Course Description

This course is meant to examine the conditions that make for war and peace in world politics, as well as the range of possible solutions that might help to prevent this problem in the future. The course begins with an examination of historical patterns and trends in modern warfare. Later sections of the course then examine the causes or correlates of war between nation-states, the outcomes and consequences of war, and a variety of solutions that have been offered to help prevent or limit war.

Students are expected to finish the course readings and watch the lecture videos before the face-to-face meeting for which they are assigned, and participate actively in class discussion. The course will be graded based on two (non-cumulative) essay examinations; eleven quizzes that are meant to measure preparation for class; five 2-3 page analytical papers; and class participation.

Upon completion of this course, students should be familiar with many of the factors that seem to create, worsen, or reduce military conflict between nation-states. 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. This course will help you develop several important learning objectives that will help you in your career. Several analytical papers, which are focused on drawing lessons from current news stories about topics covered in the course, will help you develop analytical skills and bridge between current events and theories. These papers and the two essay exams will also help you develop written communication skills and critical thinking skills, as you apply theoretical topics covered in the course; these exams will ask you to use course topics to understand and evaluate situations in international conflict, rather than just memorizing and repeating facts from a book.

What is a "Partially Remote" Course?

UNT has classified this course as "partially remote," meaning that some elements of the course will be handled remotely while others will be face-to-face. As a general rule, the remote portions of the course involve preparation for class -- doing assigned readings, viewing the instructor's recorded lectures, completing quizzes or assigned papers -- while the face-to-face portions of the course involve discussion of the topics and their implications for academic thought as well as for national policymaking. The course is composed of 20 distinct topics, each of which covers two class days in the syllabus; each student will meet in the classroom for face-to-face discussion on one of those two days. Students will be divided into two groups, A and B; group A will meet face-to-face on the first scheduled class day for the topic (as listed in this syllabus), while group B will meet face-to-face on the second scheduled class day. Groups will be determined alphabetically, and students will be notified before the first day of class.

Remote:
• As with any semester, preparation for class (doing the assigned readings, completing papers or similar assignments) will be done outside of class. To simplify things, quizzes will be done remotely rather than during our limited face-to-face time. For full credit, all quizzes and assignments must be completed before the end of the last day devoted to the topic in the syllabus.
• For this "partially remote" course, material that would have been presented in lecture will be recorded in videos that are posted on Canvas before we begin a scheduled topic. Students may watch these videos as their schedule allows, but be sure to watch all lecture videos and complete all assigned readings on a topic before the
face-to-face class meeting, as the discussion will assume familiarity with all of this material.

- Note that all material for each of the 20 topics is organized in a single Canvas "module." This includes online assigned readings (although not the printed books that are assigned), any quizzes over the readings, the lecture videos when they have been posted, and TurnItIn links for any papers or exams.

**Face-to-face:**

- Our face-to-face meetings will begin with time to address any questions or confusion about the readings or the lecture videos. The rest of the session will involve discussion of the material and its implications; this syllabus lists some discussion topics to think about before your face-to-face meeting, and the lecture videos will list others. Typical discussion topics include evaluation of the academic theories and research being discussed, application of this research to recent or ongoing events, suggesting ways to improve or expand on this research, and debating possible policy responses that might be taken in response to this research.
- Be sure that you have done all of the assigned reading (whether electronic resources posted on Canvas or excerpts from the required books), and then watched all of the lecture videos for the topic, before your group's face-to-face meeting.
- Note that following UNT policy this semester, the class size will be limited to allow safe social distancing in the classroom, all students will be required to wear masks, and everybody will be required to sit in the same seat each class meeting to help track attendance each day (in order to assist with contact tracing in case anybody in the classroom tests positive for Covid-19). If you are unable to wear a face covering due to a disability, please contact the Office of Disability Access (ODA) at <http://www.unt.edu/oda> or (940) 565-4323 to request an accommodation.

**Covid-19 and Attendance:**

While attendance is expected as described above, it is important for all of us to be mindful of the health and safety of everyone in our community, especially given concerns about Covid-19. Please contact me if you are unable to attend class because you are ill, or unable to attend class due to a related issue regarding Covid-19. It is important that you communicate with me prior to being absent as to what may be preventing you from coming to class so I may make a decision about accommodating your request to be excused from class.

If you are experiencing cough, shortness of breath or difficulty breathing, fever, or any of the other possible symptoms of COVID-19 (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider. While attendance is an important part of succeeding in this class, your own health, and those of others in the community, is more important.

**Remote Instruction:**

The UNT fall schedule requires this course to have fully remote instruction beginning November 28th. Additional remote instruction may be necessary if community health conditions change or you need to self-isolate or quarantine due to COVID-19. The current plan is to continue the last week in the same format as the remainder of the semester, with lecture videos and assignments posted on Canvas beforehand, except that the last week's class meetings for group A and group B will be held via Zoom at the same time that we would have met in person; this plan may change if the entire course is moved to remote instruction earlier in the semester.

