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

Purpose:
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.

Your job:
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 that time, 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.
This three-credit hour face-to-face course requires approximately 150 minutes of classroom time/direct instruction as well as at least six hours of out-of-class reading and studying each week in preparation for exams and completion of writing assignments.

Course Requirements:

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<td>Exam 1</td>
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<td>Exam 2</td>
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<td>Course Assignments</td>
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<td>Conflict Presentation</td>
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There are three written exams worth 60% of your total grade. In addition, you will be assigned a conflict research topic for the semester. The conflict project is a way for each student to apply what we are learning in class to a particular conflict. This is intended to be a semester long project. It is not a project that you will be able to cram into your schedule at the end. You are expected to hit the ground running and complete much of the research on your conflict at the beginning of the semester. I am happy to help you with questions along the way. If you have questions or want guidance on the conflict assignment, the earlier you ask, the better. The course assignments will include both in-class and take-home work and comprise 30% of your final grade. Many of the course assignments will be based on your assigned conflict. That means if you do not work on your assigned conflict throughout the semester, you will be unable to complete many of the course assignments. A final 10% of your grade will be on a presentation of your assigned conflict. Complete requirements for the presentation are available on D2L.

Grading:

Course grades of 90 – 100 will be scored an A; 80-89 is a B; 70-79 is a C; 60-69 is a D; below 60 is an F. For grades that are just below the next grade, I will round up for students with outstanding attendance and participation.

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.

Textbook: There is no textbook, per se, in this course. Most of the readings are available for download directly from the library. There are also some readings available on D2L.
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. It is your job to keep up with the reading and come to class prepared to discuss the material. The reading is listed on the date you must be prepared to discuss it.

One technique that can help you succeed is to write a short summary of each reading. *Note: these are designed to help you integrate and recall course material; as such, one page is generally preferred. In these summaries, you should identify the author's thesis, two or three points the author uses to support that thesis. You should also identify methods (if appropriate), the conclusions, and potential problems with the research. papers in the course.

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 the larger context and evaluating each argument’s 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 the readings available through SFA’s library. If, for some reason, the hyperlink does not work, you have the complete citation to find the reading through the library yourself. 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.**

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. **Attendance in this class is required.** 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 course assignment grade and indirectly in your exam grades. 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. It is your responsibility to allow extra time for such unforeseeable circumstances as traffic, ensure your alarm clock is in working order and be in your seat prior to the start of class.

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.
**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.

**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
- Critically examine the nuclear proliferation, including causes, actors, and possible solutions
- Evaluate the role of resources in conflict
- Examine the role of institutions in conflict and conflict avoidance

**Academic Integrity (4.1):**
The Code of Student Conduct and Academic Integrity [10.4.pdf (sfasu.edu)](https://sfasu.edu) outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

You are not permitted to use AI in any assignments for this course.
Student Wellness and Well-Being

SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:

The Dean of Students Office (Rusk Building, 3rd floor lobby) www.sfasu.edu/deanofstudents
936.468.7249 dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

Crisis Resources:

- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- johCrisis Text Line: Text HELLO to 741-741
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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

Withheld Grades Semester Grades Policy (5.5)

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 coursework 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 to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

Other Important Policies: Assignments are always due at the beginning of class and are considered late if you are late to class. 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.

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.
Course Schedule:
8/28  Syllabus and Introduction

8/30  What is Conflict? How do political scientists study conflict?
Before today’s class read:
  □ Mitchell and McCormick p. 15-32

9/4 Realism
Before today’s class read:
  □ Mearsheimer: The Tragedy of Great Power Politics Chapter 2 and Chapter 9 (D2L)

9/6 Balance of Power and Misperception
Before today’s class read:

9/11 WWI
Before today’s class read:
  □ Stoessinger: Iron Dice (D2L)

9/13 Other Systemic Theories of Conflict
Before today’s class read:
  □ Organski, “Power Transition Theory” (D2L)
  □  *Optional Modelski and Thompson, “Long Cycle” (D2L)

9/18 WWII
Before today’s class read:
  □ Stoessinger: Iron Dice (D2L) Barbarossa
  □ *Optional: Nye Understanding Global Conflict and Cooperation, Chapter 4 (D2L)

9/20 Exam #1
9/25 The Cold War

ANNOTATED BIBLIOGRAPHY DUE

9/27 The Cold War II

STUDENT PRESENTATION KOREA
STUDENT PRESENTATION VIETNAM

10/2 Nuclear Proliferation
☐ Waltz, “More may be better” (D2L)

STUDENT PRESENTATION KASHMIR

10/4 Asymmetric Wars

STUDENT PRESENTATION ANGOLA

10/9 Civil War
☐ Mitchell and McCormick Chapter 2 (D2L)

STUDENT PRESENTATION SYRIA

10/11 Resources
☐ Mitchell and McCormick Chapter 13 (D2L)
☐ Ross, Michael 2002, “Oil, Drugs, and Diamond: How do Natural Resources Vary in their Impact on Civil War?

STUDENT PRESENTATION RWANDA
STUDENT PRESENTATION MYANMAR

10/16 New Technologies
STUDENT PRESENTATION NICARAGUA

STUDENT PRESENTATION AFGHANISTAN
10/18 Exam #2

10/23 Liberalism

   http://www.jstor.org/stable/25054099

10/25 Democratic Peace

☐ Weeks, Jessica 2024, “Domestic Political Institutions and War,” in Understanding War and Peace, Reiter ed. (D2L)

10/30 Autocracies


STUDENT PRESENTATION SOUTH SUDAN

11/1 The Economics of War


STUDENT PRESENTATION SOMALIA

11/6 Trade


STUDENT PRESENTATION NAGOROK-KARABACK

11/8 Peacekeeping, Peacemaking


STUDENT PRESENTATION PEACEKEEPING MOZAMBIQUE

11/13 Peacekeeping, Peacemaking

11/15 Civil Resistance
- Chenoweth chapter ch 4 (D2L)
- STUDENT PRESENTATION ARAB SPRING

THANKSGIVING BREAK

11/27 Alliances
- Reiter, Dan. 2024. “International Alliances,” in Understanding War and Peace, Reiter ed. (D2L)

11/29 The US and NATO
- Online Module NATO

12/4 China’s Rise
- Online Module China

12/6 Conclusion

12/13 Final Exam Wednesday 1:00 – 3:00 in the regular classroom