

Instructor: Anup Phayal
Conflict Management and Resolution
[Department of Public and International Affairs](#)
269 Leutze Hall
University of North Carolina at Wilmington
Wilmington, NC 28403

Office Hours:

By appointment

E-mail: phayala@uncw.edu

Phone: 910-962-2952

Face-to-Face class session:

RL 2005: September 3, 8, 10 and 15

Course Description and Goals

This course explores a broad range of security challenges at national and international level. Security challenge, in the traditional sense, begins when a state perceives the other as a threat. Therefore, a substantive proportion of this course will be devoted to understanding the causes of inter-state war. Students learn existing theoretical approaches that explain why countries go to war with each other, as well as the meaning of security and how it has evolved. It also includes some of the contemporary & unconventional security topics such as terrorism and hybrid warfare. As a capstone course for CMR, students will also engage in writing a research paper.

Important:

- **Delivery Mode:** This course is delivered as a hybrid class. The four face-to-face sessions will be in RL 2005 and the rest will be asynchronous. If you live around Wilmington area, and do not have any health issues, you should prioritize attending the classes physically. If you are attending classes remotely, make sure to have a working video cam and a microphone.
- Face coverings will be required for all in-class sessions and students will maintain social distancing in the class.
- **Students who experience COVID-19 symptoms should immediately contact the Abrons Student Health Center at (910) 962-328.**

Pre-requisites:

None

Student Learning Outcomes

This course provides students an understanding of national and international security, focusing on theoretical analyses and empirical research. The course is divided into four sessions to match with the four-day face-to-face segment of the semester. As a capstone course, students will write a research project with the aim of developing the research skills. It has the following course objectives:

1. Describe causes of war at world level using realist framework.

2. Discuss the meaning and dynamics of national security.
3. Discuss how domestic politics influences the onset of inter-state wars.
4. Assess the nature of two contemporary security threats that countries face today, terrorism and hybrid warfare.
5. Apply the scientific research methodology to write a paper on national and international security.

Course Textbook

All assigned readings for this course can be either directly available in the Canvas or available to download from the UNCW library (Student will be provided with links for digital book chapters).

Minimum Technology Requirement

- Student accessing the class remotely must have regular access to reliable and high-speed internet, microphone and camera
- Computer: PC (Windows 7 or higher) or MAC OS X or higher
- Web Browser: Firefox, Chrome, Safari, Internet Explorer 10 or higher

Earning Grades

24%- Reading summaries Before the class, you will provide a written summary of any two papers/chapters for each session, as shown below. You should read **all** papers, but you will provide a reading summary for the following:

- First session (September 3), summarize **any two papers** from readings in module 1 and 2.
- Second session (September 8), summarize **any two papers** from readings in module 3 and 4.
- Third session (September 10), summarize **any two papers** from readings in module 5, 6 & 7.
- (September 15) No need to post your summaries for session 4; student presentations.

You will then post these summaries in the discussion board in Canvas before the start of the class. In the class, we will start the discussion by reading what you have written. In the reading summary, you will include following points (not more than 500 words):

- The main argument of the paper/key theme
- Briefly describe the mechanism presented in the theory-What is the explanation behind the key argument of the author(s)?
- For empirical papers (has both theory and evidence): Briefly describe what evidence do the authors use to support their theory.
- For theoretical/review papers: Note any other important points, supporting arguments or anecdotal evidence.
- (IMPORTANT) Do you agree? What is novel about the paper? Or, what key weakness do you find in the study? What question does this research generate for further research?

10%- Classroom Participation. Participation is much more than being physically present. It is necessary to engage actively in class discussion. Remember, familiarity with the assigned course contents will help you think analytically and contribute towards richer discussion in class.

50%-Research Paper.

Students will complete a research paper (10-12 pages) in any of the areas covered in the course. Students will identify a topic of their interest and generate a research question. You will then work on the research project. You will develop it in following three phases:

1. Research paper I: Research question analysis – (8% of overall grade) - Due by September 20
2. Research paper II: Annotated bibliography – (17% of overall grade) - Due by October 15
3. Research paper III: Final research paper – (25% of overall grade) - Due by November 30 (See “Research Project Instructions” in Canvas for details on expectations. Here, you will find resources such as examples and the evaluation/grading rubric for the final paper.)

16% Student Presentation. Students will present a research project proposal towards the end of the face-to-face session (Date and time of the presentation will be confirmed on day 1 of face-to-face phase) . If students cannot present it in class due to technical or other reasons, they have the option to upload a video recording of their presentation.

The aim of the presentation is to discuss and present your research. You will include the following in your presentation:

1. The puzzle (A quick intro that uses example to draw audience to your research question).
2. Why is this topic important?
3. Literature review (If any. Use readings.)
4. What is your key argument and why? (What is your proposed theory)
5. Your case study for empirical evidence, including (researched) topics such as, when did the conflict happen, who were the actors involved, what was the issue and the outcome of conflict(s) (Around 75% of the allotted time on this point).