**What if UNT goes remote-only again?:**

This syllabus has been designed to make it as easy as possible to adjust if a surge in the pandemic forces UNT to send students home and make all classes remote-only again, as it did this past spring. The only adjustment that will need to be made will involve replacing the face-to-face discussion meetings with a remote equivalent. Depending on the situation, this may be done via Canvas discussion forums, an external service such as Packback, or (least likely) Zoom meetings, with the same basic grading scheme (measuring the quality of participation in discussing each topic, however this is done); the final decision will be explained in a Canvas
Unexpected Issues:
In this sort of unusual semester, many students may experience unexpected issues -- they or close contacts may test positive for Covid-19, there may be family issues due to the need to care for younger or older relatives, there may be scheduling issues related to jobs or other obligations, there may be technical issues due to the need to rely so heavily on Internet connections that may be unreliable or may be shared among multiple people, and so on. If any such issue comes up, please do not hesitate to contact the instructor, so we can try to work out a fair solution. Remember, I can not help you if you don't let me!

Required Texts
• Canvas: The remaining readings are made available through this course's Canvas page.

Course Requirements
(1) Examinations: two noncumulative essay exams are required, focusing on application of the topics covered in class. Both exams will be offered as take-home exams, with the exam questions provided on Canvas one week before the due date, and the exam being due through a TurnItIn link on Canvas by the end of the scheduled exam time listed in the syllabus. Each exam will be worth 25% of the total course grade.

(2) Analytical Papers: Students are required to complete five 2-3 page analytical papers during the course of the semester, as described at the end of this syllabus. Each paper must be turned in through a TurnItIn link on Canvas, and will be worth 5% of the course grade; together, they will count for 25% of the total course grade. For full credit each paper must be completed by midnight on the last day listed for the topic in the syllabus; a late penalty will be assessed for each day after that before a paper is turned in.

(3) Quizzes: Students are expected to complete the assigned readings before class, in order to help them participate actively in class discussion. Preparation will be measured by eleven open-book/open-note quizzes offered through Canvas, which will assess how well students have understood key points from the assigned readings. A total of eleven quizzes will be offered; to receive credit, a quiz must be completed by midnight on the last day listed for the topic in the syllabus (no additional quizzes will be accepted after that time). Each student's lowest quiz grade will be dropped from calculation of the grade; taken together, the quizzes will be worth 10% of the total course grade.

(4) Class Participation: Students are expected to participate actively in class discussion during the face-to-face class meetings. Class participation will be measured by how well the student has understood the assigned readings and viewing the lecture videos; how well the student can move beyond the specific points made in the readings and videos, by thinking about the discussion questions listed in the syllabus and the videos and by considering further implications of the topic; and how well the student responds to other students' thoughts and contributes to a productive classroom environment. Participation counts for 15% of the overall course grade and will be graded for each face-to-face class meeting on a 0-2 point scale, with 20 points (out of 40 possible across the 20 topics) earning a 100% grade:

2 (excellent): Has clearly prepared for class, comprehending the assigned readings and lecture videos. Makes relevant contributions to class discussion, including implications/extensions beyond the points made in the assigned material. Listens and reacts to classmates, referring back to previous points and building on them constructively, without dominating the conversation.

1 (satisfactory): Appears to have prepared by reading/viewing most of the assigned material, but not
especially closely. Makes some contributions to class discussion, but generally limited to repeating points made in the assigned material. Little awareness of or responsiveness to classmates' previous points.

0 (unsatisfactory): Little evidence of preparation for class; apparently did not read/view or understand the assigned material. Makes few or no contributions to class discussion, usually limited to vague or off-topic points, or opinions not based on the assigned material. Inattentive in class, or possibly even disruptive.

Nobody benefits if anybody who has been infected by Covid-19 attends class and exposes everybody else to the virus, so I will not grade on attendance. The participation grading scheme leaves plenty of room for absences with no grade penalty, so when in doubt, please stay home until you are sure that you are not infected.

Warning about Canvas Gradebook:
Please note that the gradebook in Canvas will not give you an accurate summary of your grade for this course, because that doesn't handle this type of grading scheme very well. Canvas is best at handling a predetermined number of assignments that all count toward the final grade for the course, and it struggles with assignments like this course's quizzes (where at least one quiz grade will be dropped from calculation of the course grade) and participation grade (where at least 20 of 40 possible points will earn 100%). This syllabus tells you which assignments count for how much of the overall course grade; if you are having problems determining your grade, you are always welcome to talk with me during office hours or in a Zoom session (but remember that I can not discuss grades over phone or email).

Course Rules
(1) Makeup exams, whether for full credit or not, can take place only on UNT's designated "Reading Day" at the end of the last week of classes. Only one time slot on Reading Day will be offered for all makeup exams in any of the instructor's courses; students seeking to take a makeup exam in this time slot must contact the instructor no later than 5 PM on Tuesday of the last week of classes. Makeup exams in classes that usually use multiple choice tests will be offered as short answer/essay examinations (regardless of the type of exam that is being made up) over the same material that would have been covered by the original exam.

Full-credit makeup examinations are given only with prior instructor approval (if at all possible) and with appropriate documentation. Note that the documentation must indicate why you could not be in class at the exact time of the originally scheduled test. If appropriate documentation is not provided, the makeup examination can still be taken, but will face a grade penalty of five letter grades (50%), equivalent to showing up late at the original exam after one or more students have already finished and left the room. Makeup exams (whether full or reduced credit) are only available for students who missed the original exam; this is not an option for trying to retake an exam to get a higher score.

