

**Politics and War
PS 4410
Online
Spring 2021
University of Missouri**

Syllabus

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VIRTUAL OFFICE HOURS: By Appointment

COURSE DESCRIPTION AND OBJECTIVES

The study of war and conflict is one of the most exciting areas of international relations. The goal of this course is to introduce students to studies of war and international security that examine not only causes of war, but the conduct and aftermath of wars as well. The secondary goal of this course is to improve students' analytical skills and help them gain a better understanding of policy options regarding war. Thus, the theory and methods of the international conflict literature will be compared and contrasted to improve students' knowledge of war and to develop rigorous analytical skills. In addition, we will examine World War I through readings, films, and discussion, tying it into understanding international conflict more broadly.

ONLINE COURSE ACCESS

You may access the course via <http://courses.missouri.edu>. Under course login, select Canvas and enter your PawPrint. If you have difficulty logging in to the course or you do not see the course listed, please contact the *Mizzou IT Help Desk* at 573-882-5000. You *MUST* enable Compatibility View with Internet Explorer 8.

REQUIRED BOOK

Quackenbush, Stephen L. 2015. *International Conflict: Logic and Evidence*. Washington, DC: CQ Press.

I strongly encourage you to get the texts as soon as possible, as they will be utilized throughout the duration of this course. The textbook may be purchased in person or online from the MU Bookstore, <http://www.themizzoustore.com/>.

Additional readings are on the Canvas web page for the course. For the journal articles, a link to the article on the journal's website is provided. The MU library provides free access to each of the relevant journals. You do not need to pay a fee to access them.

TECHNICAL SKILLS REQUIRED

This class is fully online and minimal technical skills such as using Canvas, attaching or uploading documents, and using Word are necessary for succeeding in the course. In addition, having reliable access to Internet and a computer is necessary.

VIRTUAL OFFICE HOURS

The best way to get a hold of me is through email (quackenbushs@missouri.edu). Email me to set up an appointment to discuss any questions, concerns, or issues you may have.

EXPECTATIONS

- ***What to Expect from a Technology-Enhanced Course*** - This course is designed to meet virtually. It is essential that you access the course site Monday through Friday for course announcements, interact with your small discussion group, submit assignments, take online quizzes, etc.
- ***What the Instructors and Your Peers Expect from You*** - By enrolling in this course, you have agreed to contribute to weekly discussions by accessing the Discussion Board regularly (2-3 times per week, Monday through Friday). This will require a team effort, with respect and help for each other, as we build a community of learners. We also expect that you will have a foundational understanding of Internet terms and functions. All general class correspondence should be submitted to the relevant Discussion Board forum; only personal or confidential matters should be directed to the instructor in e-mail.
- ***What You May Expect from the Instructor*** – I will monitor and facilitate class discussions (Monday through Friday), respond to private questions within 24 to 48 hours, provide timely feedback on written assignments and projects, and help build a learning community.

COURSE SUCCESS

There are three guidelines for this to be a successful class:

- ***Be Actively Engaged***
 - *Be fully prepared for each and every class session. Do the required reading to the best of your abilities.*
 - *During discussions (which will be a major portion of this class) the whole class will benefit if every student enthusiastically contributes.*
- ***Respect***
 - *Your classmates'/instructor's time. Discussion boards will start and end on time and each student is expected to "give their best" so a meaningful learning experience can occur. Also, see rule 1 above.*
 - *Classmates' perspectives – Listen First, Think Second, Talk/Type Third.*
- ***I am the Instructor but it is YOUR Course***
 - *My role is to efficiently guide the class through the issues and debates in the field. It is OUR responsibility as a class to fully examine and develop comprehensive resolutions to these problems. This means being critically aware of the issues in Political Science and attempt to understand and expand our knowledge in this area.*
 - *The More You Put In – The More You Will Take Away*

LECTURES

There will one or more video lectures covering each week's topic. You will need to watch these videos weekly and in their entirety. The lectures vary in length from roughly 10 to 15 minutes and are available on Panopto (available in the Canvas site). If needed, you can stop them at any point and resume them later.

Panopto Information

Panopto is the Lecture Capture System that MU has implemented. The system allows us to record and distribute lectures and other audio and video recordings to you in a secure environment through Canvas. No material should be shared with individuals outside of your class, or faculty and staff who require access for support or specific academic purposes without permission.

You may watch recordings online, or download them for off-line viewing on your computer, smartphone, or media player.

