The problem in defense is how far you can go without destroying from within what you are trying to defend from without. ~Dwight D. Eisenhower

Sometimes I think it should be a rule of war that you have to see somebody up close and get to know him before you can shoot him. ~M*A*S*H, Colonel Potter

World Peace, like community peace, does not require that each man love his neighbor - it requires only that they live together with mutual tolerance, submitting their disputes to a just and peaceful settlement. --John F. Kennedy

Course Goals:
War has been a pervasive force throughout history. Wars are used to overthrow kingdoms, redefine territorial boundaries and fundamentally reshape the international landscape. This course will focus on the causes of war. We will examine the causes of wars at various levels of analysis. We will examine particular wars, paying attention to how conflict has changed over time, and what makes wars more or less likely. We will pay particular attention to ethnic conflicts and terrorism, as these two trends are fundamentally at the heart of major and minor conflicts today. Students will learn major theoretical explanations for war and will assess the extent to which those theories are useful in explaining why nations go to war. The second part of the course will examine the question of peace. We will explore both philosophical and practical questions of peace. Students will learn different approaches to getting and keeping peace and how those approaches are evolving as peacekeeping forces have increased in recent years.

Course Description (per SFA Bulletin):
This course examines the causes and scope of international conflict including the theories and mechanisms for its cessation and management. We also explore a wide range of approaches to peace and their likelihood of success.

General Education Core Curriculum Objectives/Outcomes:
No specific general education objectives or outcomes are addressed in this course.

Program Learning Outcomes:
Students will demonstrate oral communication skills.

Student Learning Outcomes:
By the end of this course, students will be able to:
• Critically distinguish between the main theoretical perspectives in international conflict and peace
• Demonstrate an ability to analyze conflicts at three levels of analysis
• Critically examine terrorism, including its causes, actors, effectiveness and possible solutions
• Distinguish approaches to peace and critically analyze the effectiveness of those approaches.
Course Requirements

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Reading:
Students should read assigned materials before the classroom discussion on that topic. You are responsible for obtaining and critically reading every assigned article before class. Most of your reading is available for free in the SFA library. I have included hyperlinks to much of the reading. However, if the hyperlink does not work, for any reason, you are responsible for obtaining the reading from the library. For every reading you should be able to identify the thesis and identify at 2-3 arguments/evidence the author uses to support the thesis. It is your job to keep up with the reading and come to class prepared to discuss the material. Reading critically requires you to plan to spend time reading as well as thinking analytically about what you are reading and how it fits in with the rest of the class. **Critical reading often requires students to read material more than once.** It may be helpful to take notes when reading the material and bring any questions to class. You are expected to come to class having read the material critically and prepared to discuss it. For your convenience I have added hyperlinks to reading available through SFA’s library. If, for some reason, the hyperlink does not work, it is **your responsibility to find the article** and be prepared to discuss it prior to class. **You will not do well in this class if you do not come to class and do the assigned readings.**

Grading:
All assignments are due at the beginning of class. That means that if you are late to class, your assignment is counted late. If you know you are going to be absent due to a university excused event, notify your instructor in advance and you will be allowed to schedule a substitute assignment EARLY. Exceptions MAY be made with medical documentation, provided that you contact the instructor in advance.

If you think that an error has been made in calculating your grade, it is **your responsibility** to provide me with all of your work. To that end, it would be prudent to save anything that is handed back to you until you get your final grade report. **You should also always make a copy of a paper/assignment prior to handing it in to me.**

Attendance:
As this is an upper level class and we will cover a good deal of material every class period, missing even one class will likely reflect in your overall grade. It has been my experience that poor attendance will result in a poor grade in the class. You cannot participate if you are not in class. Poor attendance will be reflected directly in-class assignment grade and indirectly in your exam grade. Please be on time to class and plan to say, as entering a class late or leaving early is always disruptive. Such a disruption is unfair to the rest of the class, and will result in you being counted absent. **Attendance during the student presentations is mandatory.**

Participation:
A large part of this course is discussion oriented. As such, participation in class discussions is strongly encouraged. As students, you will get the most out of this class if you engage in the discussions. Participation specifically refers to offering your view or opinion and actively talking about the assigned reading in class. I ask that you respect the diverse backgrounds and views of your fellow students, and employ common courtesies during class.
Other Important Policies:
Assignments are always due at the beginning of class and are considered late if you are late to class. Late assignments will be penalized by one letter grade per day.

Anyone having problems in this course is strongly encouraged to contact the instructor as early as possible. I will be happy to meet you and help you in any way possible. I may be able to help you study more effectively or recommend other assistance. Remember – I want you to do well in this course.

Academic Integrity (A-9.1)
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit. Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Withheld Grades Semester Grades Policy (A-54)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Students with Disabilities
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

This syllabus should be seen as a rough guide of the coming semester. I reserve the right to make changes to this syllabus throughout the semester.

Class information, including changes of dates, study aides, changes in assignments due to weather days or other information will be posted on the class D2L page.