(2) The scheduled final exam time represents the conclusion of the course. No late assignments or documentation will be accepted after the conclusion of this two-hour period, and no makeup exams will be offered after this time.

(3) Students must keep an extra copy of each assignment until the instructor has returned the graded copy of that assignment. Students must also keep graded, returned copies of all assignments. Failure to do so will invalidate any potential question or protest about grades.

Also, students are responsible for maintaining backups of any written work for this course, preferably in a location away from the main computer that is being used (such as online backup through Dropbox). No extensions will be granted for work that is not turned in on time because of computer, hard drive, or printer failure, theft, power surge, or similar causes.

(4) All students must treat the instructor, the other students, and the classroom setting with respect. This includes arriving on time and staying for the entire class (or notifying the instructor in advance if this will not be possible), turning off cell phones and similar devices during class, and refraining from reading, passing notes, talking with friends, and any other potentially disruptive activities. This also means showing respect for alternative opinions and points of view, listening when either the instructor or a fellow student is speaking to the
class, and refraining from insulting language and gestures.

Following departmental policy, any student engaging in unacceptable behavior may be directed to leave the classroom. Additionally, the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated UNT's Code of Student Conduct (which may be found at <http://deanofstudents.unt.edu/conduct>).

(5) The instructor's lecture notes and PowerPoint slides will not be posted online or otherwise handed out to students under any circumstances. If you are unable to attend one or more class meetings, make arrangements with another student to borrow or copy their notes. (Note that this rule does not apply for online/remote courses.)

Also be aware that any PowerPoint slides presented to the class will not contain all material that will be necessary for an "A" grade on course exams. The instructor's verbal lecture will also include important information that is not presented directly on the slides, so students should be careful to take notes on verbal lecture material as well as the brief overviews presented on the slides.

(6) Failure to abide by these policies will be dealt with in an appropriate manner, which may include a reduction in the course grade. Any exceptions are given at the instructor's discretion, only with prior approval where possible, and only with appropriate documentation.

Before asking for an exception, be aware that I will not grant exceptions that might be perceived as giving one student an unfair advantage or an opportunity that was not available to the remaining students who followed the rules correctly, turned in their work on time, and so on.

(7) The instructor's teaching-related policies and expectations are described in more detail at <https://www.paulhensel.org/teachgrade.html>. Failure to visit that web site does not constitute a valid excuse for ignorance of these policies. In particular, note that I do not "round up" grades -- an 89.9 counts as a B rather than an A -- and the only extra credit opportunity, if any, will be offered in class on the last class period before Thanksgiving (for fall semesters) or spring break (for spring semesters).

(8) Consistent with UNT rules, instructors (whether professors, teaching fellows, or teaching assistants) may not discuss student grades over email, telephone, or in any other setting that is not face-to-face due to privacy and security concerns. If you have questions about your grades, you may meet with me during office hours, or I will be glad to make an appointment at a more convenient time.

(9) I will never cancel class on my own for weather-related reasons; unless you hear official word through UNT's Eagle Alert service, class will be held at the regular time and place. Students who are unable to make it to class due to weather are still responsible for any material covered in lecture that day. If class is canceled, the next class meeting after school resumes will cover the material that would have been covered in the canceled class meeting, and a revised syllabus will be posted as soon as practical to adjust the schedule of remaining class meetings. More detail on the instructor's weather-related policies is provided at <https://www.paulhensel.org/teaching.html>.

(10) The content of this syllabus may be modified by the instructor at any time during the semester if deemed necessary. Any such changes will be announced in class as well as via a Canvas announcement; students are responsible for making sure that they check the email account that is on file with Canvas.

(11) Class recordings are reserved for use only by students in this class for educational purposes. The recordings should not be shared outside the class in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

UNT Policies

Academic Integrity
Academic integrity is defined in the UNT Policy on Student Standards for Academic Integrity, which is located at: <http://policy.unt.edu/policy/06-003>. This includes such issues as cheating (including use of unauthorized materials or other assistance on course assignments or examinations), plagiarism (whether intentional or negligent), forgery, fabrication, facilitating academic dishonesty, and sabotage. All students should review the policy carefully; failure to read or understand the policy does not protect you from sanctions for violating it.

Any suspected case of academic dishonesty will be handled in accordance with current University policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of “F” in the course; further sanctions may apply to incidents involving major violations. You will find the policy and procedures at <http://facultysuccess.unt.edu/academic-integrity>.

Americans with Disabilities Act
UNT is committed to making reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must register with the Office of Disability Access (ODA) each semester to verify their eligibility. If a disability is verified, the ODA will contact me with a letter listing recommended accommodations; you will then need to discuss these with me so we can decide how to meet your specific needs in the course. It is advisable to discuss these issues as early as possible in the semester to avoid any delay in implementation; **I can not grant you an accommodation that you did not discuss with me before the assignment in question was due.** For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda> or contact them by phone at (940) 565-4323.