Total presentation time: 10-12 minutes (not longer than 12 minutes). Around 60% of the presentation time should be devoted to case introduction.

Course grades are assigned according to the following criteria.

Format of the course

The CMR program is designed for working professionals and reflects a delivery method built to suit the complex and busy lives of working professionals. The primary delivery method for this course is the Distance Education format. The DE format combines UNCW’s online course delivery system in Canvas, and one face-to-face lecture block. All students must have access to a computer and check the class site on the Canvas regularly. Plan to check the site several times a week, not only on the

Grade Percentage

A	93 or above
A-	90-92.9
B	87-89.9
B-	83-86.9
B	80-82.9
C+	77-79.9
C	70-76.9
F	Below 70

day work is due. All work is due by the date and time EST. It is the responsibility of the student to access the materials, note any due dates, and ask the instructor questions as soon as possible. All work is to be submitted and graded via Canvas. No work will be accepted via email.

Course Requirements

It is the student's responsibility to have electronic equipment, in good working order, to participate fully in this course. Students must have at a minimum, a working computer with speakers and microphone. Students without personal electronic equipment must make arrangements to use equipment at the university or other location. Lack of access to equipment will not be accepted as a reason for not participating in the course requirements.

Module assignments & face-to-face lecture blocks

The course has 7 modules. All tasks for each module are laid out in Canvas, which include module introduction and objectives, readings and assessments. Students are to read and understand the material posted in the module before attempting the assignments. During the face-to-face block, you are expected to be prepared when coming to class. This means you will have read the chapters before the lectures and be ready to participate. Information for your quizzes and discussions boards will come from both readings, lectures and class discussions. We will cover lectures for all modules in the four face-to-face sessions, as shown below:

- Session 1 - Module 1 & 2
- Session 2 - Module 3 & 4
- Session 3 - Module 5 & 6
- Session 4 - Module 7 & student presentations

Late Policy

Having a firm due date is helpful to organize the course both for students and instructor. There is a cost for late submission, although there is also some level of flexibility because of the nature of this course. I am willing to change the assigned due date (for a reasonable amount of time) if you communicate about this need early (at least 24 hours before the submission time). Please state clearly **why** you will not be able to complete the assignment in stated time, and also **when** you will be able to submit it next. Otherwise, there is a penalty of 10% of the assignment grade for every

delayed day. For instance, delaying to submit assignment for 5 days will lose 50% of the grade. Due date will not be extend beyond the last day of the course.

Communications Netiquette

Carefully consider your tone when posting messages to canvas. Since there are no visual clues, other than the message posted, pay careful attention to the manner in which messages are posted so that messages will not be taken out of context. Also, remember that even if you disagree with another person's idea, opinion or solution, do not attack the person. Simply state that you disagree with the person's idea, opinion or solution, and defend your alternative response with logical, coherent, and non-judgmental statements. Refrain from continuing a discussion that simply rehashes what has already been stated. Please refrain from using "e slang" when posting messages (i.e. "I no unreadin @ home" is not acceptable). Please use complete and coherent thoughts with appropriate punctuation and capitalization. Threaded discussions should be used for comments relative to the topic for discussion only.

I will engage students only through Canvas and the UNCW's email system. If you do not use your UNCW email address normally, you may miss important information about the class.) The course material is available at any time during the week, barring equipment failure, which is one of the great benefits of online courses. I, on the other hand, will not be available 24/7. I will do my best to reply to emails as quickly as possible but allow me 48 hours to get back to you.

Academic Honor Code

All members of UNCW's community are expected to follow the academic Honor Code. Please read the UNCW Honor Code carefully (as covered in the UNCW Student Handbook). Academic dishonesty in any form will not be tolerated in this class. Please be especially familiar with UNCW's position on plagiarism as outlined in the UNCW Student Handbook. Plagiarism is a form of academic dishonesty in which you take someone else's ideas and represent them as your own.

Student Disabilities

UNCW Disability Services supplies information about disability law, documentation procedures and accommodations that can be found at [UNCW Disability Service](#). To obtain accommodations the student should first contact Disability Services and present their documentation to the coordinator for review and verification.

Canvas Accessibility Statement can be found by clicking [here](#).

Microsoft Office Accessibility Statement can be found by clicking [here](#).

Course Schedule

Module 1: Anarchy and war

What is realism/neorealism?

Explaining interstate conflict at systemic level.

- Waltz, K.N., 1988. The origins of war in neorealist theory. *The Journal of Interdisciplinary History*, 18(4), pp.615-628.
- Jervis, R., 1978. Cooperation under the security dilemma. *World politics*, 30(2), pp.167-214.

Optional (Helpful if you are researching in this area)

Singer, J.D., 1961. The level-of-analysis problem in international relations. *World Politics*, 14(1), pp.77-92.

Levy, J.S. and Thompson, W.R., 2011. *Causes of war*. John Wiley & Sons. [Available here](#)

Module 2: What is security

How can we conceptualize security? Is the concept of security fluid/changing? What is human security?

