PSC 334: Causes of War  
Fall 2014/Cleveland State University  
Tuesdays and Thursdays 2:00-3:15, CB 214

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POLICIES AND GUIDELINES

Introduction/Objectives
In the academic course catalog, the description specifies that this course “examines the causes and prevention of war in both historical and theoretical perspective. While focusing on mainly the causes of large-scale interstate wars, several contemporary issues of relevance such as nuclear proliferation, ethnic conflict, and terrorism will be discussed in the later weeks of the semester. The course is structured in a way that surveys various causal claims about the origin of war at different levels of analysis. The course will also investigate several historical cases such as World War I, the Korean War, and the Vietnam War.” Given that we have such a variety of materials that can be pursued in the study of this subject matter, students need to be prepared to take on a wide array of readings and engage in a series of assignments including short research papers, possibly long-term projects, and simulations. This class will make use of a problem-solving approach and will therefore endeavor to define problems and then seek out potential solutions to those problems.

Overall objectives for the course are to:
1. Encourage critical skill development, particularly reading, thinking, and writing;
2. Familiarize students with different issues associated with warfare, including matters such as terrorism, civil war, ethnic conflict, nuclear weapons, as well as different cases of warfare such as World War I, etc.;
3. Push students to think creatively and constructively about new and innovative approaches to understanding, managing, and resolving the causes of warfare;
4. Help students develop and expand their skill set, especially in terms of collaboration, Internet/online skills, project creation and development, and research capacities

Required Texts
For this course, there are two required texts. These texts are available from many vendors, including the bookstore, Amazon and Barnes & Noble (approximate price for each is between $7-$35).


Additional required readings will be made available to students via the course Blackboard page. Students are expected to monitor the Blackboard site closely to keep up with readings and to check on any additional readings which may be assigned. Students are also strongly encouraged to obtain access to sources of international news—this can be done either by obtaining a hard-copy newspaper subscription or by accessing the online versions of sources such as the New York Times, Washington Post, Wall Street Journal, the Economist, etc. Relevant news stories may be incorporated into class; these stories will be made available to students via Blackboard.
The readings will vary from the textbooks to chapters and articles by political scientists to popular news and opinion pieces. Some of these readings are inflammatory, so please keep in mind that you are not likely to agree with or enjoy all of the readings. However you are expected to complete them.

**Assignments/Grading Breakdown**
The grading structure and the assignments which will be utilized to assess grades will be determined by the class at large in our first week. Please read the series of options which are listed starting on page 6 and determine your preference. Discussion of this process will be laid out in detail in our first course meeting.

**Contacting the Instructor/Course Members**
The nature of this course deviates from the standard class structure in that we are operating with both an in-class component and an online component. You can therefore contact or speak with the instructor in person during class or office hours or virtually via email. Email is the best method for contacting the instructor outside of class although you can also contact me through my office phone. Correspondence from students will receive a reply from the instructor within 24 hours except on holidays or the weekend (emails received on Friday will receive a response no later than Monday). There is a mandatory 24-hour cooling off period following each exam grade release; no emails on the exam grades received prior to that point will be read or responded to by the instructor.

Email communications between the instructor and the students should maintain a professional and courteous tone; messages which are rude, inappropriate, unsigned, or lack a subject line will not receive a response and may be submitted to the Dean of Students if deemed necessary. This policy also extends to correspondence between students; students receiving any communications that do not adhere to these standards should contact the instructor immediately. Professional, civil, and courteous demeanor are expected in all forms of interaction!

**Accessibility and Accommodations**
Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216) 687-2015. The Office is located in MC 147. Accommodations need to be requested in advance and will not be granted retroactively. If you prefer, I am happy to set up appointments outside of class to address any accommodation issues you would like to discuss so as to maintain privacy.