Prohibition of Discrimination, Harassment, and Retaliation
UNT prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

Sexual Discrimination, Harassment, and Assault
UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT's Dean of Students web site at <http://deanofstudents.unt.edu/resources> offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs. The Student Advocate may be reached through email at SurvivorAdvocate@unt.edu or by calling the Dean of Students' office at (940) 565-2648. You are not alone; we are here to help.

Instructor's Web Site
The instructor maintains a web site at <https://www.paulhensel.org> that includes -- among other things -- teaching policies, solutions to common student writing problems, syllabi for my other courses, and Internet resources for students of international relations. Students are strongly encouraged to become familiar with this web site during the semester. The online version of this syllabus can be found at: <https://www.paulhensel.org/Teaching/psci4821.html>

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Schedule of Topics and Assigned Readings
1. Monday, Aug. 24: First day of class

• **Quiz #1 due by midnight on Aug. 28**
  - In-person attendance is not required today, because students are still adding/dropping the class and may not have had time to acquire the books, do the readings, or learn whether they are in group A or B. I will be in the classroom to meet with anybody who wants to stop by, but what matters today is getting and reading the syllabus and watching the introductory video for the course.
  - Be sure to prepare for the first substantive class meetings on Wednesday or Friday (depending on whether you are in group A or group B) by doing the assigned reading and watching the lecture videos for topic #1, which will be posted on Canvas by the end of the day today.
  - Please take quiz #1 as soon as you can, so I can refer to the results in our discussion meetings on Wednesday or Friday.

**Topic 1: Studying Conflict & War**

• 2. Wednesday, Aug. 26: Discussion - group A
• 3. Friday, Aug. 28: Discussion - group B
• **Assigned Reading (before class): Canvas:** Carl von Clausewitz (1832), "What is War?" Chapter 1, Book I of *On War.* (focus on sections 2, 11, 23, and 24)
  • **Discussion Topics:** This topic will introduce the scientific study of armed conflict. We will consider the definition of different types of conflict, as well as patterns/trends and some important terminology that is used in studying conflict. After reading the assigned materials, come to class prepared to discuss the reasons that countries choose to engage in conflict, as well as your expectations about patterns of conflict in the near future.

**Topic 2: Individual-Level Theories: Human Nature & Psychology**

• **Quiz #2 due by midnight on Sept. 2**
• 4. Monday, Aug. 31: Discussion - group A
• 5. Wednesday, Sept. 2: Discussion - group B
• **Assigned Reading (before class): Canvas:** Thomas Hobbes (1651). "Of the Natural Condition of Mankind as Concerning Their Felicity and Misery." Chapter 13, Book 1 of *The Leviathan.*
  • **Discussion Topics:** This topic will begin our investigation of factors that have been suggested as causes of armed conflict, focusing on human nature and a number of psychological factors. Come to class prepared to discuss these approaches -- do you find them plausible and/or scientifically convincing? Why or why not? If they are right, what possible solutions might be tried to prevent conflict/war?

**Topic 3: Group-Level Theories: Groupthink & Military Doctrines**

• **Quiz #3 due by midnight on Sept. 9**
• 6. Friday, Sept. 4: Discussion - group A
• 7. Monday, Sept. 7: NO CLASS (Labor Day)
• 8. Wednesday, Sept. 9: Discussion - group B
Discussion Topics: This topic will examine several ways that political or military groups might be responsible for the outbreak of armed conflict. We will start with another psychological factor, a dynamic of group decision-making called "groupthink," before moving from domestic politics to the professional military as an explanation for conflict, focusing on war plans and military doctrines as factors that might lead countries into war. Do you find these approaches plausible and/or scientifically convincing? Why or why not? If they are right, what possible solutions might be tried to prevent conflict/war?

Topic 4: Diversion

Quiz #4 due by midnight on Sept. 14

9. Friday, Sept. 11: Discussion - group A
10. Monday, Sept. 14: Discussion - group B

FLICT. The assigned readings examine these motivations with respect to the 1998 military strikes ordered by President Bill Clinton during his impeachment crisis, which some argued to be a political ploy to divert attention from his domestic political problems, as well as Vladimir Putin's actions in Crimea in 2014. Thinking beyond these specific cases, do you find this approach plausible and/or scientifically convincing as an explanation for conflict? Why or why not? If it is right, what possible solutions might be tried to prevent conflict/war?

Topic 5: Nationalism

Quiz #5 due by midnight on Sept. 18

11. Wednesday, Sept. 16: Discussion - group A
12. Friday, Sept. 18: Discussion - group B


Discussion Topics: This topic will investigate nationalism, ethnicity, and similar factors as sources of both internal and interstate conflict. We will not have time for a full investigation of internal conflict or terrorism, since UNT offers several entire courses that address this topic, but this will still give us a introduction to what scholars think we know. Do you find this approach plausible and/or scientifically convincing as an explanation for conflict within and/or between states? Why or why not? If it is right, what possible solutions might be tried to prevent conflict/war?

Topic 6: Resources

Paper #1 due by midnight on Sept. 23 (ethnic conflict)

13. Monday, Sept. 21: Discussion - group A
14. Wednesday, Sept. 23: Discussion - group B


**Discussion Topics:** This topic will consider the widely repeated, but rarely tested, argument that resource scarcity is (or will be) a major source of armed conflict. Do you find this approach plausible and/or scientifically convincing as an explanation for conflict? Why or why not? If it is right, what possible solutions might be tried to prevent conflict/war?

