

**UNIV 190: The Clarkson Seminar<sup>1</sup>**  
**Section 34 T-TR: 9:30 am – 10:45 am**  
**344 Science Center**  
**Section 40 T-TR: 11:00 am – 12:15 pm**  
**344 Science Center**  
**Fall 2023**  
**3 Credit Hours**

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### **Instructor Contact Information**

Name: Hosur Suhas (Last name), Prashant (first name)

Office Address: B.H. Snell 276

Phone Number: 315 268 3973

Email Address: [phosursu@clarkson.edu](mailto:phosursu@clarkson.edu)

Student Hours: (day/time/location/Zoom link, state how you will manage Student Hours)

- Tuesday 1330 hrs to 1530 hrs
- Wednesday from 1100 hrs to 1200 hrs, and 1300 hrs to 1600 hrs
- Or by appointment
- Online Office Hours: By Appointment

### **Instructor Participation**

During this course, as your instructor, (you can expect me to

- Respond to emails within 24 to 36 hours.

### **Delivery Method and Continuation Plan**

(on campus, online, synchronous, asynchronous, etc.)

- This class will be taught in-person unless we must make alternative arrangements due to unforeseen circumstances.
- Alternative arrangements may include online teaching that may be synchronous or asynchronous.
- If I, the instructor, am sick and can neither conduct the class in-person nor online, then expect an email or message via Moodle that will inform you of the alternative arrangement which may be:
  - Either an alternative out of class activity that you will have to do,
  - Or one of my colleagues will substitute for me during class time.
  - Or I will upload a short video or lecture that I would expect you to have watched and will be discussed during class later.

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<sup>1</sup> Syllabus subject to change based on unforeseeable circumstances.

## **COVID-19**

- Clarkson is following the guidance and requirements of the State of New York. At the time of writing this syllabus, wearing a mask is on campus is optional. This can change depending on changing circumstances.
- However, you should have a mask with you at all times. It is part of Clarkson's policy, and the instructor for a course has the authority to require the class (always including themselves) to wear masks.

### **Course Description**

The Clarkson Seminar welcomes first year students into a world of cultures, histories, and the global forces that will shape their personal and professional lives beyond their Clarkson education. Students will learn to define issues within a broad cultural context and gain experience in evaluating and interpreting texts. Seminar classes will be small and thematically structured, with an emphasis on discussion, critical reading and thinking, extensive writing, and collaborative work.

The instructors for this course come from a variety of disciplinary backgrounds. Therefore, course content will be varied among the sections and instructors will draw on their diverse disciplinary backgrounds in order to instruct students in critical thinking, intellectual empathy, and global perspectives. Thematic structure of course content, writing instruction and critical thought exercises will be at the discretion of the course instructor.

This is a Communication-Intensive course, requiring that communication assignments are frequent and distributed over the entire semester. Most assignments will be graded, and you will have some opportunity for revision based on feedback. Ultimately, the goal is to see progress in the development of communication skills for discussion, writing, and oral presentation. Communication intensive courses expect students to produce 20-40 pages of double-spaced printed work (5,000-10,000 words) during the semester.

### **CLARKSON SEMINAR: The Evolution of Conflict**

This course is designed to examine conditions that either abate or exacerbate the chances of war in the international system. However, the class also seeks to understand the fundamental causes or drivers of war and conflict. To do so, we will also examine the historical and sociological patterns and trends in warfare. In essence, the goal is to understand the evolution of warfare over the ages, what factors have remained fairly constant in predicting conflicts and which new factors have been game changers in the way war is fought. To do so the class identifies four distinct eras: 1) pre-Industrial Revolution, 2) Post-Industrial Revolution, 3) Cold War and 4) Post – Cold War periods.

#### **Prerequisites**

None.

## Instructional Materials

### Textbook(s)

Jack Levy and William Thompson. *The Arc of War*. The University of Chicago Press, 2011 [link](#)

### Other Reading Materials

Rest of the readings are provided on Moodle.