**Disruptive and/or Disturbing Behavior**
Disruptive behavior is “behavior which interferes with the workplace or classroom and the ability of others to get their work done”. Disturbing behavior is “behavior that causes the observer to feel concerned, afraid or alarmed”. Demonstrations of behavior corresponding to these definitions that is witnessed by the instructor will be reported to the appropriate University authorities for further evaluation. More details about these and other prohibited acts can be found in the “Violence Free Campus Policy” at [http://www.ulib.csuohio.edu/csuo/violencefree.pdf](http://www.ulib.csuohio.edu/csuo/violencefree.pdf).
Academic Integrity/Plagiarism
The academic regulations and procedures for this course are those found in the Student Code of Conduct, available at http://www.csuohio.edu/studentlife/StudentCodeOfConduct.pdf. Academic misconduct according to this document consists of all forms of academic dishonesty, including, but not limited to cheating, plagiarism, and tampering. The definitions of each of these types of violations can be found on pages 18-19 of the Code of Conduct. Sanctions for these violations may consist of a formal reprimand, failure of an assignment, failure of the course, or a formal recommendation of suspension or expulsion or some other penalty to be determined by me.

At this point, it is important to offer some additional guidelines on sanctions as well as a word of caution about plagiarism. First, I can say that my general experience with academic violations has made it clear that there are big differences between intentional violations and unintentional violations. Violations which are determined to be intentional will therefore be treated as more serious and sanctioned more heavily than those that are determined to be unintentional. Second, a word of caution: I have become more adept at detecting plagiarism and more familiar with the litany of excuses that are commonly offered for this violation. You should know that I do not tend to accept these excuses—“having no time to do an assignment”, being unaware of what plagiarism is, or not knowing that you shouldn’t submit the same paper for two classes without notifying the instructor (which is known as self-plagiarism) are not acceptable reasons for turning in work which is not original and yours. In my opinion, it is far better for you to take a 0 on an assignment than to risk the imminent loss of points and potential additional penalties which will go along with knowingly committing plagiarism.

Late Work
Due to the nature of this course, the flexibility it offers for student schedules, and to facilitate a quick turnaround as far as grading, late work and/or late exams will not be accepted. Students can generally work at the pace they desire in progressing through this course, meaning that students can and should work ahead when they feel ready. However, emergencies do happen—students who experience an emergency (serious family, medical, or personal issues) are expected to contact the instructor at the earliest possible time, provide any reasonable paperwork (such as doctor’s notes), and work with the instructor to establish an acceptable timeline for completion of makeup work. Incompletes will only be given to students in extreme circumstances (1) who have completed a majority of the coursework and (2) only after creating a plan for finishing the course.

One of the most common recent excuses for not submitting work on time is difficulty with the course website. You should never count on being able to turn in your assignments at the last minute (although many students literally do) so please make every effort to finish your work early. If you cannot submit to Blackboard for some reason, I expect that you will email me the assignment immediately before or after (within 5 minutes) its respective deadline.

Dropping/Adding the Course
For students who find that they would like to drop or add the course, it is your responsibility to handle this and to understand the consequences of these decisions. Adding late may result in a loss of opportunities to earn points and/or a high makeup workload. Dropping the course at certain points in the semester may result in a failing grade—it is your responsibility to know this prior to requesting to drop the course as I may wish to discuss this with you. In the past, I have
played a more active role in assisting students with these processes; however, this has resulted in many students failing to take charge of their own educational experience which is something I do not wish to encourage. I have therefore come to the conclusion that all add or drop activities are on students to handle—if you do not know the process for dropping or adding this class or important dates pertaining to either of these processes, please go to the Registrar’s website at https://www.csuohio.edu/registrar/register-classes.

Grade Appeals
Subjective assessment is a difficult task which can suffer at times from mistakes. To protect students from a failure on my part, I like to allow for students to appeal a grade if they find a critical oversight or have some serious objection to the manner in which the work was graded. Therefore, I allow students to appeal the grade on 2 of their assignments. The appeal form and instructions for its submission are located on Blackboard in the Course Documents section; appeals must be received within one week of the grade being posted online or the assignment being returned in hard copy to the student. Read the instructions carefully and send me an email if you have questions before sending your appeal. No grade appeal is needed if a student finds that the scoring has been done incorrectly—if there is a math error, please simply email me.