**Topic 7: Territory**

**Quiz #6 due by midnight on Sept. 28**

- **15. Friday, Sept. 25:** Discussion - group A
- **16. Monday, Sept. 28:** Discussion - group B


**Discussion Topics:** We will examine disagreements over territorial sovereignty as explanations for armed conflict. Do you find this approach plausible and/or scientifically convincing as an explanation for conflict? Why or why not? If it is right, what possible solutions might be tried to prevent conflict/war?

**Topic 8: Arms Races**

**Paper #2 due by midnight on Oct. 2 (territorial claim)**

- **17. Wednesday, Sept. 30:** Discussion - group A
- **18. Friday, Oct. 2:** Discussion - group B


**Discussion Topics:** This topic will return to political realism as an explanation for armed conflict. Many critics of realism suggest that when leaders follow realist policies (such as the para bellum doctrine, the basis for deterrence theory), they make conflict much more likely because such policies lead to arms races which then spawn armed conflict. Do you find this approach plausible and/or scientifically convincing as an explanation for conflict? Why or why not? If it is right, what possible solutions might be tried to prevent conflict/war?

**Topic 9: Crisis Bargaining**

**Quiz #7 due by midnight on Oct. 7**

- **19. Monday, Oct. 5:** Discussion - group A
- **20. Wednesday, Oct. 7:** Discussion - group B


**Discussion Topics:** This topic will examine how states' interactions during an ongoing crisis affect the likelihood that the crisis will escalate to full-scale war. Much like the previous topic, much of the debate on this subject involves the relative value of realist advice, with critics suggesting that following realist principles can greatly increase the risk of war. Do you find this argument to be plausible and/or scientifically convincing as an explanation for conflict? Why or why not? If it is right, what possible solutions might be tried to prevent conflict/war?
Topic 10: Power Transition
• **Quiz #8 due by midnight on Oct. 12**
• 21. Friday, Oct. 9: Discussion - group A
• 22. Monday, Oct. 12: Discussion - group B
• **Discussion Topics:** We will conclude our examination of causes of conflict by considering how the international system itself might be a cause of armed conflict. We will begin by examining power transition theory. A number of scholars have suggested that the great powers might fight major wars over leadership of the international system. This has gotten particular attention with respect to China, which is now seen as the most likely challenger to U.S. hegemony (a role previously filled by Russia and Japan). Do you find this approach plausible and/or scientifically convincing as an explanation for conflict? Why or why not? If it is right, what solutions might be tried to prevent war?

Topic 11: Polarity
• 23. Wednesday, Oct. 14: Discussion - group A
• 24. Friday, Oct. 16: Discussion - group B
• **Discussion Topics:** Here we will examine a topic that received a great deal of scholarly attention during the Cold War and may be returning to relevance in today's world: the structure of the international system. Waltz and Deutsch/Singer offered a prominent exchange of opposing views on the subject in 1964 that is still widely read by conflict scholars. Which of their views about polarity do you find most convincing -- is bipolarity or multipolarity likely to be more stable, and why? (And do you think unipolarity would be safer or more dangerous?) If any particular kind of polarity is a major cause of war, what possible solutions -- if any -- might be tried to prevent conflict/war?

• 25. Monday, Oct. 19: Midterm exam
• **The midterm exam is a take home exam that will be posted in Canvas one week earlier, and will be due through the TurnItIn link on Canvas by the end of this scheduled class period.**

Topic 12: Outcomes and Consequences of Conflict
• **Paper #3 due by midnight on Oct. 23 (rivalries)**
• 26. Wednesday, Oct. 21: Discussion - group A
• 27. Friday, Oct. 23: Discussion - group B
• **Discussion Topics:** This topic will move away from causes of conflict to consider the outcomes and consequences of conflict. We begin by focusing on the most obvious consequences: who wins or loses, and how many people die? Be ready to discuss how the countries in your research paper topic fared in this respect. We
will also consider the impact of war on the individual combatants themselves -- think about how soldiers' wartime experiences might continue to affect them after the shooting stops.

We will then consider other consequences of conflict: long-term environmental effects, political and economic changes, and recurrent conflict or even decades-long rivalry against the same opponent. What sorts of political and economic effects seem likely to follow war? Which kinds of countries seem most likely to be affected, and under which conditions? When do the same countries seem most or least likely to keep engaging in future conflict, and what (if anything) can be done to try to stop this?

**Topic 13: Studying Conflict Prevention and Management / Deterrence**

- **Quiz #9 due by midnight on Oct. 28**
- **28. Monday, Oct. 26:** Discussion - group A
- **29. Wednesday, Oct. 28:** Discussion - group B
- **Assigned Reading (before class):** *ICM:* chapter 1 ("Introducing International Conflict Management")
- **Discussion Topics:** Here we will begin focusing on ways that conflict or war might be prevented. Think about the management techniques that the authors discuss, as well as other possible ways the conflict might be managed or prevented. Which techniques seem most likely to be able to work, and why? What are some of the limitations of these techniques?
  The first type of conflict management/prevention technique that we will examine in detail is military deterrence/proliferation, focusing on both conventional weapons and weapons of mass destruction. Are you more convinced by the realists who argue that proliferation is a force for peace, or by the critics who argue that proliferation and deterrence policies make the world a more dangerous place? Why? Which causes of war, if any, seem most likely to be addressed by this solution?

