

International Conflict
POLI: 3512:0001
Fall 2022

LOCATION AND TIME:

Tuesdays & Thursdays 3:30pm – 4:45pm
Schaeffer Hall 14

INSTRUCTOR:

Willow Kreutzer (she/her/hers)

Email: willow-kreutzer@uiowa.edu

Office Hours: Tues. 1:00pm-3:30pm,

Wed. 1:00pm -3:00pm

Office location: 371 Schaeffer Hall



Course Description: This course explores current understandings of the conditions for (interstate and civil) wars and peace in international relations. Throughout the course, students will examine the causes of wars, the outcomes and consequences of wars, and solutions to prevent or limit wars. Students will also explore critiques of mainstream studies of conflict/peace and discuss future directions for the field of international relations. Students will be able to apply their knowledge of the factors that promote or mitigate international conflict to examining real-world scenarios and assessing the prospect of future conflict in troubled areas. This is an upper-division course in the general field of international relations. As such, students would benefit from taking POLI:1500 (Introduction to International Relations) prior to this course. This course is approved for International Studies majors and is required for International Relations majors.

Guiding Questions of the Course:

- What is war/peace? How do we study it?
- What factors promote/mitigate interstate wars?
- What factors promote/mitigate civil wars?
- What factors promote/mitigate peace?
- What is missing from mainstream understandings of conflict/peace, and why does that matter?

Course Goals:

- To better understand what leads to war/peace
- To critically examine mainstream studies of conflict/peace and consider arguments that have been neglected by the canon of IR literature
- To conduct original research on armed conflict, applying material learned in the course
- To practice writing and presentation skills through course assignments

Expectations: I expect all students to come to class willing and ready to engage with the assigned materials. I expect students to participate in classroom discussions and ask questions or give comments on the readings assigned. Finally, I expect students to complete assignments

by due dates unless otherwise specified by the instructor. I will give you the same courtesy in return, ready each week having read the material and ready to discuss!

Classroom Culture: This classroom will be a space for students to learn, engage, and question the content presented. I encourage students to use their own unique experiences and learning styles to inform their readings, participation, and assignments in this class. We will be engaging with established literature by political scientists, as well as non-traditional academic works by scholars in other fields and activists on the ground. I encourage students to approach each piece of work with an open mind and excitement to learn a new way to study political science. This syllabus is subject to change with events that may happen throughout the semester, so I will work to be transparent about these changes and continuously update the modules accordingly. I will work to be fully present in each class and will engage with you regarding our work in each session. I ask that you reciprocate this engagement as best as you can in each class, knowing that some days will be more productive than others. Finally, I will be available to help you always in my office hours, however, please know you can schedule an appointment with me that works with my schedule at any time.

Office Hours: Office hours are an opportunity for you to have my undivided attention to discuss anything pertaining to this class. You do not necessarily need to be struggling in the course to benefit from attending office hours. If you simply want to talk more about something we ran out of time to cover in class, or if you have clarifying questions about an assignment, office hours are a great resource to help you. If you are struggling in the course, I highly recommend that you take advantage of my office hours to learn more about how you can improve your understanding of the material and perform better on assignments.

You do not need to schedule an appointment with me to attend my office hours. Simply come to my office during the allotted time mentioned above. If I am currently with another student when you come to the office, please be patient. If you are unable to wait for me to meet with you, or if my office hours do not work with your schedule, please send me an email to schedule an appointment for another day/time.

Course Materials: Two books are required for this course:
Mitchell McLaughlin Sara and John Vasquez (eds.) 2021. *What Do We Know About War?** Third Edition, Lanham, MD: Rowman & Littlefield Publishers

Mason, T. David and Sara McLaughlin Mitchell (eds.) 2016. *What Do We Know About Civil Wars?** First Edition. Lanham MD: Rowman & Littlefield Publishers.

****Note the required edition of each book! Do not purchase/rent a different edition! ****

All other course materials will be provided to you by the instructor. You will find all materials hyperlinked under the module of that week on the course's main ICON page.