Important side note: it is has become unacceptably commonplace for students to plead for or complain about not receiving a higher grade at the end of the course term. I am not in the habit of entertaining end-of-session grade appeals and will not entertain any such pleas from students who fail to take an interest in their grades before the last few class meetings. Any requests for last-minute grade changes, adjustments, or extra credit will therefore receive a brief reply, relaying this policy again if necessary.

Expectations/Teaching Philosophy
This course has a high weekly workload (readings are approximately 50-75 pages per week) and is dependent upon self-motivation—students who are not inclined to take charge of their education will likely find this course to be very difficult. Further, as this is an upper-division political science class, there is an expectation that students have some initial knowledge of the theories and concepts which may be reviewed in the course. In other words, I ASSUME you know a little about international relations or comparative politics. If this is not the case, please let me know as soon as possible.

My teaching philosophy consists of a few, key beliefs:

1. Students learn best when they feel they are in a safe space. Political science is often controversial and can be a source of great conflict; it is therefore imperative that we learn how to discuss contentious issues in a manner that questions but does not condemn.
2. Effective learning requires collaboration between instructors and students. Learning is not a one-way street—it requires commitment from all parties.
3. Effective learning also requires independent investment. Although learning is interactive, it really only occurs when one is invested in the process. Therefore, all students are expected to be committed to learning even when it is difficult.
4. Learning is a committed lifelong process—no matter what stage an individual is at in their life, they can learn from those around them. I believe I can learn just as much from you as I believe you can learn from me. Being willing to assist in the instruction of the instructor and others in the course serves to benefit all.
A Few More Notes

- Slides: Most students reasonably assume that slideshows/presentations are made in a fashion where they are not required to engage in any way with them—I take a different approach. I utilize slides to help direct students to the information I consider to be the most important or relevant from the readings or assignments. Therefore, the slides are incomplete; they require you to fill in some of the information which can be drawn directly from the resources associated with each set of slides. If you struggle to find the information, please contact me and I will provide additional guidance (within reason—I do not allocate time or effort to requests that appear to be from students who have not completed the readings).

- Comprehensiveness: As far as this class goes, there is no real way to give a course that is comprehensive in its presentation of the information on the causes of war—it would require years of study to do this. For this reason, you should expect that this course is really an introduction to these types of studies. Below I have listed additional texts which I think are great resources that you might utilize to better understand the dynamics of war as well as a brief statement or two about the content of each text.

All Forms of Conflict:

1. *What Do We Know About War?* John Vasquez—this text provides an excellent introduction to empirical analyses of the causes of war with most chapters written by prominent political scientists. If you plan to go on to do political science as a graduate student or if you enjoy academic research, this is a great resource to have.

2. *War, Peace, and International Relations: An Introduction to Strategic History.* By Colin Gray—while many of the texts for this class are explicitly written from a political science perspective, Gray’s work focuses on a historical and military/strategic approach while reviewing the details of the major world wars. For those who want a bit more historical application and less conflict theory.

3. *International Security: Problems and Solutions.* Patrick Morgan—another nice introductory piece which utilizes a different levels of analysis breakdown which focuses on security (systemic, governmental, or societal). A nice synthesis between traditional security studies and peace studies.

Civil/Non-International War:

4. *Understanding Civil War: Evidence and Analysis, Vols. 1 and 2.* Paul Collier and Nicholas Sambanis—this text provides an excellent application of theories of greed and grievance with respect to conflicts in Africa and Europe. This is a text that provides a nice synthesis between academic and practitioner perspectives.