**Topic 14: Arms Control & Disarmament**

- **30. Friday, Oct. 30:** Discussion - group A
- **31. Monday, Nov. 2:** Discussion - group B
- **Discussion Topics:** This topic examines the preferred view of many who criticize proliferation as a source for peace, by considering the idea of removing or controlling weapons rather than expanding them. Do you find these approaches -- whether the more limited arms control or the more ambitious disarmament -- to be important forces for peace, or are they dangerous steps that seem to make future conflict even more likely? Why? Which causes of war, if any, seem most likely to be addressed by this solution?

**Topic 15: Liberal Peace**

- **Quiz #10 due by midnight on Nov. 6**
- **32. Wednesday, Nov. 4:** Discussion - group A
- **33. Friday, Nov. 6:** Discussion - group B
Discussion Topics: This topic will examine a widely studied finding in the IR literature, which has noted repeatedly that democracies do not fight each other. After examining democracy, we will examine liberal peace theory, which focuses more on the economic dimensions of liberalism and on international integration and institutions than on democracy. Do you find any or all of these factors to be a convincing force for peace in the modern world? Should this be a major element in countries' foreign policies, and if so, how should it be pursued? Which causes of war, if any, seem most likely to be addressed by this solution?

Topic 16: Peaceful Conflict Management I: Bilateral Negotiations

**Paper #4 due by midnight on Nov. 16 (causes of conflict)**
- 34. Monday, Nov. 9: Discussion - group A
- 35. Wednesday, Nov. 11: Discussion - group B
- **Assigned Reading (before class):** *ICM*: chapter 2 ("Key Ideas and Frameworks"), chapter 5 ("Negotiations")
- **Discussion Topics:** This topic will examine the possibility of bilateral negotiation between two disputants as a way to prevent or manage conflict between them. How successful does this seem likely to be in limiting or preventing conflict? Are there certain kinds of conditions where they are likely to be most successful, or certain techniques that seem likely to be more effective than others? Which causes of war, if any, seem most likely to be addressed by this solution?

Topic 17: Peaceful Conflict Management II: Third Party Assistance

**Quiz #11 due by midnight on Nov. 16**
- 36. Friday, Nov. 13: Discussion - group A
- 37. Monday, Nov. 16: Discussion - group B
- **Assigned Reading (before class):** *ICM*: chapter 6 ("Mediation"), chapter 7 ("Legal Approaches")
- **Discussion Topics:** This topic will examine the possible role of third party mediation, arbitration, and similar techniques as a way to prevent or manage conflict between countries when bilateral negotiations haven't worked. How successful do these processes seem likely to be in limiting or preventing conflict? Are there certain kinds of conditions where they are likely to be most successful, or certain techniques that seem likely to be more effective than others? Which causes of war, if any, seem most likely to be addressed by this solution?

Topic 18: Peacekeeping and Peacebuilding

- 38. Wednesday, Nov. 18: Discussion - group A
- 39. Friday, Nov. 20: Discussion - group B
- **Assigned Reading (before class):** *ICM*: chapter 8 ("Peace Operations: Peacekeeping and Peacebuilding")
- **Discussion Topics:** This topic will examine traditional peacekeeping as well as several related techniques that have expanded the role of peacekeepers. Think about each of the techniques discussed in the reading, considering how effective it is likely to be: Are the combatants likely to agree to allow the technique to be used? If it is used, does the technique seem likely to succeed, or are there important obstacles that make it unlikely to work? Which causes of war, if any, seem most likely to be addressed by this solution?

Topic 19: Application to World War II

**Paper #5 due by midnight on Nov. 25 (causes and solutions in World War II)**
- 40. Monday, Nov. 23: Discussion - group A
- 41. Wednesday, Nov. 25: Discussion - group B
- **Assigned Reading (before class):** Overy: pp. 1-68 ("Prologue", "Time Running Out", "Poland in the Middle")
Discussion Topics: This class period will attempt to apply the theories covered in this course to help understand the outbreak of war between Germany and Poland. While doing this assigned reading, think about which causes of war that we covered in this course seem to have played a role. Also think about which solutions were attempted, and why they didn't work (what would have needed to change for the solution to work?).

42. Friday, Nov. 27: NO CLASS (Thanksgiving)

All UNT classes move to online/remote only for last week and final exams:

Topic 20: Is War Obsolete? Optimistic and Pessimistic Views on the Future

43. Monday, Nov. 30: Discussion - group A  [I will provide a link for a Zoom room for this class meeting]  
44. Wednesday, Dec. 2: Discussion - group B  [I will provide a link for a Zoom room for this class meeting]  

Discussion Topics: This class will conclude by examining a variety of views on the future of armed conflict and war -- some quite optimistic, and others quite pessimistic. Think about which of these views you find most or least convincing and why -- particularly in light of the many causes of conflict and solutions to conflict that we have discussed in this course.