ASSIGNMENTS & GRADES

Assignments

Research Paper

Research Presentation

Pop Quizzes (3)
Writing Responses (3)
Class Notes
Extra Credit (3)

Grades are calculated according to the following:

A+ (97-100%)	A (94-96.9%)	A- (90-93.9%)	
B+ (87-89.9%)	B (84-86.9%)	B- (80-83.9%)	
C+ (77-79.9%)	C (74-76.9%)	C- (70-73.9%)	
D+ (67-69.9%)	D (64-66.9%)	D- (60-63.9%)	F (< 60%)

Assignment Descriptions:

RESEARCH PAPER (55% of total grade, broken up into smaller assignments listed below)

You will conduct original research on an international conflict, write a paper about that research and present an overview of your findings to the class at the end of the semester. You must select an interstate war or civil war to study for this project. You will investigate the conditions that led to this conflict and analyze how this conflict ended (if it has ended), applying material covered in the course. You will also consider how certain factors traditionally neglected in studies of war/peace (e.g., gender, race, sexuality, colonial legacies, etc.) influenced this conflict. This research project will be broken into small assignments due throughout the semester (see below) and it will culminate with your presenting an overview of your research during the final weeks of class.

Proposal (5% of total grade): Due by 11:59 PM on Tuesday, September 13th

You will write one paragraph that tells me: 1) what interstate or civil war you plan to research 2) what the opposing sides of the conflict were 3) what the conflict was fought over 4) how the conflict ended, and 5) why you think this is an important conflict to study. Because this is a brief (one paragraph) proposal, you do not need to have conducted extensive research prior to writing it. You need to have completed enough research, though, to broadly explain this conflict to someone in general terms.

Bibliography (5% of total grade): Due by 11:59 PM on Tuesday, October 4th

You will submit a list of resources you plan to use for your research project. Your bibliography at this stage should include at least five sources, and at least three of these sources should be peer-reviewed academic research. You may include any of the assigned readings in your bibliography, but they must be clearly relevant to your research. Please use the Citations and Bibliography Guide on ICON to properly format your references. You can (and should) add to this list as you continue working on your research, and you are allowed to edit these references before submitting your final paper.

Outline (10% of total grade): Due by 11:59 PM on Tuesday, November 1st

You will create an outline for your final paper that demonstrates how you plan to organize your writing to address each part of the prompt (see the prompt below). You do not need to write in full sentences or have fully formatted paragraphs in your outline, but it should be clear that you have conducted research and have started

answering each part of the prompt. Each section of the prompt should be listed somewhere in your outline, and you should have some notes/ideas/citations listed for each section.

Final Paper (35% of total grade): Due by 11:59 PM on Sunday, November 27th

You will write a 6–8-page (double-spaced, 12-point font, 1-inch margins) research paper addressing the following prompt:

- 1) What conflict did you choose to study? Is this an interstate or civil war? Where did it take place and when?
- 2) Who fought in this war, and what was it fought over? Apply theories and arguments about the onset of war that we've covered throughout the semester to your analysis.
- 3) How did this war end (or is it ongoing)? Again, apply information from the course to your analysis and explain how those materials shed light on this conflict.
- 4) How did certain factors that mainstream studies of war tend to neglect (such as gender composition of armed groups, sexually based violence, racial inequity, colonialism, etc.) influence this conflict?
- 5) Why is studying this conflict helpful for the broader study of war/peace? In other words, what are the most important takeaways you got out of your research, and how do you think they could benefit the field of international relations?

RESEARCH PRESENTATION (10% of total grade) Due 11:59 PM Wednesday, November 30th

You will present your research to the class after we return from Thanksgiving break. Your final presentation should be 4-5 minutes long, *briefly* address all parts of the prompt (see the prompt above), and include some visual components (e.g., PowerPoint slides). After your presentation, there will be a brief Q&A session in which your classmates will ask you follow-up questions about your research. Your presentation will be graded on 1) whether you addressed each part of the prompt, 2) the clarity of your slides (e.g., useful text and images), 3) the clarity of your presentation (e.g., too quiet, too fast, etc.), and 4) whether you met the length requirements (4-5 minutes).

POP QUIZZES (15% of total grade)

Throughout the semester you will be given 3 pop quizzes in class. These quizzes will not be announced and will be due during our class session. These quizzes will be the assigned readings you have that week. Each quiz will be worth 5% of your overall grade, meaning all 3 will be worth 15% of your total grade. Although I do not take attendance in this class, you will still need to provide reasoning for your absence, due to the nature of the quiz. Please see excused absences under course policies below.

WRITING RESPONSES (up to 15% of your total grade)

After each module in the class, you will be expected to write a response on the readings you have done over the past few weeks. There will be a breadth of literature discussed, so please do not try and cover all of it. Instead, think about what you have learned and what surprised you. In the responses give a summary of what you learned in the module as well as the papers you plan to discuss. The main part of your response should be linking the literatures together through their similarities, differences, or how they speak to one another. Please draw on specific readings during this assignment. An example will be given on ICON for you to draw

from. The assignment will be due on ICON at midnight of its due date. It is expected to be 2 pages single-spaced.