The Curators of the University of Missouri and your instructor jointly copyright these recordings. Posting them to another website, including YouTube, Facebook, BlipTV, or any other site without express, written permission may result in disciplinary action and possible civil prosecution.

If you have any trouble watching a Panopto video, please email panopto@missouri.edu for help.

WEEKLY SCHEDULE AND ASSIGNMENTS

Each week, you should expect to login to the course site no fewer than 2-3 times. Each week of the course will have a corresponding instructional unit which includes your assigned reading, video lectures, and weekly discussion questions. You should complete your readings and review of the video lectures before posting answers/reflections to the discussion questions. In addition to posting your own original posting addressing the discussion question by Wednesdays at noon (Central Time, CT), you must comment/reflect upon the postings of your peers by noon (CT) each Friday.

PARTICIPATION

Students are expected to keep up with the reading assignments and participate. Class participation and discussion board postings count for ten percent of your course grade. Although the evaluation of your course participation is unavoidably subjective, two factors will affect this component of your grade.

(1) Attendance counts

You are expected to attend class regularly. In an online course, this means that you log into the course site at least 2 – 3 times a week, participate in the discussion boards, complete all assignments. Additionally, you are expected to know, and it is your responsibility to be informed about, anything said in the video lectures, course text material, and discussion board postings

(2) Quality of participation counts

Insightful questions and comments will be rewarded in the participation grade through the discussion. Your weekly postings will be assessed using the guidelines outlined below. Your original postings addressing the weekly discussion questions should be made no later than **noon each Wednesday**. Final postings commenting and reflecting upon the comments of your peers should be made no later than **noon each Friday** -- late postings may not be given credit. If you post weekly and interact with your peers, you may expect full credit unless otherwise notified.

Quality of participation and discussion board postings counts. Insightful questions and comments will be rewarded in the discussion/participation grade. As you can see, the following rubrics assess the *quality* of your postings and not the *quantity* (we're not looking for "good idea" or "neat").

Weekly Discussion Posting Grading Criteria	Weekly Point Value (10)
<i>Meaningful and New Ideas:</i> Ideas examine topic from new perspective that contributes to group understanding of topic	5
<i>Message Coherence:</i> Messages explain issues, provide new perspectives, effectively question, or meaningfully elaborate on topic	2
<i>Relevance of Replies to Other Messages:</i> Responses elaborate, contradict, modify, or explain the original message	3

EXAMS

There will be a midterm and a final examination. The midterm is due on 12 March and the final on 14 May.

RESEARCH PAPER

A 5-8 page paper is due on 6 May, applying the concepts and theories discussed in class to a specific crisis or war that has occurred in the past century. This paper should focus on explaining either the causes or the outcome of your selected conflict. You may opt to provide a brief history of the conflict, but special attention should be paid to the factors that 1) caused the war or 2) influenced the outcome. A one-page statement of that question and your primary hypothesis concerning that question is due 5 March. Students may wish to set up a meeting with the professor or TA to discuss topics prior to then in order to define a clear research question. After then, any topic changes must be cleared with the professor. Further guidance about the paper will be provided in class.

Incomplete and Make-ups Policy

Incompletes will not be given for this course. I reserve the right to make exceptions for extraordinary circumstances, such as extended illness. Make-ups will not be given for the examinations. If you have a conflict with one of the examination dates, see me well in advance to make alternate arrangements.

GRADE DISTRIBUTION

Assignments	Point Total
Weekly Discussion Board Participation → 15 weeks x 10 points each week	10%
Midterm Exam	35%
Final Exam	35%
Research Paper	20%
Total	100%

The following scale will be used to assign letter grades at the end of the semester:

A+ = 98 - 100%	B+ = 87 - 89%	C+ = 77 - 79%	D+ = 67 - 69%	F = Below 60
A = 93 - 97%	B = 83 - 86%	C = 73 - 76%	D = 63 - 66%	
A- = 90 - 92%	B- = 80 - 82%	C- = 70 - 72%	D- = 60 - 62%	

HELP AVAILABLE

If you are having any technical difficulties (e.g., logging in, accessing the discussion board) please email helpdesk@missouri.edu or contact the *DoIT Help Desk* (for out-of-area Mizzou Online students, toll-free at 866/241-5619).

ONLINE CLASS NETIQUETTE

Your instructor and fellow students wish to foster a safe on-line learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an *idea* but you are not to attack an *individual*.