45. Friday, Dec. 4: NO CLASS (UNT Reading Day)

FINAL EXAM: Wednesday, Dec. 9, 8:00-10:00 AM

The final exam is a take home exam that will be posted in Canvas on the last day of class, and will be due through the TurnItIn link on Canvas by the end of the scheduled final exam.
Analytical Paper Assignments

Communicating one's ideas verbally and on paper makes up an important part of most college courses and most post-college careers, and this course is no exception. During the semester, students are required to complete five analytical papers. For full credit, all papers must be turned in through the TurnItIn links on Canvas by midnight on the last day scheduled for the topic in the syllabus. Researching and writing these analytical papers helps to improve the quality of in-class discussion by giving students an opportunity to think about important topics in advance and become familiar with relevant cases or examples, gives the students practice in analyzing and learning from news stories, and offers the instructor a concrete way to evaluate students' comprehension of the topics covered in the course and in the assigned readings. Each paper is expected to be 2-3 pages long (no shorter than two full pages and no longer than four full pages, using reasonable fonts and margins; papers that only reach the assigned length by using unusual margins, spacing, or fonts will be penalized).

Many of these papers involve reading and analyzing the contents of news stories that cover events published sometime during the current semester (i.e., no earlier than the first day of class listed on this syllabus). The instructor's web site offers links to a number of possible sources at <https://paulhensel.org/Teaching/psci4821.html#news> (although you may also choose any other source as long as it includes an appropriate story). Be sure to include the citation for each news source at the end of your paper, indicating its author, title, source, date of publication, and the URL/link where you found it.

Technical Notes:

• Papers must be turned in through the appropriate TurnItIn link on the course's Canvas page. This will record the exact date and time on which the paper was turned in, as well as checking for possible plagiarism from published sources or earlier student papers. If Canvas or TurnItIn is not available at the time the paper is due, students may email a copy of the paper to Dr. Hensel or turn in a hard copy of the paper in class, before turning it in normally through TurnItIn once it is working again; as long as there have been no changes to the paper, there will be no late penalty for doing this.
• Papers turned in after the specified time will be penalized 1 letter grade (10%) per day, compounding at midnight each day.
• Technical failures, such as stolen computers or dead hard drives/flash drives, do not constitute valid excuses for late papers. Students are expected to maintain backups of their papers while writing them, ideally off-site through Dropbox or some similar service, so that they do not lose all of their work if their computer dies or disappears.
• Students must cite all materials used in researching the paper, in order to give appropriate credit to the original authors. This includes listing the source and page(s) for all historical facts that the student did not personally observe, all analysis and theories that the student did not personally develop, and so on -- even if you did not quote the exact words from the original source in your paper. Failure to give such credit constitutes plagiarism, and will be penalized by a deduction of up to half of the possible points for the assignment. Guidelines are available at <https://www.paulhensel.org/teachcite.html>.

Please note that the exact due dates for each paper are listed in the daily schedule, earlier in the syllabus.

Paper #1: Ethnic Conflict (due by midnight at the end of the "Resources" topic)

This paper should focus on a news article, published during the current semester, that deals with a situation of ethnic conflict somewhere around the world today. Be sure to choose a case of conflict that involves at least one nation-state; a civil war or other conflict involving non-state actors is fine as long as a state
government is on at least one side of the conflict. This can be a case of conflict entirely within one country, or it could have an outside country supporting the ethnic group against the government. This paper will require you to address four topics:
• (1) Identify who the actors are that are involved in the conflict (the state government, the ethnic group(s), and if relevant, any outside actor supporting the group).
• (2) Describe the status of the ethnic group within this country, using the resources listed at the end of this paper topic.
• (3) Explain what the government and the ethnic group(s) did to pursue their interests over this ethnic conflict, as covered by this news story.
   Be sure to include the citation for the news story with your paper -- if you do not include the citation, you will lose half of the possible points (I need to be able to see the story to evaluate how well you have covered it). Use either or both of the following resources to research the status of the ethnic group:
• Minorities at Risk project, "Minority Group Assessments" (note that a given group may have entries in multiple states):
• Minority Rights Group International, "World Directory of Minorities and Indigenous Peoples" (browse the main directory using the "Country" link to find overviews of each country, including the estimated size of each ethnic group in the country; then browse using the "Minorities & indigenous peoples" link to get a more details report on each individual minority group):
  <https://minorityrights.org/directory/>

Paper #2: Territorial Claim (due by midnight at the end of the "Arms Races" topic)
This paper should focus on a news article, published during the current semester, that deals with an international disagreement over resources and/or territory somewhere in the world. Be sure to choose a case of conflict that involves at least one nation-state; a civil war or other conflict involving non-state actors is fine as long as a state government is on at least one side of the conflict. This paper will require you to address four topics:
• (1) Identify who the actors are that are involved in the conflict.
• (2) Describe the territory that is under dispute, and why the actors see this as valuable/salient.
• (3) Explain what the actors did to pursue their interests over this resource/territory, as covered by this news story.
• (4) Conclude by assessing how dangerous this territorial claim is likely to be, drawing from the salience measures you identified and the findings of the 2013 Hensel paper on territorial claims (does this claim seem to have most of the attributes that the paper found to be most dangerous, or is it likely to be less dangerous because it is missing most of those dangerous attributes?).
   Be sure to include the citation for the news story with your paper -- if you do not include the citation, you will lose half of the possible points (I need to be able to see the story to evaluate how well you have covered it).

