



POL 430

The Causes & Consequences of War

MWF, 9:30 – 10:20am, BRNG 1245

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This syllabus is subject to change at my discretion.

**Course Description:** Armed conflict remains prevalent in the international system. As of August 2015 there are currently 52 ongoing conflicts,<sup>1</sup> most of which concentrated in the developing world. These conflicts inflict severe social, environmental and economic costs on host countries, as well as other countries and non-state actors who have ties to the combatants. It is for this reason that the number of academic studies dedicated to understanding warfare has continued to increase over time.

This course is designed to introduce advanced undergraduate students to the growing body of conflict literature, with an emphasis on the causes and consequences of wars. To these ends, the course consists of four components. The first provides the necessary conceptual foundation for the course by introducing students to the ‘nuts and bolts’ of conflict research. The second section explores the correlates of interstate and civil wars by actively engaging the literature in these areas. The third introduces students to the consequences of warfare, with an emphasis on foreign direct investment, foreign aid, environmental destruction and population health. Finally, potential conflict management strategies that are available to the international community are discussed. Throughout the course an emphasis is placed on linking the literature to current events.

**Prerequisite(s):** POL 130 (Introduction to International Relations) or equivalent

**Note(s):** Inherent in this topic is material that will be deemed by most to be disturbing. Please feel free to talk with me about this if you have any questions/concerns.

**Credit Hours:** 3

**Required Text(s):**

- Stearns, Jason. “Dancing in the Glory of Monsters: The Collapse of the Congo and the Great War of Africa.” PublicAffairs (2011). [ISBN: 978-1610391078]

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<sup>1</sup>This will vary, of course, on how one defines “conflict” – something that we will consider as the course progresses.

- Levy, Jack S. and William R. Thompson. “Causes of War.” Wiley-Blackwell (2010). [ISBN: 978-1405175593]
- DeRouen, Karl. “An Introduction to Civil Wars.” CQ Press (2014). [ISBN: 978-1452244327]

All other readings will be academic articles. You will be able to find these on the course website or via other online sources (e.g. JSTOR, Google Scholar, etc.).

### Course Objectives:

At the completion of this course, students will:

- be familiar with the various forms of political violence, the concept of war, and how these differ from other forms of violence common in human society.
- be able to read, understand, and critique mainstream quantitative studies of war.
- understand and be able to describe (orally and in writing) the causes and consequences of wars.
- be aware of the frequency, severity, and location of historical and contemporary wars.
- have specialized knowledge and expertise on a number of contemporary wars.
- have a basic understanding of the conflict management strategies available to the international community.

### Course Requirements:

More details about each assignment will be provided as the course progresses.

- *Attendance/Participation*: Students are expected to attend class and be an active participant. Students will incur a 1% penalty for each class missed after 1 day (for a max of 10% of your final grade).
- *Case Study Paper/Presentation*: Students will be expected to give a presentation (10-15 minutes) that applies a theory discussed during previous lectures to an empirical case. In addition, you will be expected to turn in a paper that details the linkages (5-7 pages).
- *Midterm Exam*: Exam covering the basics of conflict research and the literature on interstate war. This will consist of essay questions (and perhaps a few multiple choice questions because of time constraints).
- *Theoretical Paper*: Students will choose 3-5 theories discussed during the course, and apply them to the so-called Great War of Africa (10-15 pages). Stearns (2011) will provide the necessary background information. Though, students will be expected to do some additional background research. One month prior to the due date students will be expected to submit an outline of their paper so that the instructor can provide feedback.
- *Final Exam*: The final exam is cumulative, with all material from the course being fair game. This examination will consist of a series of essay questions.

### Grade Distribution:

Attendance/Participation	10%
Case Study Paper	5%
Case Study Presentation	10%
Midterm Exam	20%
Theoretical Paper Outline	5%
Theoretical Paper	20%
Final Exam	30%

## Letter Grade Distribution:

$\geq 93.00$	A	73.00 - 76.99	C
90.00 - 92.99	A-	70.00 - 72.99	C-
87.00 - 89.99	B+	67.00 - 69.99	D+
83.00 - 86.99	B	63.00 - 66.99	D
80.00 - 82.99	B-	60.00 - 62.99	D-
77.00 - 79.99	C+	$\leq 59.99$	F

## Course Policies:

### • General

- Computers and other technology are only to be used for taking notes.
- All quizzes and exams are closed book, no notes.
- No makeup quizzes or exams will be given. If you have a conflict you must discuss this with the instructor **before** the exam/quiz, not after.