Response 1 – Due by 11:59 PM on Sunday, October 2nd

Response 2 – Due by 11:59 PM on Sunday, October 30th

Response 3 – Due by 11:59 PM on Sunday, November 20th

CLASS NOTES (up to 5% of your total grade)

Throughout the semester students will be expected to submit class notes for a grade. Each week four students will sign up to submit class notes to ICON, two students will be responsible for notes on Tuesday and two students will be responsible for notes on Thursday. The notes will be graded on clarity, accuracy, and detail.

EXTRA CREDIT OPPORTUNITIES (up to 6% extra credit added to your total grade)

There will be three extra credit opportunities throughout the semester – due on Week 5, Week 9, and Week 13. These are optional assignments that can earn you up to a total of 6% extra credit toward your overall grade in the class (2% each).

Extra Credit 1 - Interstate War Critique: Dues 11:59 PM on Sunday, September 25th

After reading some foundational works in this last section of the syllabus please describe what the study of Interstate conflict looks like to you. Summarize what you like about what has been studied, and where you think there is room to improve. This is your space to be critical and question what has and has not been said in the literature. Finally, where do you think interstate conflict research is going in the future?

Extra Credit 2 - Civil War Critique: Due 11:59 PM on Sunday, October 23rd

After reading some foundational works in this last section of the syllabus please describe what the study of civil conflict looks like to you. Summarize what you like about what has been studied, and where you think there is room to improve. This is your space to be critical and question what has and has not been said in the literature. Finally, where do you think civil conflict research is going in the future?

Extra Credit 3 - Beyond the Canon Critique: Due 11:59 PM on Sunday, November 20th

After reading some (non) foundational works in this last section of the syllabus please describe what studying outside the canon of IR conflict looks like to you. Summarize what you like about what has been studied, and where you think there is room to improve. This is your space to be critical and question what has and has not been said in the literature. Finally, where do you think we can expand from here?

COURSE SCHEDULE

The course schedule is on the main ICON page. Note the course schedule is subject to the ebbs and flows of the semester and is therefore subject to change. The best way to stay up to date is to check the course website and your email regularly

COURSE POLICIES

Communication with Instructor: The best way to communicate with me is via email (willow-kreutzer@uiowa.edu). If you send me an email, please allow 48 hours for me to respond. I will often respond faster than this, but I do try to minimize how much I check my emails in the evenings and on weekends. So, I ask that you please exercise some patience if you email me at these times and don't get a response from me right away. However, if you send me an email and do not get a response within a few days, please do follow up with me, as it's possible I haven't seen your message.

Because I maintain this 48-hour communication policy, it is your responsibility to practice good time management and begin your assignments in a timeframe that allows you to reach out to me with any questions you might encounter along the way. For example, if an assignment is due by 11:59 PM on Thursday, and you email me a question about the assignment at 5 PM on Thursday, I cannot guarantee that I will be able to answer your question before the assignment is due.

Technology: You are allowed all technology in this class. I respect your need for your technology to take notes and engage in the works presented and trust it will be used in a productive way during class.

Due Date Extension: I expect you to keep track of all due dates throughout the semester and submit your work in accordance with this expectation. However, I understand that sometimes unforeseen circumstances hinder the ability to meet deadlines. I will grant due date extensions on a case-by-case basis, depending on individual circumstances and the student's communication with me. In general, I will not retroactively grant due date extensions. So, it is your responsibility to proactively communicate with me as soon as you realize you might not be able to meet a deadline, rather than waiting till after a deadline has passed to talk to me about the assignment.

Excused Absences: Although I will not be taking attendance in this course, the pop quizzes are part of your overall grade in this class, and you cannot complete these exercises without attending class. However, I understand that there are sometimes legitimate reasons why students cannot attend class, and I will excuse absences under those circumstances. I will follow the university's policies on student absences due to illness, religious observances, military service obligations, unavoidable circumstances, or university-authorized activities (<https://clas.uiowa.edu/students/handbook/attendance-absences>). Students may use the CLAS absence form to communicate with me, and I will decide if the absence is excused or unexcused. The form is located on ICON under Student Tools. If you must miss class for any of the reasons described above, if you notify me in advance, your absence will be excused and will not hurt your total grade in the class. However, only in extenuating circumstances will I retroactively excuse an absence. Therefore, it is your responsibility to plan ahead and proactively communicate with me if you know you will be absent from class.

