



POLI:3506:EXW | Spring 2020 SESSION

## THE CONSEQUENCES OF WAR (ONLINE)

### Course Instructor

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Cody Schmidt

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**Office Hours:** Only Virtual and By Appointment

### Course Site

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To access the course site, log into [Iowa Courses Online \(ICON\)](#) using your Hawk ID and password.

### Academic Course Home

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[College of Liberal Arts and Sciences](#)

**Phone:** (319)335-2611

**Email:** [clas@uiowa.edu](mailto:clas@uiowa.edu)

### Prerequisites

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None

### Course Description and Goal

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This class will provide students with a detailed understanding of the impacts of war. The first section will focus on the impact of wars on individuals. Both the effect on combatants and non-combatants will be examined. The second section will look at the impact of war on states. For example, we will look at how war has shaped the modern state system, impacts the growth of states and the economy of a state. The final section will highlight the effects of war on the international system and the termination of war. Topics will include the effect of war on rivalries, the expansion of wars, how third parties end civil and interstate wars, and what influences the maintenance of peace after war. At the end of this class you should be able to:

Identify and describe the consequences of war for individuals, states, and the international system.

Identify and describe theories that explain these consequences.

Apply these theories to current and historical wars.

Critically analyze these theories using logic and evidence.

Present your application and analysis in writing and in a presentation.

This course will fulfill the 3000 level class requirements for the Political Science major and is a class that counts towards the Conflict and Foreign Policy Track of the International Relations major.

### Required Textbook/Media

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All readings will be posted in ICON.

## Media/System Requirements

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Technical requirements for completing University of Iowa Distance and Online Education classes include:

- Student-provided personal computer.
- Computer with reliable Internet access. A wired Ethernet connection to the internet is very strongly suggested. Wireless and cellphone data connections may experience connection problems. Android and iOS operating systems are not fully supported at this time. See specific requirements on the Distance and Online Education Technical Requirements/Download page.
- While tablets, smartphones and other mobile devices may allow for some completion of coursework, they are not guaranteed to work in all areas. Please ensure you have a Windows or Mac based computer available to complete coursework in the event your selected mobile device does not meet the needs of the course.

Students who need assistive technologies will have different computer and technology requirements. Please check with your **Student Disability Services** to determine the requirements for the specific technologies needed to support your online classes.

For questions, with virtual classrooms (i.e. Zoom) or UICapture (Panopto), please contact Continuing Education Technical Support (319 335-3925).

Need help with ICON or your Hawkid? Please contact the ITS Helpdesk (319 384-HELP).

## Course Work

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### Final Paper (26%)

This paper should be 2500-3000 words. A minimum of seven sources is required for this paper. Four of these sources must be either a published book or a peer reviewed academic journal article that was not assigned in the class (if you are not sure what this is, please ask me.) This paper is due to me by [first day of finals week].

For this paper, you should write on a theoretical explanation for a consequence of war. You should develop a research question about the consequence of war, a theoretical explanation to address that question, and an empirical examination of that theoretical argument. This is a research paper and not an opinion piece. Your ideas are interesting but they need to be grounded in evidence and research. A good paper, will clearly lay out a research question, a theoretical argument, and evidence to support that theoretical argument. The criterion for grading this paper will be the quality of your analysis and your use of evidence. Finally, the quality of your writing will affect your grade. Your final paper should be well written. It should be free of spelling and grammatical mistakes. If it is not well written, it will receive a lower grade. Good examples of this type of research paper are the articles assigned for class.

Throughout the semester, students will be required to turn in two smaller assignments to me about their papers. The first assignment is due [roughly 5 weeks into the semester]. You are required to turn in a typed paragraph, which states your research question, your theoretical explanation, and what you plan to use as empirical evidence. If your topic needs revision, you will not receive a grade for the paragraph until you have submitted an accepted paragraph. The next assignment is due [roughly 10 weeks into the semester]. You are required to turn in a detailed outline of your paper with a bibliography that has the minimum required sources. The final paper is due [first day of finals week].