### • Grades

- Grades in the **C** range represent performance that **meets expectations**; Grades in the **B** range represent performance that is **substantially better** than the expectations; Grades in the **A** range represent work that is **excellent**.
- It is the responsibility of the student to follow up with the instructor with questions about grading. There are 3 rules that govern this process:
  - \* Students **must wait 48 hours** before contacting the instructor.
  - \* Grade inquiries **must occur within 2 weeks** after the assignment has been returned.
  - \* Questions/concerns about grading **must be submitted in writing** to the instructor.

The instructor will then provide a written response and meet with the student to discuss any further questions/concerns.

### • Assignments

- Students are expected to work independently, unless otherwise specified. **Offering and accepting** answers from others is an act of **plagiarism**, which is a serious offense and **all involved parties will be penalized according to the Academic Integrity Guide (below)**. Discussion amongst students is encouraged, but when in doubt, direct your questions to the instructor.
- **No late assignments will be accepted under any circumstances.**

### • Attendance and Absences

- Students are allowed to miss 1 course without penalty. After 1 course, students will be penalized 1.5% off of attendance/participation grade for each additional day.
- Students are responsible for all missed work, regardless of the reason for absence. It is also the absentee's responsibility to get all missing notes or materials.

- **Students with Disabilities**

- Those students with a documented disability are strongly encouraged to reach out to an Adaptive Programs Specialist, who will assist the instructor in identifying what classroom accommodations and/or adjustments are necessary to facilitate the student's ability to meet the course requirements. **This should be done within the first 2 weeks of the course.**

## Academic Integrity Guide:

*Definition of Academic Dishonesty:* Purdue prohibits dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty. (Section B.2.a, Code of Student Conduct) Furthermore, the University Senate has stipulated that the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest. (University Senate Document 72-18, December 15, 1972)

More specifically, the following are a few examples of academic dishonesty which have been discovered at Purdue University.

- substituting on an exam for another student
- substituting in a course for another student
- paying someone else to write a paper and submitting it as ones own work
- giving or receiving answers by use of signals, cell phones or any other method during an exam
- copying with or without the other persons knowledge during an exam
- doing class assignments for someone else
- plagiarizing published material, class assignments, or lab reports
- turning in a paper that has been purchased from a commercial research firm or obtained from the internet
- padding items of a bibliography
- obtaining an unauthorized copy of a test in advance of its scheduled administration
- using unauthorized notes during an exam
- collaborating with other students on assignments when it is not allowed
- obtaining a test from the exam site, completing and submitting it later
- altering answers on a scored test and submitting it for a regrade
- accessing and altering grade records
- stealing class assignments from other students and submitting them as ones own
- fabricating data
- destroying or stealing the work of other students
- falsifying an attendance record

Plagiarism is a special kind of academic dishonesty in which one person steals another persons ideas or words and falsely presents them as the plagiarists own product. This is most likely to occur in the following ways:

- using the exact language of someone else without the use of quotation marks and without giving proper credit to the author
- presenting the sequence of ideas or arranging the material of someone else even though such is expressed in ones own words, without giving appropriate acknowledgment

- submitting a document written by someone else but representing it as ones own

*Consequences for Academic Dishonesty:* Before any formal action is taken against a student who is suspected of committing academic dishonesty, the instructor is encouraged to meet with the student to discuss the facts surrounding the suspicions. If the instructor concludes that the student is guilty, the matter may be resolved with the student through punitive grading. Examples of punitive grading are giving a lower or failing grade on the assignment, having the student repeat the assignment and perhaps some additional assignment, or assessing a lower or failing grade for the course. The grade appeals system offers recourse to a student whose grade has been reduced unfairly for alleged academic dishonesty.

Additionally, instructors are encouraged to refer cases to the Office of the Dean of Students for adjudication and/or appropriate record keeping. The Office of the Dean of Students will follow established procedures as provided in the Student Code of Conduct. If found responsible, possible sanctions include a warning, probation, probated suspension, suspension, or expulsion.

