

DEPARTMENT OF POLITICAL SCIENCE
INTERNATIONAL CONFLICT
PS 396
Spring 2020
T Th 12:30pm – 1:50pm
Education Building 2
Credit: 3 hours

INSTRUCTOR

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Walk-in Office Hours: Tuesday/Thursday 11am-12pm

COURSE DESCRIPTION

This course examines the conditions that affect the propensity for and prevalence of war and peace in international relations. The course begins with an overview of the scientific study of interstate conflict and an introduction to major approaches (systemic, dyadic) to the study of interstate war. Later sections examine the causes of war and peace, solutions that have been offered to help prevent or limit war, and other forms of conflict that have become prevalent in the 21st century, including civil war and terrorism. This course is designed to familiarize students with the factors that mitigate or exacerbate military conflict between and within states. By the end of the semester, 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.

Prerequisites: [PS 280](#) or [PS 281](#) or [PS 283](#), six hours of Political Science credit, or consent of instructor.

COURSE REQUIREMENTS

Your course grade will be based on class participation, 2 exams, and 2 writing assignments.

1. Class Participation (10%): Class participation grades will be based upon regular attendance AND participation in class discussion. Your attendance at all scheduled classes is mandatory and essential for success in the course. If you need to miss class for a religious observance, a UI athletic commitment, graduate school interview, or some other legitimate reason, you must contact Professor Prorok at least ONE WEEK before the planned absence. Students are expected to make positive contributions to the class through comments and questions that build on, react to, challenge, or request specific clarifications on the readings. Both consistent attendance AND participation in class discussion are required to receive an A in class participation.

2. Exam One (25%): Exam one will be held in class on **Thursday, March 12th**. Make-up exams will be given only to students with medical or personal emergencies. If an emergency arises, you will need to contact me **before** the exam or you will receive zero credit.

3. Exam Two (25%): Exam two will be held in class on **Tuesday, May 5th**. It is non-cumulative. Make-up exams will be given only to students with medical or personal emergencies. If an emergency arises, you will need to contact me **before** the exam or you will receive zero credit.

4. Writing Assignment 1 - Reaction Paper (20%): During the first half of the semester, you will need to choose one assigned reading from the reading list below and write a **2 page single-spaced** reaction paper discussing that reading. You can choose any reading assigned from WEEK 3 through WEEK 7, but your paper must be turned in **BEFORE TUESDAY'S CLASS** on the week that your chosen reading is assigned. More details on this assignment will be provided on Compass.

5. Writing Assignment 2 – Theory Application Paper (20%): During the second half of the semester, you will write a **3 page single-spaced** paper that applies research we have covered in class to some data about two countries (provided by the instructor). You will use the data provided and **at least two course readings** to make a prediction about the likelihood of imminent conflict between the two countries. More details on this assignment will be provided on Compass. This assignment will be due at 11:59pm on **Monday, May 4th**.

GRADES

The grading scale (in percentages) for the course is as follows:

99-100	A+
93-98	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
59 or below	F

Challenging a Grade: If for some reason you are dissatisfied with a grade you receive on an assignment and would like to challenge that grade, you must submit a written memo to the instructor explaining why you think the grade is unfair within 48 hours of receiving the grade. Grade challenges will not be accepted after 48 hours, nor will they be accepted in person (i.e., they must be challenged in writing with a written justification for why you believe the grade is too low). The instructor will read the memo, re-read the assignment, and then assign a new

grade. The instructor reserves the right to assign a lower grade. Please Note: appealing for a higher grade because of the level of effort you put into an assignment will not result in a higher grade. Your challenge memo should specifically explain why you think you fulfilled the requirements of the assignment better than is reflected in your current grade, using specific evidence from your original assignment.

REQUIRED TEXTBOOKS AND OTHER MATERIALS

Levy, Jack S. and William R. Thompson. 2010. *Causes of War*. West Sussex, UK: Wiley-Blackwell. (E-BOOK AVAILABLE FOR FREE DOWNLOAD VIA www.library.illinois.edu)

I>Clicker (available for purchase at the bookstore).

*Please register your i>clicker by logging in to Illinois Compass 2g, select this course, click on the Register your i>clicker link in the Course Menu at the upper left of the screen, and follow the provided onscreen instructions. If your i>clicker remote ID is missing, you may go to one of the campus bookstores for assistance.