## Technology

- [Computer System & Software Requirements](#)
- [Software Accessibility Policies](#) in General
- [Software Privacy Policies](#) in General
- Specific Course Software Policies

### Minimum Technology Skills

- Use a learning management system
- Use e-mail with attachments
- Create and submit files in commonly used word processing formats
- Copy and paste
- Download and install software

## Course Outcomes (CO)

CO1. Explain central ideas of assigned texts.

CO2. Analyze the ideas presented in course texts and class discussions in ways that address multiple perspectives.

CO3. Formulate thesis-driven arguments supported by persuasive evidence.

CO4. Communicate ideas through clear and precise writing.

CO5. Integrate feedback into written assignments.

## Course Schedule & Graded Activities

*This calendar is tentative and that revisions, if needed, will be provided following Clarkson policy II-C – Course Policies in both the undergraduate and graduate student regulations.*

Classes Begin Monday, August 28		
Week 1	Tues 8/29	Introduction to the class.
August September	Thurs 8/31	Jack Levy and William Thompson. Chapter 1, “ <i>The Evolution of War</i> ,” <i>The Arc of War</i> . <u>The University of Chicago Press, 2011</u> , pp. 1-18

		<b>DO in class: Pre-UNIV 190 Diagnostic Essay in class</b> <b>Bring laptop to class</b>
Week 2	Tues 9/5	Jack Levy and William Thompson. Chapter 2, “ <i>The Origins of War</i> ,” <i>The Arc of War</i> . <u>The University of Chicago Press, 2011</u> , pp. 19-53
	Thurs 9/7	Jack Levy and William Thompson. Chapter 3, “ <i>Evolutionary and Co-evolutionary Processes</i> ,” <i>The Arc of War</i> . <u>The University of Chicago Press, 2011</u> , pp. 54-86  Jack Levy and William Thompson. Chapter 4, “The First Two Agrarian Warfare Accelerations,” <i>The Arc of War</i> . <u>The University of Chicago Press, 2011</u> , pp. 87-125
Week 3	Tues 9/12	Jack Levy and William Thompson. Chapter 5, “ <i>The Third Evolutionary Acceleration</i> ,” <i>The Arc of War</i> . <u>The University of Chicago Press, 2011</u> , pp. 126-155
	Thurs 9/14	Azar Gat. Chapter 10: <i>Armed Force in the Emergence of the State</i> . War in Human Civilization. <u>Oxford University Press, 2006</u> , pp. 231-322 (moodle)
Week 4	Tues 9/19	Charles Tilly. <i>War Making and State Making as Organized Crime</i> . In eds. Peter Evans, Dietrich Rueschemeyer, and Theda Skocpol, <i>Bringing the State Back In</i> . <u>Cambridge: Cambridge University Press, 1985</u> , pp. 169 -186 (moodle)
	Thurs 9/21	Jack Levy and William Thompson. Chapter 6, “ <i>The Co-evolution of Western Military Trajectory</i> ,” <i>The Arc of War</i> . <u>The University of Chicago Press, 2011</u> , , pp. 155-185  Jack Levy and William Thompson. Chapter 7, “ <i>Nonwestern Military Trajectories</i> ”, <i>The Arc of War</i> . <u>The University of Chicago Press, 2011</u> , pp. 186-206
Week 5	Tues 9/26	Azar Gat. Chapter 14: <i>Guns and Markets: The New European States and a Global World</i> . War in Human Civilization. <u>Oxford University Press, 2006</u> , pp. 449-511 (moodle)
	Thurs 9/28	Michael Doyle. “ <i>Balancing Power Classically</i> .” <i>Ways of War</i> . <u>W.W. Norton and Company, 1997</u> , pp. 161-193 (moodle)  <b>Expository Essay I – Due before class on Moodle (CO1, CO2, CO3, CO4, CO5)</b>