Paragraph: 2%  
Outline with Bibliography: 5%  
Final Paper May 11: 19%  
Overall Paper Grade: 26% (19%+5%+2%)

Assignments and the final paper must be turned in on the assigned date at the start of the class. Late papers will be marked down a full letter grade each day that it is late with exceptions being granted for extraordinary circumstances. A letter from an official source (college office, doctor, government, etc.) is required before an exception will be granted. Finally, these papers should be your own work. This means that a student that is caught plagiarizing or obtaining work that is not their own will receive an automatic F on the assignment as well as any punishment the College hands down. If you have questions about this, please ask me or refer to the College's student handbook.

### **Weekly Response Post (20%)**

For the last 14 weeks of class, you will submit a response to a prompt about the readings assigned for that week. This prompt is due by the end of the day on Thursday of the corresponding week. Prompts may ask you to summarize the readings for the week, apply the readings to a current event or issue, contrast two readings for that week, etc.

### **Weekly Discussion (30%)**

For the last 14 weeks of class, you will post a comment to each discussion board for that week. The number of discussion boards each week will vary. Your discussion will be based on either a prompt from me, a short article posted by me, or a group's presentation (see below). Your initial post to each board is due by Thursday evening of that week. By the end of the day Sunday, you are to submit a comment about another student's post for each discussion board that week.

These posts should not be a summary of the prompt, article or presentation. They should add a well developed argument or evidence that challenges or contributes to a discussion of the topic. Any offensive or inappropriate comments will be removed and you will receive a 0 for discussion that week.

### **Group Project (24%, 3 presentations worth 8% each)**

Students will be divided into groups of about 4-5 members. At the beginning of the semester, each student will sign up to study one of eight wars. Students who sign up for the same war will be in a group together. Each group will present three times on their war. I will post a schedule after the first week of class.

The first presentation will be an informational presentation on the war. This presentation should give the class detailed knowledge about the group's war. I will post an informational sheet that will have a list of items that each group needs to address. This presentation should be submitted in ICON as a written assignment.

The second presentation will be based on the material discussed in the first and second parts of the class. Groups will present on either individual or the state level consequences of their war. Students may present on both but should remember that they will be judged on the quality of both types of consequences. I will post a more detailed discussion of this second presentation on ICON.

The third presentation will be based on the material discussed in the second and third parts of class. Groups will present on either state, system, or the termination of their war. More information will be posted on ICON.

These presentations should be well reasoned, well thought out, based on research, and well presented. Students should use additional sources than those presented in class and will be required to submit their sources. Each presentation should demonstrate that the group is an expert on the war and its consequences.

All the presentations will require you to submit a video. Instructions on how to do this are posted in ICON. Finally, my grade on the group's presentation and discussant roles will make up 70% of the group grade. The other 30% will come from group member's evaluations of each other. These evaluations should be based on the quality of work of each member and not on your personal feelings towards each member.

### Grading Criteria

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Final course grades will be assessed based on the student's performance in the following items:

Graded Item	% of final grade
Weekly Discussion	30%
Weekly Response Post	20%
Group Project	24%
Final Paper	26%
<b>Total Points:</b>	<b>100%</b>

Final letter grades are based on the percentage of possible points earned. A+s are awarded only in exceptional circumstances when a student demonstrates intellectual capacity and rigorous scholarship beyond the course's requirements. The scale, which uses honor points, is as follows:

Letter Grade	% of Points
A	100-91
A-	88-90
B+	85-87
B	81-84
B-	78-80
C+	75-77
C	71-74
C-	68-70
D+	65-67
D	60-64
F	0-59

## Course Structure

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This course is being offered over the World Wide Web as a Distance and Online Education offering. Students will **login to the course site** on ICON to access the course materials. For details of the course assignments and activities, see the **“Course Work”** section of this syllabus.

Students are expected to visit the course site regularly to:

- **Access assigned course materials (posted on the “Modules” page)** such as pre-recorded lectures and lecture notes.
- **Review the course homepage regularly** for any updates related to the course **“Announcements”** and/or **“Calendar.”**
- **Submit** assignments to the course instructor **via the ICON “Assignments.”**
- **Participate** in the **“Discussion” forums.**

## Course Calendar

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All assignments, materials, and due dates are found on the course ICON site.