5. *Sixteen Million One: Understanding Civil War.* Patrick Regan—Regan is considered one of the foremost political science scholars with respect to civil war. This treatment of the subject is both engaging and academic; recommended for those who like reading academic books but dislike the standard textbook approach.
Course Grading and Point Structure Option A

Assignments/Grading Breakdown
Listed below is the grading breakdown both in terms of the graded components and the point totals. I round up at 0.5 points in the point breakdown—therefore, if you earn 258.5 points or more, you would receive a B+ as opposed to a B for your final grade.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Point Level</th>
<th>Options</th>
<th>Number/Pts Each</th>
<th>Possible Points</th>
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<tbody>
<tr>
<td>A</td>
<td>279-300 pts</td>
<td>In-class Participation</td>
<td>1/30</td>
<td>30</td>
</tr>
<tr>
<td>A-</td>
<td>269-278 pts</td>
<td>Discussion Participation</td>
<td>5/6</td>
<td>30</td>
</tr>
<tr>
<td>B+</td>
<td>259-268 pts</td>
<td>Reading Analyses</td>
<td>3/10 pts</td>
<td>30 (max of 5)</td>
</tr>
<tr>
<td>B</td>
<td>249-258 pts</td>
<td>Exam: Midterm</td>
<td>1/60 pts</td>
<td>60</td>
</tr>
<tr>
<td>B-</td>
<td>239-248 pts</td>
<td>Exam: Final</td>
<td>1/60 pts</td>
<td>60</td>
</tr>
<tr>
<td>C+</td>
<td>229-238 pts</td>
<td>Mandatory Assignments</td>
<td>4/5 pts</td>
<td>20</td>
</tr>
<tr>
<td>C</td>
<td>209-228 pts</td>
<td>Project: Individual</td>
<td>1/40 pts</td>
<td>40</td>
</tr>
<tr>
<td>D</td>
<td>179-208 pts</td>
<td>Simulation</td>
<td>1/30 pts</td>
<td>30</td>
</tr>
<tr>
<td>F</td>
<td>Less than 178 pts</td>
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Grade Component Descriptions

1. In-Class/Discussion Participation: Students will be graded on both their individual level of participation within the larger class context as well as on their contributions to assigned group work (the Discussion participation will often require some group interaction). Every week on Tuesday after our class, the instructor will post a question or “thought” on the Discussions page. To earn credit for participation, students must (1) post their initial response to the question by 10:00 am the next day (Wednesday) and (2) post one comment or reply to another student’s initial response by midnight that same day (again, Wednesday). For example, if the original question is posted on Tuesday the 3rd, then the initial response must be received by Wednesday the 4th at 10:00 am and the comment/reply by Wednesday the 4th at midnight. Grading will be based on timeliness and on the quality of the contribution—any inappropriate posts will result in loss of all points for participation. Ongoing discussions between students are strongly encouraged. Any individual using the discussion board in an inappropriate or unacceptable manner will need to meet with instructor and may lose access to the Discussions depending upon the severity of that individual’s actions.

2. Reading Analyses: Students may complete a reading analysis for any week of the semester with assigned readings for a total of 3 reading analyses. These reading analyses should review the week’s required readings and locate an additional piece related to that week’s topic matter. In the analysis, students should highlight the themes which appear in at least 3 of the readings (only 2 may come from the list of Case Study Readings), provide a critique of at least 2 of those readings, introduce some follow-up thoughts or questions, and then discuss the contributions of the outside reading you have located. Additional instruction can be found in the Reading Analysis Guidelines posted in the Course Documents. Analyses are due on Monday night of the week in which the readings are assigned—or, to simplify, you will need to turn these in on Monday before we discuss them in class on Tuesday.

3. Midterm Exam: Students will be offered two exams in this course; each exam will be administered via Blackboard and will be timed. The format of the midterm exam may
consist of multiple choice, short answer, and/or essay questions. Additional details about the midterm exam structure and content will be made available to students during in-class discussions at least two weeks before the exam.

4. **Final Exam:** The final exam will be constructed in a manner similar to the midterm exam—it will also be timed and may be comprised of multiple choice, short answer, and essay questions. Additional details about the final exam structure and content will be made available to students during in-class discussions at least two weeks before the exam.

