disability-related need for reasonable academic adjustments in this course, provide the instructor(s) with an accommodation notification letter from Disability Resource Center. Students are expected to give two weeks-notice of the need for accommodations. If you need immediate accommodations or physical access, please arrange to meet with instructor(s) as soon as your accommodations have been finalized.

If disability related accommodations are necessary (for example, a note taker, extended time on exams, captioning), please visit:  
(<https://drc.uga.edu/>)

- **Writing Support**

- Tutors in the University’s Writing Centers are available to help you with your written work. A good deal of your grade in this course will rely on your ability to communicate ideas through the written word. Do take advantage of this resource if you feel (or I suggest) that it could be vital to your grade. Visit: <https://www.english.uga.edu/writing-center-locations> for more information.

### **Assignments:**

- **Response Papers**

- Students will have three assigned response papers throughout the semester.
- These papers will be in response to a specific reading & prompt.
- An example response paper can be found on the course’s eLC page; formatting guidelines will be included with the prompt itself.

- **Attendance**

- Attendance is mandatory.
- Students are expected to participate in class. This means join in during discussions, ask questions, and practice engaged learning.

- **Exams**

- Students will have two “mid-term” exams and one final exam.
- The tests will be a mix of multiple choice and short essay questions.

### **Tentative Course Outline:**

The weekly coverage might change as it depends on the progress of the class. However, you must keep up with the reading assignments.

- **Week 1: January 10th**

- Class Introduction
  - \* What to expect this semester.
  - \* A brief discussion of how political scientists study conflict today.

- **Week 2: January 15 & 17**
  - The Bargaining Model of War, Week 1
    - \* Bennett & Stam, 2000. *A Universal Test of an Expected Utility Theory of War.*
    - \* Powell, 2002. *Bargaining Theory and International Conflict.*
    - \* Reiter, 2003. *Exploring the Bargaining Model of War.*
- **Week 3: January 22 & 24**
  - The Bargaining Model of War, Week 2
    - \* Fearon, 1995. *Rationalist Explanations for War.*
    - \* Gartzke, 1999. *War is in the Error Term.*
    - \* Wagner, 2000. *Bargaining and War.*
- **Week 4: January 29 & 31**
  - Deterrence, Week 1
    - \* Ilke, 1973. *Can Nuclear Deterrence...*
    - \* Huth, 1999. *Deterrence and International Conflict.*
    - \* Leeds, 2003. *Do Alliances Deter Aggression?*
- **Week 5: February 5 & 7**
- **RESPONSE PAPER 1 DUE 2/7: When Stalin Faced Hitler.**
  - Deterrence, Week 2
    - \* Signorino & Tarar, 2006. *A Unified Theory and Test of Extended Immediate Deterrence.*
    - \* Asal & Beardsley, 2007. *Proliferation and International Crisis Behavior.*
- **Week 6: February 12 & 14**
  - War Outcomes
    - \* Reiter & Stam, 1998. *Democracy, War Initiation, and Victory.*
    - \* Desch, 2002. *Democracy and Victory.*
    - \* Downes, 2009. *How Smart and Tough are Democracies?*
- **Week 7: February 19 & 21**
- **TEST 1: FEBRUARY 19TH**
  - Land & Air War
    - \* Reiter and Stam, 1998. *Democracy and Battlefield Military Effectiveness.*
    - \* Horowitz and Reiter, 2001. *When Does Aerial Bombing Work?*
    - \* Pape, 2004. *The True Worth of Air Power.*
    - \* Sechser & Saunders, 2010. *The Army You Have.*
- **Week 8: February 26 & 28**

- Asymmetric Warfare, Week 1: Counterinsurgency
  - \* Lyall and Wilson, 2009. *Rage Against the Machines*.
  - \* Staniland, 2012. *States, Insurgents, and Wartime Political Orders*.
- **Week 9: March 5 & 7**
- **RESPONSE PAPER 2 DUE 2/7: The Goeben & Breslau.**
  - Asymmetric Warfare, Week 2: How the Weak Win Wars
    - \* Arreguin-Toft, 2001. *How the Weak Win Wars*.
    - \* Sullivan, 2007. *War Aims and War Outcomes*.
    - \* Sullivan, 2008. *At What Price Victory?*
- **Week 10: March 12 & 14**
  - **NO CLASS: Spring Break**
- **Week 11: March 19 & 21**
  - Nukes and Nuclear Proliferation
    - \* Powell, 2003. *Nuclear Deterrence Theory...*
    - \* Way and Weeks, 2014. *Making it Personal*.
- **Week 12: March 26 & 28**
- **TEST 2: MARCH 28**
  - Human Security & Conflict, Week 1
    - \* Pliemper & Neumayer, 2006. *The Unequal Burden of War*.
    - \* Choen, 2013. *Female Combatants and the Perpetration of Violence*.
    - \* McDermott, 2015. *Sex and Death*.
- **Week 13: April 2 & 4**
  - Human Security & Conflict, Week 2
    - \* Allred, 2006. *Peacekeepers and Prostitutes*.
    - \* Beber & Blattman, 2013. *The Logic of Child Soldiering and Coercion*.
- **Week 14: April 9 & 11**
  - Forced Migration & Conflict
    - \* Davenport, Moore, and Poe, 2003. *Sometimes You Just Have to Leave*.
    - \* Adhikari, 2013. *Conflict-Induced Displacement*.
    - \* Bowersox, Forthcoming. *Does Human Trafficking Extend Conflict Duration?*
- **Week 15: April 16 & 18**
- **RESPONSE PAPER 3 DUE 4/18: Curzon v. Kitchener.**
  - Human Rights & Conflict

- \* Regan & Stam, 2000. *In the Nick of Time*.
- \* Peksen, 2012. *Does Foreign Military Intervention...*
- \* DeMeritt, 2013. *Delegating Death*.

- **Week 16: April 23 & 25**

- Drones, Terror, & Autonomous Weapons
  - \* Cronin, 2006. *How al-Qaida Ends*.
  - \* Brunstetter & Braun, 2011. *The Implications of Drones on...*
  - \* Johnston & Sarbahi, 2016. *The Impact of U.S. Drone Strikes...*

- **Week 17: April 30**

- Review for Final

- **FINAL**

- **May 2nd 12 - 3p**