CLASSROOM TECHNOLOGY POLICY

You are welcome to use your laptops to take notes during class, although research shows that students tend to retain and comprehend information better when they take hand-written notes (<http://www.psychologicalscience.org/index.php/news/releases/take-notes-by-hand-for-better-long-term-comprehension.html>). Cell phones should be turned off during class time.

EMERGENCY PREPAREDNESS

Run, Hide, Fight policy info: <http://police.illinois.edu/emergency-preparedness/run-hide-fight/>

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

To obtain disability-related academic adjustments and/or auxiliary aids, students with disabilities must contact the course instructor and the Disability Resources and Educational Services (DRES) as soon as possible. To contact DRES, you may visit 1207 S. Oak St., Champaign, call 333-4603, e-mail disability@illinois.edu or go to the [DRES website](#). If you are concerned you have a disability-related condition that is impacting your academic progress, there are academic screening appointments available on campus that can help diagnosis a previously undiagnosed disability by visiting the DRES website and selecting "Sign-Up for an Academic Screening" at the bottom of the page.

If you are interested in obtaining information to improve writing, study skills, time management or organization, the following campus resources are available to all students:

Writer's Workshop
Undergrad Library
217-333-8796

<http://www.cws.illinois.edu/workshop>

<http://disability.illinois.edu/strategies>

<http://www.counselingcenter.illinois.edu/self-help-brochures/>

Also, most college offices and academic deans provide academic skills support and assistance for academically related and personal problems. Links to the appropriate college contact can be found by going to this website and selecting your college or school: <http://illinois.edu/colleges/colleges.html>

If you are experiencing symptoms of anxiety or depression or are feeling overwhelmed, stressed, or in crisis, you can seek help through the following campus resources:

Counseling Center
206 Fred H. Turner Student Services Building
7:50 a.m.-5:00 p.m., Monday through Friday
Phone: 333-3704

McKinley Mental Health
313 McKinley Health Center
8:00 a.m.-5:00 p.m., Monday through Friday
Phone: 333-2705

McKinley Health Education offers individual consultations for students interested in learning relaxation and other stress/time management skills, call 333-2714.

** above content on Accommodations taken from <http://disability.illinois.edu/academic-support/instructor-information/examples-disability-statements-syllabus>

SEXUAL MISCONDUCT POLICY AND REPORTING

The University of Illinois is committed to combating sexual misconduct. As such, you should know that faculty and staff members are required to report any instances of sexual misconduct—which also includes dating violence, domestic violence, and stalking—to the University’s Title IX and Disability Office. What this means is that as your instructor, I am required to report any incidents of sexual misconduct that are directly reported to me, or of which I am somehow made aware. When a report is received, an individual with the Title IX and Disability Office reaches out to provide information about rights and options, including accommodations, support services, the campus disciplinary process, and law enforcement options.

There is an exception to this reporting requirement about which you should be aware. A list of the designated University employees who, as counselors, confidential advisors, and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found here: wecare.illinois.edu/resources/students/#confidential.

Other information about resources and reporting is available here: wecare.illinois.edu.

** Text from: <http://wecare.illinois.edu/faq/employees/>

ACADEMIC INTEGRITY

http://studentcode.illinois.edu/article1_part4_1-401.html

COURSE SCHEDULE

Topic/Date

Readings

Week 1 (Jan 21 – 23)

Introduction to the Scientific Study of Warfare

- Levy and Thompson, Chapter 1
- Pettersson and Wallensteen. 2015. "Armed Conflicts, 1946-2014." *Journal of Peace Research* 52(4).

Week 2 (Jan 28 – 30)

Conceptualizing and Measuring Conflict

- Sarkees, Meredith Reid. "The COW Typology of War: Defining and Categorizing Wars (Version 4 of the Data)".
- Jones, Daniel M., Stuart Bremer, and J. David Singer. " Militarized Interstate Disputes, 1816-1992: Rationale, Coding Rules, and Empirical Patterns." *Conflict Management and Peace Science* 15(2). **READ pg. 163-182 ONLY**

Week 3 (Feb 4 – 6)

System Level Theories

- Levy and Thompson, Chapter 2
- Mearsheimer, John. 2001. *The Tragedy of Great Power Politics*. New York: WW Norton and Co. CHAPTER 9.