5. **Mandatory Assignments:** The instructor will create a series of mandatory short assignments for the class. Students must complete all mandatory assignments and submit them via Blackboard no later than midnight on the due date listed. Detailed descriptions and instructions will be posted to give students additional guidance on what is expected with each of these assignments.

6. **Individual Project:** Students will have the opportunity to create a project of their own design subject to the approval of the instructor; these projects will have 4 critical grading points. All students are required to submit a project proposal by midnight on September 4th. Students should then solicit peer feedback on their project development and completion by October 17th and submit a progress/update report to the instructor no later than October 24th. The final project must be submitted to Blackboard or in hard copy by Friday, December 5th. Additional details about the individual project can be found in the Individual Project Guidelines located in the Course Documents area.

7. **Simulation:** In this class, we will have one extended simulation. The simulation will take place in two stages, one in each half of the course. Instructions and details for the simulation will be made available to students during our in-class discussions.

**Extra Credit**

As a general policy, I do not believe in offering extra credit. However, I do believe that instructors and students should be allowed to learn from their mistakes without an immediate and absolute penalty. Given this, I allow students to submit 2 additional reading analyses if they would like to do so. I will then include the three best reading analysis scores in the final grade.

At times, I have been known to introduce a few points of extra credit, but generally these do not amount to more than 1 percent of the total grade. Therefore, you should not expect to see it and if you do consider it a rare bonus.
Course Grading and Point Structure Option B

Assignments/Grading Breakdown

This course will deviate from many of those that you have taken in the past, mainly because we will conduct this like it is a graduate seminar rather than a standard lecture course. Graduate seminars often are completely discussion-based, meaning that students are actually responsible for stimulating the conversation about the assigned readings and/or subject matter. We will utilize a hybrid format in which I will lead the class for half of each session with assigned discussion leaders for the second half of each session. Students will be graded upon their participation in each class session, their activities as discussion leader, three written reading analyses/critiques, two exams, and one final project/paper.

Students who wish to succeed in this format must be active learners. Attendance is necessary but not sufficient to earn participation points. It is expected that students will speak in class regardless of personal issues such as shyness; while I understand that this may be difficult for you, it is important to remember that development of one’s speaking abilities is essential for most jobs. All students should complete the readings prior to each session and arrive prepared to discuss all of the required readings. Beyond doing the reading, all students will lead discussion for 2 class sessions. Students can choose whether they prefer to lead discussion solo or prefer to be paired with another student. A sign-up form for leading discussion will be made available to students in week 2.

Aside from participation in class as an active learner and discussion leader, all students will be assessed with a variety of writing assignments. Students must write 3 critical reading analyses, take 2 long-essay exams, and prepare a final research paper. Research papers may be structured (a) as a policy assessment, (b) as an academic research proposal, or (c) as a full academic empirical analysis. All three critical reading analyses must be completed before October 31 and each must be submitted no less than 24 hours before the first session when those readings are discussed. The midterm exam, which will consist of a series of essay questions, will be available to students on October 7 and must be completed by October 14. The final exam will have the same structure as the midterm exam and will be made available on December 4 and must be completed by December 11.

Research paper assessment will be completed in stages. The first stage is the development of a basic proposal which will be accompanied by a 3-5 minute in-class presentation. The second stage is the completion and carrying out of your project along with a 10-12 minute in-class presentation. Additional details about each of these components will be distributed to students in the first few weeks of class.