Week 6 October	Tues 10/3	John Ikenberry. <i>After Victory</i> . <u>Princeton University Press 2001</u> , pp. 3-79 (moodle)
	Thurs 10/5	John Ikenberry. <i>After Victory</i> . <u>Princeton University Press 2001</u> , pp. 163-256 (moodle)
<b>Fall Recess: October 7 – October 10</b>		
<b>Classes Resume Wednesday, October 11</b>		
Week 7*	Thurs 10/12	Joshua Goldstein and John Freeman. Chapter 1: Theories of Cooperation. In, <i>Three-Way Street: Strategic Reciprocity in World Politics</i> , <u>University of Chicago Press 1990</u> , pp. 1-35 (moodle)
	Tues 10/17	Lowell Dittmer (1981). The Strategic Triangle: An Elementary Game Theoretical Analysis. <i>World Politics</i> , Vol. 33, pp. 485-515. (moodle)
	Thurs 10/19	Benjamin Miller. Chapter 5: <i>The Great Powers and War and Peace in the Middle East</i> . In, <i>States, Nations and the Great Powers</i> . <u>Cambridge University Press, 2007</u> , pp. 205-255 (moodle)
Week 8	Tues 10/24	Bernhard Blumenau (2014). The Other Battleground of the Cold War: The UN and the Struggle against International Terrorism in the 1970s. <i>Journal of Cold War Studies</i> vol. 16, No. 1, pp. 61-84 (moodle)
	Thurs 10/26	Lykourgos Kourkouvelas (2012). Denuclearization on NATO's Southern Front: Allied Reactions to Soviet Proposals, 1957–1963, <i>Journal of Cold War Studies</i> , Vol. 14, No. 4, pp. 197-215 (moodle)
Week 9 November	Tues 10/31	Thomas Risse (1997). The Cold War's Endgame and German Unification (A Review Essay), <i>International Security</i> , Vol. 21, No. 4, Pages 159-185 (moodle)

	Thurs 11/2	William C. Wohlforth (1999). The Stability of a Unipolar World. <i>International Security</i> , Vol. 24, No. 1, Pages 5-41 (moodle)
Week 10	Tues 11/7	Gerald Segal (1996). East Asia and the “Constraintment” of China. <i>International Security</i> , Vol. 20, No. 4, Pages 107-135 (moodle)
	Thurs 11/9	<b>Expository Essay II – Due before class on Moodle (CO1, CO2, CO3, CO4, CO5)</b> John Mearsheimer (2010). The Gathering Storm: China’s Challenge to US Power in Asia. <i>The Chinese Journal of International Politics</i> , Vol. 3, pp. 381-396 (moodle)
Week 11*	Tues 11/14	Francis J. Gavin (2015). Strategies of Inhibition: U.S. Grand Strategy, the Nuclear Revolution, and Nonproliferation, <i>International Security</i> , Vol. 40, No. 1, Pages 9-46 (moodle)
	Thurs 11/16	Ann. Hironaka. <i>Neverending Wars: The International Community, Weak States, and the Perpetuation of Civil War</i> . <u>Harvard University Press 2005</u> , pp. 1-28 (moodle)
	Tues 11/21	Barry Posen (1993). Security Dilemma and Ethnic Conflict. <i>Survival</i> , vol. 35, no, 1, pp. 27-47 (moodle)
<b>Thanksgiving Recess: November 22 – November 26</b>		
<b>Classes Resume on Monday, November 27</b>		
Week 12 December	Tues 11/28	David Kilcullen. <i>Out of the Mountains: The Coming Age of The Urban Guerilla</i> . <u>Oxford University Press, 2015</u> , pp. 3-17 (moodle)  David Kilcullen. <i>Out of the Mountains: The Coming Age of The Urban Guerilla</i> . <u>Oxford University Press, 2015</u> , pp. 116-168 (moodle)
	Thurs 11/30	Mark F. Cancian, Matthew Cancian, and Eric Heginbotham. The First Battle of the Next War Wargaming a Chinese Invasion of Taiwan. <a href="#">CSIS International Security Program</a> ; Chapter 1 and 2
Week 13	Tues 12/5	Mark F. Cancian, Matthew Cancian, and Eric Heginbotham. The First Battle of the Next War Wargaming a Chinese Invasion of Taiwan. <a href="#">CSIS International Security Program</a> ; Chapter 3 and 4