- Arnold Wolfers. 1952. "National Security" as an Ambiguous Symbol. *Political Science Quarterly*, 67(4): 481-502.
- Buzan, B. and Hansen, L., 2009. *The evolution of international security studies*. Cambridge University Press. [Read pages chapter 6, pages 156-186]
- Kaldor, M., 2011. *Human security*. Society and Economy, 33(3), pp.441-448.
- Hameiri, S. and Jones, L., 2013. The politics and governance of non-traditional security. *International Studies Quarterly*, 57(3), pp.462-473.

Optional

Walt, S.M., 1991. The renaissance of security studies. *International studies quarterly*, 35(2), pp.211-239.

King, G. and Murray, C.J., 2001. Rethinking human security. *Political science quarterly*, 116(4), pp.585-610.

Paris, R., 2001. Human security: paradigm shift or hot air?. *International security*, 26(2), pp.87-102.

Module 3: Bargaining and signaling

- Fearon, James D. 1995. Rationalist Explanations for War. *International Organization*, 49(3), pp.379–414. [Only read sections spanning 379-384, 390-393, 397-400, 404-408 ignoring the math]
- Fearon, J.D., 1997. Signaling foreign policy interests: Tying hands versus sinking costs. *Journal of Conflict Resolution*, 41(1), pp.68-90.

Optional

Powell, R., 2006. War as a commitment problem. *International Organization*, 60(1), pp.169-203.

Module 4: Issue-centric explanations of war

- How do issues such as regime type (democracy or not) or territory lead countries to inter-state conflict?

- Maoz, Z. and Russett, B., 1993. Normative and structural causes of democratic peace, 1946–1986. *American Political Science Review*, 87(3), pp.624-638.
- Rasler, K.A. and Thompson, W.R., 2006. Contested territory, strategic rivalries, and conflict escalation. *International Studies Quarterly*, 50(1), pp.145-167.

Optional

Toft, M.D., 2014. Territory and war. *Journal of Peace Research*, 51(2), pp.185-198.

Module 5: Domestic politics and war

- What is diversionary theory? Why is it more appealing but not evident?

- Schrock-Jacobson, G., 2012. The violent consequences of the nation: Nationalism and the initiation of interstate war. *Journal of Conflict Resolution*, 56(5), pp.825-852.
- Tir, J., 2010. Territorial diversion: Diversionary theory of war and territorial conflict. *The Journal of Politics*, 72(2), pp.413-425.
- Jung, S.C., 2014. Foreign targets and diversionary conflict. *International Studies Quarterly*, 58(3), pp.566-578.

Optional

Oakes, A., 2006. Diversionary war and Argentina's invasion of the Falkland Islands. *Security Studies*, 15(3), pp.431-463.

Solt, F., 2011. Diversionary nationalism: Economic inequality and the formation of national pride. *The Journal of Politics*, 73(3), pp.821-830.

Module 6: Unconventional Security Threats–Terrorism

- Kydd, A.H. and Walter, B.F., 2006. The strategies of terrorism. *International Security*, 31(1), pp.49-80.
- Pape, R.A., 2003. The strategic logic of suicide terrorism. *American political science review*, 97(3), pp.343-361.
- Abrahms, M., Ward, M. and Kennedy, R., 2018. Explaining Civilian Attacks: Terrorist Networks, Principal-Agent Problems and Target Selection. *Perspectives on Terrorism*, 12(1).

Optional

Findley, M.G. and Young, J.K., 2012. Terrorism and civil war: A spatial and temporal approach to a conceptual problem. *Perspectives on Politics*, 10(2), pp.285-305.

Condra, L.N., Long, J.D., Shaver, A.C. and Wright, A.L., 2018. The logic of insurgent electoral violence. *American Economic Review*, 108(11), pp.3199-3231.

Module 7: Unconventional Security Threats–Hybrid Warfare

- Bachmann, S.D., Dowse, A. and Gunneriusson, H., 2019. Competition Short of War–How Russia’s Hybrid and Grey-Zone Warfare are a Blueprint for China’s Global Power Ambitions. *Australian Journal of Defence and Strategic Studies*, 1(1).
- Lanoszka, A., 2016. Russian hybrid warfare and extended deterrence in eastern Europe. *International affairs*, 92(1), pp.175-195.

Optional

- Patalano, A., 2018. When strategy is ‘hybrid’ and not ‘grey’: reviewing Chinese military and constabulary coercion at sea. *The Pacific Review*, 31(6), pp.811-839.
- Lindsay, J.R. and Gartzke, E., 2020. Politics by many other means: The comparative strategic advantages of operational domains. *Journal of Strategic Studies*, pp.1-34

(Disclaimer: As the class proceeds, I reserve the right to modify the syllabus, the assignments, and the grading structure if I see fit to better accommodate the course. Modifications will be communicated via e-mail and in class.)