<table>
<thead>
<tr>
<th>Grade Components</th>
<th>Portion of Final Grade</th>
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<tbody>
<tr>
<td><strong>Course Participation</strong></td>
<td><strong>20%</strong></td>
</tr>
<tr>
<td>In-Class Participation: 10%</td>
<td></td>
</tr>
<tr>
<td>Discussion Leader: 10% (1 session)</td>
<td></td>
</tr>
<tr>
<td><strong>Critical Reading Analyses (3 total)</strong></td>
<td>15%</td>
</tr>
<tr>
<td><strong>Midterm Essay Exam</strong></td>
<td>20%</td>
</tr>
</tbody>
</table>
Final Essay Exam 20%
Final Research Project/Paper 25%
  Initial Proposal/Presentation: 5%
  Final Project/Presentation: 20%

Extra Credit
As a general policy, I do not believe in offering extra credit. Additionally, extra credit does not exist in graduate courses. However, I do believe that instructors and students should be allowed to learn from their mistakes without an immediate and absolute penalty. Given this, I allow students to submit 1 additional critical reading analysis if they choose to do so. All reading analyses, including the 1 additional analysis, must be completed and submitted by October 31.
COURSE SCHEDULE
The following course schedule provides a very specific outline of each week of this course. For each week’s readings, I have provided a few words of guidance or questions to consider while you read—use these to help you work through the articles and chapters. Readings and Powerpoint notes are best completed in conjunction with one another (in other words, students should read the articles or chapters while looking over the Powerpoint). Finally, I reserve the right to alter the schedule (and other parts of the syllabus) as necessary; students will always receive at least 72 hours advanced notice should this occur.

Module 1 (8/26-8/28): Introduction to Conflict Studies
For our first class session, we will go through introductions to one another and to the course in general. As a group, you will first be tasked with making some significant decisions on the syllabus. Our second session will begin delving into our course introduction, so please be sure to read the Levy and Thompson chapter before our Thursday meeting. While you are reading, consider both the evolution of the conflict and war studies as well as the evolution of conflict.

Required Reading:

Powerpoint: Introduction to PSC 334 and Conflict/War Studies
Discussion Question/Post: Individual Biographies

Recommended Reading:
Goldstein. Chapter 1: War on the Street Outside.

Module 2 (9/2-9/4): What is War? Concepts and Definitions of Conflict
In our second module, we are going to examine the conceptual understandings of terms like “war”, “terrorism”, and “conflict” in-depth. Our focus is going to be on really clarifying the distinctions between different forms of conflict. Consider as you read these works not only the differences in definitions but also whether those differences actually help us to better understand conflict (this is not a trick question).

Required Reading:
Case Study Reading: Boko Haram
Module 3 (9/9-9/11): Conflict across Time: Forms, Patterns, and Trends

Attempting to understand any phenomenon such as war requires real historical knowledge, at least with respect to the existence of that phenomenon. We therefore will need to look at the dynamics of conflict and warfare over time. In addition, we will also examine irregular warfare, which is better known today as terrorism or guerilla forms of conflict. As you read, consider what patterns you can detect with respect to these different forms of violent conflict.

Required Reading:
   Case Study Reading: Vietnam and Iraq

Powerpoint: The Time Factor: Conflict Across the Years
Discussion Question/Post: Comparing Apples to Apples…or Oranges?

Recommended Reading:
Module 4 (9/16-9/23): System-Level Theories of Conflict

With this module, we will get to the bread and butter of this course so to speak—and by this I mean that we will now be considering theories of war causation. We will start using the levels of analysis and consider systemic theories of international war initially, then move to different levels of analysis in later weeks. I would strongly encourage you to set up a note-taking system (perhaps a spreadsheet…?) to keep track of the theories and their important details.

Required Reading:

Case Study Reading: World War II

Powerpoint: Big Picture Approaches to Understanding War
Discussion Question/Post: The Forest or the Trees

Recommended Reading:

Module 5 (9/25-9/30): Interactional Theories of Conflict (Sub-System Level)

For Module 5, we will move from the system-level theories to causes of war which are best understood as interaction-based. These are distinct from system theories because they are not necessarily about the entirety of the system but rather about smaller components of the system such as regions, clubs, or distinct collections of states. When looking at these theories, please consider whether these theories seem to be more feasible than system-level war explanations.