	Thurs 12/7	Mark F. Cancian, Matthew Cancian, and Eric Heginbotham. The First Battle of the Next War Wargaming a Chinese Invasion of Taiwan. <a href="#">CSIS International Security Program</a> ; Chapter 5, 6, and 7
Last day of classes Friday, December 8		
Final Exams Monday, December 11- Friday, December 15		
December 11 <b>Final Expository Essay (CO1, CO2, CO3, CO4, CO5)</b>		

## Grading

### Grade Ranges

#### Undergraduate Letter Grades

Course Average	Grade	Quality Points Per Credit Hour
97+	A+	4.0
93-96	A	4.0
90-92	A-	3.667
87-89	B+	3.334
84-86	B	3.0
80-83	B-	2.667
77-79	C+	2.334
74-76	C	2.0
70-73	C-	1.667
<70	D	1.0
<60	F	0

### Breakdown

Activity	Percent of Final Grade	Due Dates
Expository Essay I (7 pages)	25 percent	Thurs 9/28 before class
Expository Essay II (7 pages)	25 percent	Thurs 11/9 before class
Expository Essay III (7 pages)	30 percent	Tues 12/11 by 11:59 pm
Forum Participation	10 percent	Instructor will post topics on regular intervals
Attendance and Participation	10 percent	Assessed during final week of class and finals week
<b>Total</b>	<b>100</b>	

### Criteria

- ***Expository Essays (80 %):***

The purpose of the essays is to test your ability carefully investigate and analyze ideas, concepts and theories presented in the various readings assigned in the class. They must be around **7 pages (roughly 2000-2500 words)**, double spaced, Times New Roman font 12 with one-inch margins. While you may use external academic sources to substantiate your arguments, your primary task will be to engage with the ideas, concepts and theories presented in the prescribed readings. **All sources, including prescribed texts, must be cited properly to avoid plagiarism. You will use the citation style that is prevalent in your field/major. When in doubt, it is highly recommended that you seek help from our Writing Center on campus or consult with me (see: <https://www.clarkson.edu/writing-center>)**. Rubric for expository essays will be made available on Moodle.

- ***Forum Participation (10 %):***

Over the course of the semester, you are required to participate in written discussions on Moodle forums. Topics will vary depending on class discussions and assigned readings. At times topics that may be related to the readings will be discussed on these forums. You will be required to cite relevant sources of your information, and are encouraged to do some rudimentary outside research on the internet to engage in these forum discussions.

- ***Attendance (5%), and Participation (5 %):***

Doing well in this class depends on doing the readings and also participating in class discussions. Engaging with the readings and in class discussions will be important for the



exam and writing good short papers. You have 1 excused absence. Absence due to family emergency or health emergency requires proper documentation. Participation grade is directly affected by your attendance. It is necessary to be present in class to earn participation. However, please note that just attending class without engaging in discussion does not lead to a good grade for participation. In other words, low attendance directly affects your ability to participate in class which affects your participation grade.