Our differences, some of which are outlined in the University's nondiscrimination statement below, will add richness to this learning experience. Please consider that sarcasm and humor can be misconstrued in online interactions and generate unintended disruptions. Working as a community of learners, we can build a polite and respectful course ambience.

ACADEMIC INTEGRITY POLICY

I will strictly adhere to the University's official policy on plagiarism and academic dishonesty. Students found to be plagiarizing the work of others will automatically receive a failing grade for the semester, regardless of their progress to that point.

Academic honesty is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards academic dishonesty as an extremely serious matter, with serious consequences that range from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, or collaboration, consult the course instructor.

Academic Dishonesty includes but is not necessarily limited to the following:

- A. Cheating or knowingly assisting another student in committing an act of cheating or other academic dishonesty.
- B. Plagiarism which includes but is not necessarily limited to submitting examinations, themes, reports, drawings, laboratory notes, or other material as one's own work when such work has been prepared by another person or copied from another person.
- C. Unauthorized possession of examinations or reserve library materials, or laboratory materials or experiments, or any other similar actions.
- D. Unauthorized changing of grades or markings on an examination or in an instructor's grade book or such change of any grade report.

Academic Integrity Pledge: *"I strive to uphold the University values of respect, responsibility, discovery, and excellence. On my honor, I pledge that I have neither given nor received unauthorized assistance on this work."* Students are expected to adhere to this pledge on all graded work whether or not they are explicitly asked in advance to do so.

The University has specific academic dishonesty administrative [procedures](#). Although policy states that cases of academic dishonesty must be reported to the Office of the Provost for possible action, the instructor may assign a failing grade for the assignment or a failing grade for the course, or may adjust the grade as deemed appropriate. The instructor also may require the student to repeat the assignment or to perform additional assignments. In instances where academic integrity is in question, faculty, staff and students should refer to [Article VI of the Faculty Handbook](#). Article VI is also available in the [M-Book](#). Article VI provides further information regarding the process by which violations are handled and sets forth a standard of excellence in our community.

RESTRICTIONS ON DISCLOSURE AND DISTRIBUTION

Students may make audio or video recordings of course activity unless specifically prohibited by the faculty member. To foster a safe environment for learning, however, the redistribution of audio or video recordings of statements or comments from the course to individuals who are not students in the course is prohibited without the express permission of the faculty member and of any students who are recorded. Unauthorized distribution of such materials is a violation of academic standards and may violate copyright laws and/or privacy rights. Students found to have violated this policy are subject to discipline in accordance with the provisions of [Section 200.020 of the Collected Rules and Regulations](#) of the University of Missouri pertaining to student conduct matters.

UNIVERSITY OF MISSOURI NOTICE OF NONDISCRIMINATION

The University of Missouri System is an Equal Opportunity/ Affirmative Action institution and is nondiscriminatory relative to race, religion, color, national origin, sex, sexual orientation, age, disability or status as a Vietnam-era veteran. Any person having inquiries concerning the University of Missouri's compliance with implementing Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans With Disabilities Act of 1990, or other civil rights laws should contact the Assistant Vice Chancellor, [Human Resource Services](#), University of Missouri, 1095 Virginia Avenue, Columbia, MO 65211, 573/882-4256, or the Assistant Secretary for Civil Rights, U.S. Department of Education.

STUDENTS WITH DISABILITIES

If you anticipate barriers related to the format or requirements of this course or if you have emergency medical information to share with me, please let me know as soon as possible.

If disability related accommodations are necessary (for example, a note taker, extended time on exams, captioning), please register with the Office of Disability Services (<http://disabilityservices.missouri.edu>), S5 Memorial Union, 573- 882-4696, and then notify me of your eligibility for reasonable accommodations. For other MU resources for students with disabilities, click on "Disability Resources" on the MU homepage.

INTELLECTUAL PLURALISM STATEMENT

The University community welcomes intellectual diversity and respects student rights. Students who have questions concerning the quality of instruction in this class may address concerns to either the Departmental Chair or Divisional leader or Director of the [Office of Students Rights and Responsibilities](#)

(<http://osrr.missouri.edu>). All students will have the opportunity to submit an anonymous evaluation of the instructor(s) at the end of the course.

Grievance Policy

Information concerning student grade appeal procedures and non-academic grievances and appeals may be found in the Student Handbook.