The Family Rights and Privacy Act of 1974 restricts release of certain student information, such as grades. In accordance with the law, I will not be able to give grades out over the phone or e-mail. Please – DO NOT ASK.
Course Schedule:
8/28  Syllabus and Introduction

8/30  On-line Discussion: Realism and Liberalism (No class today – your professor will be attending the American Political Science Association Annual Meeting)
   • Watch or read Steve Pickner “A History of Violence”
     https://www.edge.org/conversation/mc2011-history-violence-pinker
   • Mearsheimer: Great Power Tragedy (D2L)

9/4  Overview of Conflict; Grand Strategies and Balance of Power
   • Mearsheimer “Imperial by Design” National Interest Jan/Feb 2011
   • Levy and Thompson “Hegemonic Threats and Great-Power Balancing in Europe, 1495-1999” Security Studies Jan/March 2005

9/6  WWI
   • Stoessinger: Iron Dice (D2L)

** Student’s group and presentation choices due today

9/11  Unipolarity
   • G. John Ikenberry, Michael Mastanduno and William C. Wohlfforth “Introduction: Unipolarity, State Behavior and Systemic Consequences” World Politics Jan 2009 Vol.61 No.1
     http://www.jstor.org/stable/40060219
   • Jervis “Unipolarity: A Structural Perspective” World Politics Jan 2009 Vol.61 No.1
     http://www.jstor.org/stable/40060225

9/13  Systemic Theories
   • Organski, “Power Transition Theory” (D2L)
   • Modelski and Thompson, “Long Cycle” (D2L)

9/18  World War II

9/20  The Cold War
9/25  Student Presentations: Conflicts in the Cold War

9/27  Exam 1

10/2  Ethnic Conflict
   • Toft “The Origins of Ethnic War” (D2L)

10/4  Ethnic Conflict

10/9 Asymmetric Conflict
   • Arruquin-Toft “How the Weak Win Wars: A Theory of Asymmetric Conflict”

10/11 New Wars
   • Kaldor “In Defense of New Wars” at
     https://www.stabilityjournal.org/articles/10.5334/sta.at/

10/16 Terrorism: Definition and Theory
   • Betts “The Soft Underbelly of American Primacy” Political Science Quarterly 2002
t=true&db=a9h&AN=6625039&site=ehost-live&scope=site

10/18 Terrorism: Rationality and Deterrence
   • Kidd and Walter “The Strategies for Terrorism”, International Security
   • Robert Rotberg, “Failed States in a World of Terror” Foreign Affairs, 81:4.
     http://www.heinonline.org/HOL/Page?handle=hein.journals/fora81&id=1&size=2&collecti
on=journals&index=journals/fora

10/23 Student Presentations: Conflicts in the Post-Cold War

10/25  Student Presentations: Terrorism

10/30 Exam 2

11/1 Liberalism and Democracy
   • Reiter and Stam, “Democracy, War Initiation, and Victory” American Political Science Review
11/6 Autocracies

11/8 Trade

11/13 Peacekeeping

11/15 Peacekeeping, R2P, and nation building

11/20 & 11/22 Thanksgiving holiday

11/27 Student Presentations: Peacekeeping

11/29 Constructivism

12/4 Just War & Pacifism

12/6 Student Presentations: Nonviolent Resistance

Final Exam Monday 12/11 1:00-3:00
Student Presentations
Groups of two students will choose a conflict and present the conflict to the class. The conflicts are on a first come, first served basis. As indicated on the syllabus, there will be no more than two Cold War conflicts, two post-Cold War (1990s) conflicts, two Terrorism cases, two Peacekeeping/Peacemaking cases, and two nonviolent resistance cases. Once you have chosen a partner and a case, you must get the case approved by the professor.
Your case presentation will cover important developments in that conflict or peacekeeping mission, including the issue, the actors involved and what, if any resolution occurred. You may want to give the students a timeline or list of important players. You should also explicitly discuss which theory of conflict best explains your case and why.

1. Present a summary of your case and then summarize for the class HOW the theory you chose best explains your case.
2. Decide how you want to organize the class. For example, some topics may lend themselves to a debate, where two sides are presented. You can be creative here – the idea is to inform and generate discussion. If you need audio-visual equipment for your presentation, it is your responsibility to check that everything is working properly prior to class time. Audio-visual equipment is notoriously unreliable, so you should be prepared to present without it. On the day of your presentation you are required to show up at least 15 minutes prior to class to set up any audio-visual equipment.
3. The day of your presentation, you will need to turn in a typed a copy of your power point slides if applicable or an outline of your class presentation (or a copy of your power point slides if applicable) and any other handouts you've prepared for the class.
4. Each participant will also turn in a sheet describing how much each of the participants (including yourself) contributed to the overall presentation and dossier. The overall contribution should add up to 100%. This may be turned in up to 24 hours after your presentation is completed.

Your grade will reflect content, theoretical evaluation and style of presentation. You will lose points, for example, if you read most of your presentation. On the other hand, you will gain points for a well thought-out presentation that generates discussion in the class. I also give points for creativity!

Each group will have 25 minutes total including any formal presentation and informal discussion/activity. Once a presentation is scheduled it will generally not be rescheduled. Exceptions may be made with a dated doctor’s receipt. If you choose to drop the class it is COMMON COURTESY for you to call and inform your partner.