Professor: Dr. Julie Harrelson-Stephens  
Office: 135 Liberal Arts North  
Phone: 468-2380  
Email: harrelsoj@sfasu.edu  
Office Hours: Monday 10:00 – 11:00; Tuesday 10:30 – 12:00, Wednesday 10:00-11:00, Thursday 8:30 – 9:20, and by appointment

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 and consequences 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 proliferation 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 last 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 have evolved.

Course Requirements
| Participation and Attendance | 10% |
| Exam 1                      | 20% |
| Exam 2                      | 20% |
| Final                       | 20% |
| Student Presentation        | 20% |
| Case Dossier                | 10% |
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 and critically analyze the effectiveness of those approaches.
• Critically examine terrorism, nuclear proliferation, and drone warfare including causes, actors, effectiveness and possible solutions

Textbook: There is no textbook, per se, in this course. Most of the reading is available for download directly from the library. However, several chapters of Reiter’s Understanding War and Peace are assigned. The chapters can be individually downloaded from https://www.understandingwarandpeace.com for $2.99 per chapter.

Reading:
Success in this class depends on attending all of the class sessions and critically reading the assigned material before the class. In order to support an argument (in class or in a paper), students must be familiar with the course material and able to cite appropriately. 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 goes beyond simple comprehension. It involves placing the arguments in their contexts and evaluating their strengths and weaknesses. 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:
By the time you enroll in this or another upper level course, you are at the point in your life that you are preparing to enter ‘the real world’. By the time you get to this class, you should be putting in the effort that represents junior or senior level work. More to the point, you should be putting in effort that represents your adult life. You should be past the point of asking for understanding because you did not come to class, do the reading, or otherwise adequately prepare. In another year you will be going off to graduate school, law school, or starting a job. You are exhibiting, now, the habits you will take with you.

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.

You are responsible for backing up your work as the semester proceeds. No extensions will be given for late work due to a computer, hard drive, or printer failure. 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, you are required 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 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 your participation grade and indirectly in your exam grade. Please be on time to class and plan to stay, 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. Missing a class for a scheduled student presentation will result in a loss of a letter grade in your Participation grade.

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. Common courtesies include arriving on time, turning off cell phones, and generally minimizing side conversations or other behavior that disrupts the course.

Other Important Policies: Assignments are always due at the beginning of class and are considered late if you are late to class. If accepted, 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 (4.1)
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 using or attempting to use unauthorized materials on any class assignment or exam; falsifying or inventing of any information, including citations, on an assignment; helping or attempting to help other student(s) in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to: submitting an assignment as one's own work when it is at least partly the work of another person; submitting a work that has been purchased or otherwise obtained from the Internet or another source; incorporating the words or ideas of an author into one's paper or presentation without giving the author credit. Please read the complete policy at http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf.

Withheld Grades Semester Grades Policy
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:
8/26  Syllabus and Introduction

8/28  What is Conflict? How do political scientists study conflict?
   □ Mearsheimer: Great Power Tragedy (D2L)

9/2  Alliances
   □ Chapter 2: International Alliances by Dan Reiter, in Understanding War and Peace

9/4  Deterrence

9/9  Balance of Power

9/11  Other Systemic Theories of Conflict
   □ Organski, “Power Transition Theory” (D2L)

   *Optional Modelski and Thompson, “Long Cycle” (D2L)

9/16  WWI
   □ Stoessinger: Iron Dice (D2L)

9/18  WWII
   ** Student’s group and presentation choices due today

9/23  Exam #1
9/25 There is no class scheduled today as your professor will be at a conference. You are required to participate in an online discussion on D2L.

- Chapter 8 Civil War by Kathleen Gallagher Cunningham, in *Understanding War and Peace*

9/30 Civil Wars and Ethnic Wars

10/2 The Cold War


10/7 Asymmetric Wars


10/9 Terrorism


10/14 Drone Warfare

- Chapter 10: Drone Warfare by Sarah Kreps, in *Understanding War and Peace*

10/16 **Student Presentations: Conflicts in the Cold War**

10/21 **Student Presentations: Conflicts in the Post-Cold War, Terrorism, and Nuclear Proliferation**

10/23 US Unipolar moment?


10/28 The Rise of China


10/30 **Exam #2**
11/4 Liberalism and Democracy
- Reiter and Stam, “Democracy, War Initiation, and Victory” American Political Science Review

11/6 Autocracies
- Peceny, Beer and Sanchez-Terry “Dictatorial Peace?” American Political Science Review

11/11 The Economics of War
  Chapter 6: Economics and War by Paul Poast, in Reiter in *Understanding War and Peace*

11/13 Trade
- Barbieri and Levy “Sleeping with the Enemy: The Impact of War on Trade” *Journal of Peace Research* 1999
  International Studies Review, 13 (96-108) 2011

11/18 Peacekeeping, Peacemaking

11/20 Civil Resistance

11/25 & 11/27 Thanksgiving Holiday

12/2 Student Presentations: Peacekeeping

12/4 Student Presentations: Nonviolent Resistance

12/13 Final Exam 10:30 – 12:30 in the regular classroom
**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. Once you have chosen a partner and a case, you must get the case approved by the professor. Final case choice must be made no later than **September 18**.

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. What are the explanatory limitations of that theory?

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 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 20 minutes total including any formal presentation and informal discussion/activity. Once a presentation is scheduled it will generally not be rescheduled. If you choose to drop the class it is **COMMON COURTESY** for you to call and inform your partner.

**Case Dossier**

1. 1 page timeline of your chosen conflict
2. 1-2 page summary of the key players in the conflict. Note, the key players should reflect your chosen theory (or limitations of the theory that you have identified and articulated). In other words, if you are utilizing a theory that is based on the role of states, your key actors should be states.
3. 2-3 page theoretical application
4. 1-2 page analysis of the conclusion of the conflict and any limitations of your chosen theory.