ON HANDLING TECHNICAL ISSUES

A few thoughts on computer and Internet service provider access issues. Our online learning environment is dependent on this technology -- sort of like those taking a face-to-face class needing a car or some other means of transportation (or mobility) to get to class. Having said that, I must also say that humans control technology and we can expect to be able to work through system glitches and failures quickly.

MU requires online students to participate actively, so students need to know how to overcome potential access issues.

There are several problems that might cause you to have trouble accessing the classroom folders. I would like to address each of the most common problems now.

I'm taking a business trip (or a weekend with my family) and won't have access to my computer.

No problem. The university provides access to virtual classrooms through the Internet. You can log on from any computer with Internet access. Public access to computers is widely available through libraries, Internet cafes, hotels, motels and other establishments, so web access should not be an issue.

I'm taking a trip/getting married and don't want to have to do school work during my vacation time.

No Problem! MU has official university holidays (vacation days) in which you can easily take vacations and not worry about completing and submitting school work. Should you choose to take a vacation other than during MU's official days, you will still be expected to do work during your vacation and meet the deadlines of the week. Because of the nature of this course, early work will not be accepted.

My hard drive crashed and I lost all of my work.

No problem. I'm sure you saved all your important files on CDs, flash drives, some external media or in the cloud. You can post this saved material using web access as described above.

My Internet Service Provider (ISP) is down.

No problem. There are numerous free ISPs that will take you to www.courses.missouri.edu. These providers have local numbers in most areas and work well as a backup to your regular ISP. Of course, when you need a backup ISP it may be too late to set one up, so you may want to do so now. After all, insufficient planning is at the root of most "bad luck."

There is a huge thunderstorm and I'm afraid my computer will get "zapped."

This might be a problem. Because I live in an area susceptible to thunderstorms, I have been in this

situation. The threat of thunderstorms makes a strong case against procrastination. Reduce your risk of being held hostage by the weather by posting your assignments and comments as early as you can. Look at weather.com and if thunderstorms in your area are predicted for the night of the deadline, get your work in earlier. Also make sure you have adequate surge protection if you live in an area prone to thunderstorms. If you have been hit all week by severe weather, maybe, but only maybe, I will consider an exception. But remember, in this class, lightning can only strike once.

The Canvas server was down.

No problem. This can happen and is easy to verify when it does. I will adjust assignment due dates as necessary when server problems persist for more than a few hours. BUT, if you have been forewarned of a planned outage, you will need to plan accordingly, as I am less likely to adjust the due date. A little advice here: *Do not wait until the last minute to submit your assignments!*

My computer has a virus.

This IS a problem. You will be asked to stop posting to the classroom folders until your system is clean. Updated anti-virus software is a must. Lost participation during this time cannot be made up. You can, however, as mentioned above, participate via a computer, which is available through a library, Internet cafe, coffee shops, and other establishments, so web access should not be an issue. Updated anti-virus software is a must.

I'm working with the Help Desk right now.

I might consider this excuse if you copy me on all of your correspondence with the Help Desk personnel and have them e-mail me as verification, also.

The Canvas site is recording a different time zone than my own.

No problem. The deadlines for work to be turned in are always Missouri time (Central Standard Time/Central Daylight Time).

I hope you found this information helpful. The help desk folks will be glad to assist you if you have any additional technical questions or issues.