Week 4 (Feb 11 - 13)

Dyadic Level Theories

- Levy and Thompson, Chapter 3
- Reiter, Dan. 2003. "Exploring the Bargaining Model of War." *Perspectives on Politics* 1(1): 27-43.

Week 5 (Feb 18 - 20)

Individual Level Theories

- In-class movie: "The Fog of War: Eleven Lessons from the Life of Robert S McNamara" (time permitting)
- Recommended (not required): Levy and Thompson, Chapter 5

Week 6 (Feb 25 – 27)

Dangerous Dyads: Territory

- Hensel et al. 2008. “Bones of Contention: Comparing Territorial, Maritime, and River Issues.” *Journal of Conflict Resolution* 52(1): 117-43
- <http://www.cfr.org/world/armed-clash-south-china-sea/p27883>
- http://www.nytimes.com/2015/11/21/opinion/brinkmanship-in-the-south-china-sea.html?_r=0
- <http://www.nytimes.com/2015/10/13/world/asia/us-asia-south-china-sea-patrols.html>

Week 7 (March 3 – 5)

Dangerous Dyads: Alliances

- Leeds, Brett Ashley. 2003. “Do Alliances Deter Aggression? The Influence of Military Alliances on the Initiation of Militarized Interstate Disputes.” *American Journal of Political Science* 47(3): 427-439.
- Leeds, Brett Ashley. 2005. “Alliances and the Expansion and Escalation of Militarized Interstate Disputes” in Mintz and Russett ed. *New Directions for International Relations*. Lexington Books.
- <http://www.nytimes.com/2015/10/28/world/asia/south-china-sea-uss-lassen-spratly-islands.html>
- <http://www.nytimes.com/2016/01/11/world/asia/south-korea-us-flies-b-52-bomber.html>

Week 8 (March 10 – 12)

IN CLASS EXAM ONE: Thursday, March 12th

NO READINGS, Catch up and exam review

Week 9 (March 17 – 19)

NO CLASSES: SPRING BREAK

Week 10 (March 24 – 26)

NO CLASSES: ISA 2020

Week 11 (March 31 – April 2)

Dangerous Dyads: Rivalries and Arms Races

- Klein, Goertz, and Diehl. 2006. “The New Rivalry Dataset: Procedures and Patterns.” *Journal of Peace Research* 43(3)
- Colaresi, Michael and William Thompson. 2002. “Hot Spots or Hot Hands? Serial Crisis Behavior, Escalating Risks, and Rivalry.” *Journal of Politics* 64(4): 1175-1198.
- Sample, Susan. 2002. “The Outcomes of Military Buildups: Minor States vs. Major Powers.” *Journal of Peace Research* 39(6).
- <http://foreignpolicy.com/2015/10/22/the-great-asian-missile-race-north-korea-china-japan-arms/>

Week 12 (April 7 – 9)

Dangerous Dyads: Domestic Factors

- Levy and Thompson, pg. 83-104; 117-120
- Mitchell, Sara and Brandon Prins. 2004. “Rivalry and Diversionary Uses of Force.” *Journal of Conflict Resolution* 48(6): 937-61.
- <http://www.nytimes.com/2015/08/31/opinion/turkeys-war-of-distraction-on-kurds.html>
- <http://www.nytimes.com/2016/01/05/opinion/saudi-arabias-dangerous-sectarian-game.html>

Week 13 (April 14 – 16)

Dangerous Dyads: Domestic Factors

- In Class Movie (time permitting): *Wag the Dog*

Week 14 (April 21 – 23)

Peaceful Dyads: Democratic Peace and Economic Interdependence

- Levy and Thompson, pg. 104-117
- Oneal and Russett. 1999. “The Kantian Peace: The Pacific Benefits of Democracy, Interdependence, and International Organizations, 1885-1992.” *World Politics* 52(1).
- Barbieri, Katherine. 1996. “Economic Interdependence: A Path to Peace or a Source of Conflict?” *Journal of Peace Research* 33(1).

Week 15 (April 28 – 30)

Peaceful Dyads: Interdependence (cont.) & Nuclear Weapons - Asal, Victor and Kyle Beardsley. 2007. "Proliferation and International Crisis Behavior." *Journal of Peace Research* 44(2).

Week 16 (May 5)

IN CLASS EXAM TWO: Tuesday, May 5th



IT'S IN THE SYLLABUS

This message brought to you by every instructor that ever lived.

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