**Important Dates:**

**01/18/2016** No Class (MLK Day)

**03/04/2016** Midterm Exam

**03/14/2016** No Class (spring break)

**03/16/2016** No Class (spring break)

**03/18/2016** No Class (spring break)

**03/25/2016** Theoretical Paper Outline Due

**04/08/2016** No Class (gone for conference)

**04/15/2016** Theoretical Paper Due

**TBD** Final Exam

**Note:** These are not the only assignments. You will also give a presentation and write a paper detailing your presentation. This paper is due the day that you present.

## Outline of Course Topics/Readings:

### I. 'Nuts and Bolts' of Conflict Research

#### A. What is War?

- i. Conceptual (01/13/2016)
  - a. Levy and Thompson, chapter 1
  - b. Vasquez article
  - c. Clausewitz article
- ii. Empirical (01/15/2016)
  - a. Sambanis article
  - b. DeRouen, pages 1-15
  - c. Vasquez and Valeriano article

#### B. Patterns and Trends

- i. Temporal (01/20/2016)
  - a. Pinker article
  - b. Comments on Goldstein Thesis
- ii. Spatial (01/22/2016)
  - a. no required readings

#### C. Reading Scientific Studies of War

- i. Basics (01/25/2016)
  - a. Kadera and Zinnes article
  - b. Lynch, Freelon, and Aday article
  - c. look at template for reading scientific articles
- ii. More (01/27/2016)
  - a. "spotting bad science" poster
  - b. fivethirtyeight.com article

### II. Explanations of War Onset

#### A. Interstate Conflict

- i. Individual-Level Theories (01/29/2016 – 02/01/2016)
  - a. Hobbes (01/29)
  - b. Letter from Freud to Einstein (01/29)
  - c. Levy and Thompson, chapter 5 (02/01)
- ii. State/Domestic-Level Theories (02/03/2016 – 02/12/2016)
  - a. Levy and Thompson, chapter 6 (02/03)
  - b. Gallagher and Allen article (02/05)
  - c. Huntington article (02/08)
  - d. Tir and Jasinski article (02/10)
  - e. Articles from Clinton years (02/10)
  - f. Levy and Thompson, chapter 4 (02/12)
- iii. Dyadic Interaction Theories (02/15/2016 – 02/26/2016)

- a. Moaz and Russett article (02/15)
      - b. Levy and Thompson, chapter 3 (02/17)
      - c. Gibler article (02/17)
      - d. Rider, Findley, and Diehl article (02/19)
      - e. Diehl article (02/22)
      - f. revisit Levy and Thompson, pages 63-70 (02/24)
      - g. Weeks article (02/26)
    - iv. System-Level Theories (02/29/2016 – 03/02/2016)
      - a. Levy and Thompson, chapter 2
  - B. Civil Conflicts
    - i. Greed vs. Grievance Hypothesis / Natural Resources (03/07/2016 – 03/23/2016)
      - a. DeRouen, chapter 3 (03/07)
      - b. Collier and Hoeffler article (03/09)
      - c. Cederman, Wimmer, and Min article (03/11)
      - d. DeRouen, chapter 5 (03/21)
      - e. Koubi et al. article (03/23)
    - ii. Regime Type (03/25/2016)
      - a. Hegre et al. article
    - iii. Transnational Factors / Diffusion (03/28/2016 – 04/06/2016)
      - a. Gleditsch article (03/28)
      - b. Salehyan and Gleditsch article (03/30)
      - c. Salehyan article (04/01)
      - d. Salehyan, Gleditsch, and Cunningham article (04/04)
      - e. Weidmann article (04/06)
    - iv. Climate and Conflict (04/08/2016)
      - a. Buhaug et al. article
      - b. Raleigh and Urdal article
- ### III. The Consequences of Armed Conflict
- A. Foreign Aid
    - i. What Is It? (04/11/2016)
      - a. Alesina and Dollar article
    - ii. The Impact (04/13/2016)
      - a. Wood and Sullivan article
  - B. Public Health
    - i. The Basics (04/15/2016)
      - a. Rezaeian letter
      - b. Iqbal article
      - c. Murray et al. article
    - ii. Diffusion (04/18/2016)
      - a. Reeder and Reeder article

- C. Other Consequences
  - i. Education (04/20/2016)
    - a. Lai and Thyne article
  - ii. Environment and Wildlife (04/22/2016)
    - a. Kanyamibwa article
  - iii. Mental Health (04/25/2016)
    - a. Betancourt et al. article
- IV. A Primer on International Intervention (04/27/2016 – 04/29/2016)
  - A. Mediation
  - B. Peacekeeping Missions
  - C. Other Options