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## Course Policies

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As a registered student in a Distance and Online Education course through The University of Iowa, you are responsible for the course policies posted below.

**Communications:** Students can expect to receive weekly communications from the instructor (via course “Announcements”). All email communication with the instructor should include a subject line that begins with “30:1500” followed by a dash and more specific information referring to the purpose of the communication.

**Due Dates and Missed Deadlines:** I accept late assignments, but with a 10% per day penalty

**Netiquette:** The term “netiquette” refers to the do’s and don’ts of online communication. As it applies to this online course, it is my expectation that students will communicate effectively and respectfully with each other, the instructor, and our guest speakers (if applicable). (if applicable). [Follow this link to learn more about The Core Rules of Netiquette.](#)

## College of Liberal Arts and Sciences (CLAS) Policies for Undergraduates

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**Administrative Home:** The College of Liberal Arts and Sciences (CLAS) is the administrative home of this course and governs its add/drop deadlines, the second-grade-only option, and other policies. These policies vary by college (<https://clas.uiowa.edu/students/handbook>).

**Electronic Communication:** Students are responsible for official correspondences sent to their UI email address (uiowa.edu) and must use this address for all communication within UI (Operations Manual, III.15.2).

**Accommodations for Disabilities:** UI is committed to an educational experience that is accessible to all students. A student may request academic accommodations for a disability (such as mental health, attention, learning, vision, and physical or health-related condition) by registering with Student Disability Services (SDS). The student should then discuss accommodations with the course instructor (<https://sds.studentlife.uiowa.edu/>).

**Nondiscrimination in the Classroom:** UI is committed to making the classroom a respectful and inclusive space for all people irrespective of their gender, sexual, racial, religious or other identities. Toward this goal, students are invited to optionally share their preferred names and pronouns with their instructors and classmates. The University of Iowa prohibits discrimination and harassment against individuals on the basis of race, class, gender, sexual orientation, national origin, and other identity categories set forth in the University's Human Rights policy. For more information, contact the Office of Equal Opportunity and Diversity ([diversity.uiowa.edu](https://diversity.uiowa.edu)).

**Academic Integrity:** All undergraduates enrolled in courses offered by CLAS have, in essence, agreed to the College's Code of Academic Honesty. Misconduct is reported to the College, resulting in suspension or other sanctions communicated to the student through the UI email address (<https://clas.uiowa.edu/students/handbook/academic-fraud-honor-code>).

**CLAS Final Examination Policies:** The final exam schedule for each semester is announced around the fifth week of classes; students are responsible for knowing the date, time, and place of a final exam. Students should not make travel plans until knowing this final exam information. No exams of any kind are allowed the week before finals (<https://clas.uiowa.edu/faculty/teaching-policies-resources-examination-policies>).

**Making a Complaint:** Students with a complaint should first visit with the instructor or course supervisor and then with the departmental executive officer (DEO), also known as the Chair (Brian Lai, 335-2358).

Students may then bring the concern to CLAS (<https://clas.uiowa.edu/students/handbook/student-rightsresponsibilities>).

**Understanding 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 must uphold the UI mission and contribute to a safe environment that enhances learning. Incidents of sexual harassment must be reported immediately. For assistance, definitions, and the full University policy (<https://osmrc.uiowa.edu/>).

## University Policies

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As a registered student in a Distance and Online Education course through The University of Iowa, the following University policies apply to you.

**Special Modifications:** Subsequent to course enrollment, students needing accommodations should register with [Student Disability Services](#), 3100 Burge Hall, (319) 335.1462, and obtain a Student Academic Accommodation Request (SAAR) form. The form will specify what course accommodations are judged reasonable for that student. The Division of Continuing Education is committed to both Section 504 of the Rehabilitation Act of 1973 and Section 508 of the Workforce Investment Act of 1998.

**Understanding Sexual Harassment:** Sexual harassment is reprehensible and will not be tolerated by the University. It subverts the mission of the University and threatens the well-being of students, faculty, and staff. Visit this site for the [Office of the Sexual Misconduct Response Coordinator](#) for definitions, assistance, and the full University policy.