Respect for Diversity: It is my intent that students from all diverse backgrounds and perspectives will be well-served by this course, that students' learning needs will be addressed both in and out of class, and that the diversity that students bring to this class will be viewed as a resource, a strength, and a benefit for all. It is my intent to present materials and activities

that are respectful of diversity: gender, sexual orientation, dis/ability, age, socioeconomic status, ethnicity, race, culture, perspective, and other background characteristics. Your suggestions about how to improve the value of diversity in this class are encouraged and appreciated. Additionally, if I have inadvertently scheduled a major deadline that creates a conflict with your religious observances, please let me know as soon as possible so that we can make other arrangements.

CLAS Teaching Policies & Resources

Absences

Students are responsible for communicating with instructors as soon they know that an absence might occur or as soon as possible in the case of an illness or an unavoidable circumstance. Students can use the CLAS absence form to help communicate with instructors who will decide if the absence is excused or unexcused; the form is located on ICON within the top banner under "Student Tools." Delays by students in communication with an instructor could result in a forfeit of what otherwise might be an excused absence (<https://clas.uiowa.edu/students/handbook/attendance-absences>).

Absences: Illness, Unavoidable Circumstances, and University Sponsored Activities

Students who are ill, in an unavoidable circumstance affecting academic work, or who miss class because of a University sponsored activity are allowed by UI policy to make up a missed exam. Documentation is required by the instructor except in the case of a brief illness. Students are responsible for communicating with instructors as soon as the absence is known (<https://opsmanual.uiowa.edu/students/absences-class#8.1>).

Absences: Holy Days

Reasonable accommodations are allowed for students whose religious holy days coincide with their classroom assignments, tests, and attendance if the student notifies the instructor in writing of any such religious Holy Day conflicts *within the first days of the semester and no later than the third week*. (See the UI Operations Manual, <https://opsmanual.uiowa.edu/students/absences-class#8.2>).

Absences: Military Service Obligations

Students absent from class due to U.S. veteran or U.S. military service obligations (including military service-related medical appointments, military orders, and National Guard Service obligations) must be excused without penalty. Instructors must make reasonable accommodations to allow students to make-up exams or other work. Students must communicate with their instructors about the expected possibility of missing class as soon as possible. (For more information, see <https://opsmanual.uiowa.edu/iv-8-absences-class%C2%A0-0>).

Academic Honesty

All CLAS students or students taking classes offered by CLAS have, in essence, agreed to the College's [Code of Academic Honesty](#): "I pledge to do my own academic work and to excel to the best of my abilities, upholding the IOWA Challenge. I promise not to lie about my academic work, to cheat, or to steal the words or ideas of others; nor will I help fellow students to violate the Code of Academic Honesty." Any student committing academic misconduct is reported to the College and placed on disciplinary probation or may be suspended or expelled ([CLAS Academic Policies Handbook](#)).

Accommodations for Disabilities

The University of Iowa is committed to providing an educational experience that is accessible to all students. A student may request academic accommodations for a disability (which include but are not limited to mental health, attention, learning, vision, and physical or health-related conditions). A student seeking academic accommodations should first register with Student Disability Services and then meet with the course instructor privately in the instructor's office to make particular arrangements. Reasonable accommodations are established through an interactive process between the student, instructor, and SDS. See <http://sds.studentlife.uiowa.edu/> for information.

Attendance and Classroom Expectations

Students are responsible for attending class and for knowing an instructor's attendance policies, which vary by course and content area. All students are expected to attend class and to contribute to its learning environment in part by complying with university policies and directives regarding appropriate classroom behavior or other matters.

Class Recordings: Privacy and Sharing

Course lectures and discussions are sometimes recorded or live-streamed. These are only available to students registered for the course and the intellectual property of the faculty member. These materials may not be shared or reproduced without the explicit written consent of the instructors. Students may not share these recordings with those who are not enrolled in the course; likewise, students may not upload recordings to any other online environment. Doing so is a breach of the Code of Student Conduct and could be a violation of the Federal Education Rights and Privacy Act (FERPA); also see <https://dos.uiowa.edu/policies/code-of-student-life/>.

Communication: UI Email

Students are responsible for all official correspondences sent to their UI email address (uiowa.edu) and must use this address for any communication with instructors or staff in the UI community (Operations Manual, III.15.2). Emails should be respectful and brief, with complex matters addressed during the instructor's drop-in hours, for example. Faculty are not expected to answer email after business hours or during the weekends.