### **Course Success**

This is a writing intensive class. Therefore, the best way to be successful in this class is:

1. To read the assigned readings.
2. To complete the assignments in a timely fashion and follow instructions given on assignments.
3. Do not procrastinate. An essay written the day before the due date will not be as good as an essay that has been developed over a few weeks.
4. If you need help, ask. Do not wait until the day before the due date to ask for help.
5. Top 6 Tips For Success In UNIV 190 At Clarkson University:  
<https://diy.clarkson.edu/undergrad/top-6-tips-for-success-in-univ-190/>

*Please see tips for being a successful student and other helpful information from the [Student Success Center](#).*

### **Course Policies**

#### **Etiquette Expectations & Learner Interaction**

Educational institutions promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Please visit and follow: [Netiquette and Electronic Learner Interaction Guidelines](#).

#### **Late Work**

Under exceptional circumstances, the student may be allowed to submit late work. Late submissions will be penalized. For expository essays I and II every week's delay will lead to a penalty of a whole letter grade. For the Third and final essay, every day's delay will lead to a penalty of a whole letter grade since not much time is left for submissions and grading after the final's week.

#### **Attendance**

Attendance is required. Exceptions may include personal or family emergencies. It is your responsibility to take the necessary steps to catch up with the class material in the event of short- or long-term absence. I will not be able to accommodate last minute requests.

#### **Instructional Continuity Plan**

In case I am incapacitated due to illness, one of the faculty members of the political

science caucus will be teaching. Alternatively, if I am sick but not incapacitated, I will upload lecture videos instead of meeting in-person.

□ **Recorded Lectures**

In case we are in a situation where we move to online teaching, I will record the lectures and post them online when applicable.

### **Academic Unit Information/Policies**

Department of Humanities and Social Sciences  
Box 5750, Clarkson University  
8 Clarkson Avenue  
Potsdam, NY 13699

### **Institutional Policies**

#### **Institutional Policies & Regulations**

##### **Academic Integrity**

Academic Integrity, based on the values of honesty, trust, fairness, respect, and responsibility, is a fundamental principle of scholarship in higher education. Clarkson's Academic Integrity Policy prohibits: plagiarism (using another person's writing or copying any work without proper citation), falsification, unauthorized collaboration during a test or on an assignment, or substitution for another student to take an exam, course or test, and other forms of academic dishonesty.

If you are to benefit from this class and be properly evaluated for your contributions, it is important for you to be familiar with and follow Clarkson University's Academic Integrity policy. Please review this policy online ([Undergraduate section IV – Academic Integrity, Graduate section IV – Academic Integrity](#)). ***Work that violates this policy will not be tolerated.*** Students who are found responsible for a violation of the Academic Integrity Policy will have both a university process sanction and an academic outcome, that could include a failing grade on the assignment or exam, or a failing grade for the course.

Please refer to Clarkson Library's [Guide to Plagiarism](#) and the [guide to Citing Sources](#) for assistance on avoiding plagiarism and properly citing sources.

**The use of generative AI platforms is not appropriate given the learning goals of this course. Therefore, please do not use ChatGPT or any other generative AI platform for any reason. You will be held accountable for using such platforms. Some generative AI platforms such as ChatGPT is notorious for generating content without citing the source of its information. Unauthorized use of ChatGPT or any other AI platform will result in an automatic zero on the assignment.**

### **Students with Disabilities Requesting Accommodation(s)**

The University strives to make all facilities and programs accessible to students with permanent, ongoing, and temporary disabilities by providing appropriate and reasonable academic accommodations, as necessary. Disabilities that may benefit from reasonable accommodations include, but are not limited to, broken wrist, ADHD, surgery recovery, Learning Disability, concussion, visual impairment, etc. For more information and/or to request accommodations, contact the Office of Accessibility Services at [oas@clarkson.edu](mailto:oas@clarkson.edu) or 315-268-7643.

[Students with Disabilities Policy](#)  
[Office of Accessibility Services Website](#)

### **Other Policies of Note:**

#### **Student Regulation Requirements for Excused and Extended Absence**

[Undergraduate: III-F. Attendance](#)  
[Graduate – II-F. Attendance](#)

#### **Grading System**

#### **Discrimination & Harassment**

#### **Religious Accommodations**