Required Reading:
1. Levy and Thompson. Chapter 3: The Dyadic Interactions of States

Case Study Reading: India-Pakistan Conflict

Powerpoint: It’s Not You, It’s Not Me...It’s Us
Discussion Question/Post: Culture or Institutions—Which is the More Important?
Recommended Reading:


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**Module 6 (10/2-10/9): State and Societal Level Theories of Conflict**

The final segment that we will cover before the midterm exam is the theories of conflict which emphasize the state or society level of analysis. A large number of causes are covered in this section and many of these are quite distinct from one another, so you should expect to read about a broad range of concepts and causal factors. As you work through the readings, pay attention to your note-taking so that you can be properly prepared before the midterm exam!

**Required Reading:**

1. Levy and Thompson. Chapter 4: The State and Societal Level

**Case Study Reading: Latin America**


**Powerpoint:** Bringing It Back to the State

**Discussion Question/Post:** Mid-Course Evaluation

**Recommended Reading:**


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**Midterm (10/14): Exam/Working Day**

Our class meeting on the 14th will be a "study session" where you can ask any questions you wish of me and we will then review the structure of the midterm. It is a take-home exam which will be due before our next class meeting on the 14th. We will also have peer feedback sessions
on your individual projects during this class session. Come prepared with your project progress and test concerns/questions).

Module 7 (10/16-10/23): Decision-Making Theories of Conflict
The theories and causes we have discussed thus far have generally not looked at the actual policymakers who are charged with making important decisions about war. For this module, we will now turn to thinking about those groups and individuals and the dynamics of those choices. Our case study will be the Cuban Missile Crisis which, while not a war, was as close to nuclear warfare as we have come to date. In doing these readings, think about the sociological and psychological issues that were at play in the context of this event.

Required Reading:
   Case Study Reading: The Cuban Missile Crisis

Powerpoint: Tough Choices
Discussion Question/Post: Our Conflicted Minds

Recommended Reading:

Module 8 (10/28-11/4): Causes of Civil War
Although many of the theories you will have read up to this point may be applicable to both interstate and intrastate warfare, we are now going to officially begin looking at works which focus on civil war. As you work through each of these readings, consider whether you see the causes leading to interstate war as being different from causes leading to internal war.

Required Reading:
1. Levy and Thompson. Chapter 7: Civil War.
Case Study Reading: Syria and the Arab Spring

Powerpoint: Moving the Fighting Inside
Discussion Question/Post: Us vs. Them or Us vs. Us?

Recommended Reading:

**Module 9 (11/13-11/20): Causes of Terrorism**

In module 9, we will turn to thinking about the causes of terrorism. Terrorism appears to be the modus operandi for a large number of organizations now engaging in conflict, both in the interstate and intrastate context. While reviewing these readings, I want you to think about whether this is truly a distinct form of conflict or if it is simply a tactic—and what your thoughts on that question mean for understanding when and why terrorism is used.

Required Reading:

Case Study Reading: al Qaeda

Powerpoint: A/The War on Terror
Discussion Question/Post: Considering Proximate versus Distal Causation

Recommended Reading:

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**Module 10 (11/25-12/4): Your Choice**
The last substantive module for this class will be up to all of you. We can choose to do one war or conflict-related topic as a class, we could break up into smaller groups with more specific and tailored interests, or we could even opt for a simulation during this time period which would take the full three sessions to complete. The point is that this module is not predetermined and therefore gives you agency in creating your own understandings about conflict. If you have elected to do a final project, it is due no later than midnight on Friday, December 5th.

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**Final (12/8-12/12): Exam/Working Week**
For the final week of the semester, you will have until Thursday the 11th at 2:30 pm to submit your completed final exam. As was the case with the midterm, it will be in a take-home format and it will be made available to you at the end of class on the 4th. All work for the course must be completed prior to 2:30 pm on the 11th unless I have made alternate arrangements with you prior to finals week. Good luck on the exam and enjoy the holiday break!