Complaints About Academic Matters

Students with a complaint about a grade or a related academic issue should first visit with the instructor and then with the course supervisor (if one is assigned), and next with the Chair of the department or program offering the course. If not resolved, students may bring their concerns to the College of Liberal Arts and Sciences: <https://clas.uiowa.edu/students/handbook/student-rights-responsibilities>.

Free Speech and Expression

The University of Iowa supports and upholds the First Amendment protection of freedom of speech and the principles of academic and artistic freedom. We are committed to open inquiry, vigorous debate, and creative expression inside and outside of the classroom. Visit Free Speech at Iowa for more information on the University's policies on free speech and academic freedom (<https://freespeech.uiowa.edu/>).

Home of the Course

The College of Liberal Arts and Sciences (CLAS) is the home of this course, and CLAS governs the course's add and drop deadlines, the "second-grade only" option (SGO), and other undergraduate policies and procedures. Different UI colleges may have other policies or deadlines. See <https://clas.uiowa.edu/students/handbook>. Questions? Contact CLAS at clasps@uiowa.edu or 319-335-2633.

Mental Health

Students are encouraged to seek help as a preventive measure or if feeling stressed or overwhelmed. Students should talk to their instructors for guidance with specific class-related concerns and are encouraged to contact University Counseling Service (UCS) at 319-335-7294 during regular business hours to schedule an appointment. USC offers group and individual therapy as well as counseling for couples about relationships while making referrals to other resources (<https://counseling.uiowa.edu/>). Student Health can also address related concerns (<https://studenthealth.uiowa.edu/>). These visits are free to students. After hours, students are encouraged to call the Johnson County Community Crisis Line at (319) 351-0140 or dial 911 in an emergency.

Nondiscrimination in the Classroom

The University of Iowa is committed to making the classroom a respectful and inclusive space for people of all gender, sexual, racial, religious, and other identities. Toward this goal, students are invited in MyUI to

optionally share the names and pronouns they would like their instructors and advisors to use to address them. The University of Iowa prohibits discrimination and harassment against individuals based on race, class, gender, sexual orientation, national origin, and other identity categories indicated by the University's Human Rights policy. Contact the Office of Equal Opportunity and Diversity at <https://diversity.uiowa.edu/division/office-equal-opportunity-and-diversity-eod>.

Reacting Safely to Severe Weather

In severe weather, class members should seek appropriate shelter immediately, leaving the classroom if necessary. The class will continue if possible, when the event is over. For more information on Hawk Alert and the siren warning system, visit the [Department of Public Safety website](#).

Sexual Harassment

Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff; all members of the UI community are expected to conduct themselves in a manner that maintains an environment free from sexual harassment and sexual misconduct. Those experiencing sexual harassment are strongly encouraged to report the incidents and to seek help (<https://osmrc.uiowa.edu/>).

ACKNOWLEDGEMENT OF LAND AND SOVEREIGNTY

The University of Iowa is located on the homelands of the Ojibwe/Anishinaabe (Chippewa), Báxoje (Iowa), Kiiikaapoi (Kickapoo), Omāēqnomēwak (Menominee), Myaamiaki (Miami), Nutachi (Missouri), Umo^ohoⁿ (Omaha), Wahzhazhe (Osage), Jiwere (Otoe), Odawaa (Ottawa), Pó^oka (Ponca), Bodéwadmi/Neshnabé (Potawatomi), Meskwaki/Nemahahaki/Sakiwaki (Sac and Fox), Dakota/Lakota/Nakoda (Sioux), Sahnish/Nuxbaaga/Nuweta (Three Affiliated Tribes) and Ho-Chunk (Winnebago) Nations. The following tribal nations, Umo^ohoⁿ (Omaha Tribe of Nebraska and Iowa), Pó^oka (Ponca Tribe of Nebraska), Meskwaki (Sac and Fox of the Mississippi in Iowa), and Ho-Chunk (Winnebago Tribe of Nebraska) Nations continue to thrive in the State of Iowa and we continue to acknowledge them. As an academic institution, it is our responsibility to acknowledge the sovereignty and the traditional territories of these tribal nations, and the treaties that were used to remove these tribal nations, and the histories of dispossession that have allowed for the growth of this institution since 1847. Consistent with the University's commitment to Diversity, Equity and Inclusion, understanding the historical and current experiences of Native peoples will help inform the work we do; collectively as a university to engage in building relationships through academic scholarship, collaborative partnerships, community service, enrollment and retention efforts acknowledging our past, our present and future Native Nations.

For more information about this acknowledgement, please visit:

<https://nativeamericancouncil.org.uiowa.edu/acknowledgement-land-and-sovereignty>