Paper #3: Rivalries (due by midnight at the end of the "Outcomes and Consequences of Conflict" topic)
This paper requires you to think about rivalries in many different settings -- colleges, countries, and other actors. I have been giving versions of this assignment since the late 1990s, and I will add the results from this year's class to those earlier years to use in discussing rivalries in class. All results are recorded anonymously; I will have no way to trace individual students in the data that will be discussed in class. Please answer honestly, and do not try to do any outside research to come up with a "better" answer; any reasonable answer will be given full credit. If you have no idea, "I don't know" is a valid answer (and is preferable to
trying to make something up). This paper will require you to address four topics:

• (1) Who are UNT's primary "rivals"? (name as many as you feel are appropriate, being sure to indicate what the nature of their rivalry is -- academics, football, basketball, soccer, all of these, something else, etc.)

• (2) How are things different for UNT students, athletes, or administrators when they are competing with one of these rivals, compared to times when they are competing with other non-rival schools, organizations, or other actors?

• (3) Who are the United States' primary international "rivals"? (name as many as you feel are appropriate, being sure to indicate what the nature of their rivalry is -- military, economic, political, all of these, something else, etc.)

• (4) How are things different for US leaders when they are competing with one of these rivals, compared to times when they are competing with other non-rival countries, organizations, or other actors?

• (5) Name one other rivalry of any type that do not involve UNT or the United States (since those were already addressed). Be sure to identify the two competitors, and explain the nature of their rivalry (what they're competing over / why they are considered rivals).

**Paper #4: Causes of Interstate Conflict (due by midnight at the end of the "Bilateral Conflict Management" topic)**

This paper should focus on one or more news articles, published during the current semester, dealing with some current case of international conflict (involving the threat or use of military force between countries). Be sure to choose a case of conflict that involves at least one nation-state on each side. After summarizing the news article, you will try to show how this conflict can be explained by a political science theory that we discussed in class, referring to two different political science papers/articles/book chapters. This paper will require you to address four topics:

• (1) Identify who the actors are that are involved in the conflict, and what they are disagreeing about.

• (2) Explain what form of conflict took place (which might be anything from a threat to attack the other side to a clash that left thousands dead).

• (3) Briefly explain why the author of the news story believes the conflict occurred (in other words, what the author sees as the main factor(s), situation(s), or decision(s) that caused the conflict).

• (4) Use two pieces of political science research to explain the theoretical logic of how and why that factor is thought to be a cause of armed conflict/crisis/war. This will involve summarizing the theoretical story (like we did in class by building causal diagrams for each theory), with citations to appropriate sections of both articles to explain each part of the story.

• (5) Show how the news story fits with each part of this theoretical story. If there is something in the theoretical story that wasn't covered in the news story, you may briefly discuss what other evidence you would need to find to be sure that the conflict being discussed can be explained by this theoretical cause.

Be sure to include the citation for all news stories, articles, research papers, or book chapters with your paper -- if you do not include the citations, you will lose half of the possible points (I need to be able to see the original sources to evaluate how well you have covered them). The last few pages of this syllabus includes references to some recommended political science readings on each theory that was covered in class; almost all are available through JSTOR. You may also want to consult the references from my graduate-level International Conflict syllabus, which includes a considerably longer list of references on most of these topics: <https://www.paulhensel.org/Teaching/gradconflict.html>.

**Paper #5: Application to World War II (due by midnight at the end of the "Application to World War II" topic)**

This paper requires you to discuss how the topics covered in the course help us understand the outbreak of war between Germany and Poland in 1939. In writing this paper, you need to (1) identify two causes of war
that we discussed in class that help us understand why war broke out when it did, and (2) identify two ways that the participants and/or third parties tried to prevent war (such as negotiations, mediation, or deterrence) and explain why these attempts did not succeed.

Be sure to include the citation for the page(s) in the book that discussed each of these two causes and each of these two attempted solutions -- if you do not include the citation, you will lose half of the possible points (I need to be able to see the evidence you are discussing to evaluate how well you have covered it).

Appendix: Examples of relevant readings on each theory (for paper #4)

Human Nature
• Don't use this in your papers -- it isn't very useful in any scientific sense.

Psychology / Misperception / Crisis DMing

Great Man Theory
• There really aren't any good academic sources on this topic. If you choose to use this in your paper, you should cite my lecture notes from class the day we covered this.

Groupthink

Military Doctrines

Nationalism/Identity Claims
Civilizations

Diversionary Theory

Lateral Pressure / Resources

Territorial Claims

Arms Races
Research 35, 1: 111-118.

Crisis Bargaining

Power Transition
• For more details on power transition see A.F.K. Organski and Jacek Kugler (1980), The War Ledger, and Kugler and Lemke (1996), Parity and War.

Systemic Theories: Anarchy/Security Dilemma
• For more details on anarchy and the security dilemma see Hans Morgenthau (any edition), Politics among Nations or Kenneth Waltz (1979), Theory of International Politics.

Systemic Theories: Polarity

Rivalry