Weekly Schedule

Week	Dates	Units	Reading Assignments
1	19 January through 24 January	Course Introduction	Syllabus
		Topic 1: Scientific Study of War	Quackenbush, <i>International Conflict: Logic and Evidence</i> , chapter 1.
		WWI Topic 1: World War I Overview	Strachan, Hew. 2001. "World War I." In <i>The Oxford Companion to Military History</i> , ed. Richard Holmes. Oxford: Oxford University Press. Film: <i>The First World War</i> , part 1: Race to Arms
2	25 January through 31 January	Topic 2: History of International Conflict	Quackenbush, <i>International Conflict: Logic and Evidence</i> , chapter 2, first half.
		Topic 3: Identifying Wars and Militarized Disputes	Quackenbush, <i>International Conflict: Logic and Evidence</i> , chapter 2, remainder.
3	1 February through 7 February	Topic 4: Rational Choice Theory	Quackenbush, <i>International Conflict: Logic and Evidence</i> , chapter 3.
		WWI Topic 2: Outbreak	Mulligan, William. 2010. <i>The Origins of the First World War</i> . Cambridge: Cambridge University Press, chapter 6, "The July Crisis." Film: <i>First World War</i> , part 2: Under the Eagle
4	8 February through 14 February	Topic 5: Contiguity and Territory	Quackenbush, <i>International Conflict: Logic and Evidence</i> , chapter 4.
		WWI Topic 3: Cult of the Offensive	Van Evera, Stephen. 1984. "The Cult of the Offensive and the Origins of the First World War." <i>International Security</i> 9(1): 58-107. Film: <i>The First World War</i> , part 3: Global War
5	15 February through 21 February	Topic 6: Power	Quackenbush, <i>International Conflict: Logic and Evidence</i> , chapter 5.
6	22 February through 28 February	Topic 7: Alliances	Quackenbush, <i>International Conflict: Logic and Evidence</i> , chapter 6.
		WWI Topic 4: Historical Debates	Lieber, Keir A. 2007. "The New History of World War I and What It Means for International Relations Theory." <i>International Security</i> 32(2): 155-191.
7	1 March through 7 March	Topic 8: Democratic Peace	Quackenbush, <i>International Conflict: Logic and Evidence</i> , chapter 7.
		WWI Topic 5: Economic Interdependence	Gartzke, Erik, and Yonatan Lupu. 2012. "Trading on Preconceptions." <i>International Security</i> 36(4): 115-150. Film: <i>First World War</i> , part 5: Shackled to a Corpse
8	8 March through 14 March	Midterm Exam	Due 14 March at 11:59 PM CDT Short answer, Covering All Prior Material

Week	Dates	Units	Reading Assignments
9	15 March through 21 March	Topic 9: Deterrence	Quackenbush, <i>International Conflict: Logic and Evidence</i> , chapter 8.
		WWI Topic 6: Deterrence Failure	Zagare, Frank C. 2009. "Explaining the 1914 War in Europe: An Analytic Narrative." <i>Journal of Theoretical Politics</i> 21(1): 63 – 95. Film: <i>First World War</i> , part 6: Breaking the Deadlock
10	22 March through 27 March	Topic 10: Escalation of Disputes to War	Quackenbush, <i>International Conflict: Logic and Evidence</i> , chapter 9.
		WWI Topic 7: Overview of Causes	Geller, Daniel S., and J. David Singer. 1998. <i>Nations at War</i> . Cambridge: Cambridge University Press, chapter 8. Film: <i>The First World War</i> , part 7: Blockade
	28 March through 4 April	Spring Break	
11	5 April through 11 April	Topic 11: Military Doctrine and Strategy	Quackenbush, <i>International Conflict: Logic and Evidence</i> , chapter 10.
		WWI Topic 8: Military Strategy	Gray, Colin S. 2012. <i>War, Peace, and International Relations</i> . London: Routledge, chapters 6 and 7.
12	12 April through 18 April	Topic 12: Evolution of War	Quackenbush, <i>International Conflict: Logic and Evidence</i> , chapter 11.
13	19 April through 25 April	Topic 13: War Termination and Consequences	Quackenbush, <i>International Conflict: Logic and Evidence</i> , chapter 12.
		WWI Topic 9: Termination	Reiter, Dan. 2009. <i>How Wars End</i> . Princeton: Princeton University Press, chapter 9. Film: <i>The First World War</i> , part 9: Germany's Last Gamble
14	26 April through 2 May	Topic 14: Recurrent Conflict and Rivalry	Quackenbush, <i>International Conflict: Logic and Evidence</i> , chapter 13.
		WWI Topic 15: Consequences	Gilbert, Martin. 1994. <i>The First World War: A Complete History</i> . New York: Henry Holt, chapter 29. Film: <i>The First World War</i> , part 10: War Without End
15	3 May through 9 May	Topic 16: What Have We Learned About War?	Quackenbush, <i>International Conflict: Logic and Evidence</i> , chapter 14.
16	10 May through 14 May	Final Exam	Due 14 May at 11:59 PM CDT Short answer, Covering All Topics since Midterm

Recommended Readings about World War I

- Gilbert, Martin. 1994. *The First World War: A Complete History*. New York: Henry Holt.
- Hart, Peter. 2013. *The Great War: A Combat History of the First World War*. Oxford: Oxford University Press.
- Hastings, Max. 2013. *Catastrophe 1914: Europe Goes to War*. New York: Knopf.
- Keegan, John. 1999. *The First World War*. New York: Knopf.
- MacMillan, Margaret. 2013. *The War That Ended Peace: The Road to 1914*. New York: Knopf.