

Florida International University

From the SelectedWorks of Lukas K. Danner

Fall 2015

Syllabus INR 3061 (U01): Conflict, Security, and Peace in International Relations (Fall 2015)

Lukas K Danner, *Florida International University*



SELECTEDWORKS™

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Conflict, Security, and Peace Studies in International Relations
INR 3061 (U01)
Fall 2015¹

Course Information:

Meetings: Mon., Wed. and Fri. (3:00—3:50 PM)
Classroom: Ziff Education Building 110
Class no.: 85401

Instructor: Lukas K. Danner

Email: LDANNER@FIU.EDU

Office hours: Wed. from 2:00 PM to 2:45 PM (GL150)
with previous appointment

“Those who want peace, it is said, prepare for war.
Those who are already at war prepare for peace.”²
—*Evan Luard*

Course Description:

War and peace are two intermittent outcomes of the continuous and dynamic nature of social interactions in world politics. In turn, these social events are connected by social conflicts that may, or may not degenerate into a crisis situation and war. Thus, this course will explore the genesis of social conflicts, their possible resolution, or their ultimate degeneration into crisis and war. Since the conflict-crisis-war cycle is born out and nurtured during times of “peace,” we will focus on that tract of time in order to understand the nature of social conflicts, the evolution into crisis, and the conditions for their potential resolution and/or degeneration into mass violence. Accordingly, this course will survey different definitions of conflict, security, stability, peace, war and their significance in both historical and contemporary perspectives. It will explore the causes of mass violence (war) and interstate peace and their gradations in the international state system. It will review the basic literature on military strategy and its relation to the onset and evolution of international crises, war, and peace. It will discuss major philosophical works on the notions of conflict, security, violence, war, and peace among state actors. This course’s main unit of analysis is the state and the state system.

¹ Last updated on October 29, 2015.

² Evan Luard, *A History of the United Nations, Volume 1*, (New York, NY: St. Martin’s Press, 1982).

Learning Objectives:



1. Development of independent, abstract, and critical thinking about the causes of interstate crises, war, conflict resolution, peace-making, and peace-keeping.
2. Internalization of the concepts and theoretical arguments about war and peace as reflected in IR research and ability to apply them on empirical cases.
3. Acquaintance with the principal causes and conditions leading on to major systemic confrontations such as the First and Second World Wars, and the rise and demise of the Cold War.
4. Familiarization with various theoretical viewpoints regarding each of these fundamental states affairs in world politics.

The principal aim of this course is to teach students independent, abstract, and critical thinking about the causes of interstate crises, war, conflict resolution, peace-making, and peace-keeping. The second objective is that students will leave this course having learned and internalized the concepts and theoretical arguments about war and peace as reflected in IR research and that they be able to apply them on empirical cases. The third aim of this course is to teach students the principal causes and conditions leading on to major systemic confrontations such as the First and Second World Wars, and the rise and demise of the Cold War. Accordingly, the course introduces students to the process of abstraction and critical inquiry into the causes and conditions leading to interstate peace, war, and the state of interstate security. Further, this course familiarizes students with various theoretical viewpoints regarding each of these fundamental states affairs in world politics. Students are expected to learn about theory in IR, military and diplomatic strategy, and the background history of system-transforming events like the Second World War, the Cold War, and the Rise of China as challenger to U.S. primacy. The analytical tools offered in this course will help students learn, explain, organize, and engage extant IR theories on war, strategy, peace, and state security. The purpose is to make these more relevant to different research needs and applications. At the end of this course, students are expected to know about the theoretical evolution of International Relations; what is the “normal” state of affairs in world politics, what is peace; what causes a social conflict to escalate to a crisis situation; why some crisis situations degenerate into open warfare while others are successfully resolved, ultimately leading to stable peace; how have the main philosophical perspectives, informing various IR schools of thought, led different thinkers to develop different theories about the causes of interstate peace, war, and security; can peace only be promoted from a position of strength or from enlightened and civilized thinking; how different assumptions and norms lead to different theoretical positions in the field of conflict, strategy, peace, war, and security; and how different IR theories help us to formulate fundamental questions, seek answers to those questions, and make sense of the past, the present, and, possibly, the future of our world and the pressing international security issues affecting our world.

General Organization:

To successfully accomplish the learning objectives listed above, the course is organized around four main sections. Part 1, as a way of introduction, explores the theoretical and philosophical fundamentals that inform the major schools of thought in International Relations and how these influence different

approaches to the study of conflict, security, and peace in world politics. It will define “peace” and “war.” Specifically, we will explore the following questions: What is the *normal state of affairs* in world politics; what is the origin of social conflict; what is the genesis of the *peace-war-peace-war* cycle; what is *peace*; what is *war*; and what is *international security*? In Part 2, we will focus on ways to explain the causes of international conflict. Part 3 will engage justifications of war. Part 4 will survey the ways to building and securing interstate peace. Part 5 focuses on the analysis of strategic history by examining the exemplar cases: the First and Second World Wars, the Cold War. Finally, Part 6 highlights current and future strategic challenges: environmental security, cyber warfare, and the Rise of China as a challenger to U.S. international primacy.

Course Requirements:

Class Preparation: In order for students to take full advantage of the class and make it more enjoyable for all, the required readings must be completed *before* each class meeting. Students are also encouraged to come to class with a set of questions that they may have encountered while preparing for the meetings, and to share them with the rest of the students at the appropriate moment. Class preparation should go both ways: as the instructor prepares the lectures and discussion sessions, every student must also dedicate, at least, an hour of preparation prior to each class meeting. Otherwise, the instructor will sound like he is speaking an incomprehensible language. In short, prepare thoughtfully and thoroughly before each class meeting.

Class Attendance and Participation (together 10%): There is a difference between *tactical dilatory* “participation,” and *quality* participation. While normal, quality class participation is always welcome, blather and dilatory interventions are discouraged. For example, simply posing misinformed questions about the readings or the lecture—when clearly exhibiting an abject lack of proper class preparation or reading of the assigned texts—may actually end up working against, rather than in favor of, the student’s grade. In contrast, active, thoughtful, quality participation, demonstrating intimate and thoughtful familiarity with the assigned readings and class topics, is highly welcome, as it will certainly help students improve his/her overall final grade. Class participation is part of the attendance and participation class requirement which is worth up to 10 %.

Exams (75%): There will be two (2) midterm exams during the semester, and one (1) comprehensive final exam during final’s week for a total of three (3) exams. Exams will include any or a combination of the following types of questions: specific conceptual definitions, factual short-answer questions, multiple-choice questions, and analytical essay questions. Students must take all exams, the midterms and the final in order to be able to pass this class. Make-up exams can only be granted, if a student has a valid and documented reason for not making the pre-set exam date; if you do miss an exam, you must make arrangements to make it up within ONE WEEK from the date of the scheduled exam. If you do not make up the exam within that time, you will receive a zero as a grade. The midterm exams count twenty (20) percent of the final grade each, and the final comprehensive exam thirty-five (35) percent of the final grade. Together, these exams make up 75 % of your final grade.



Quizzes (15%): Quizzes will consist of multiple-choice questions. Throughout the semester there will be several quizzes unannounced at the beginning of class; if not present at the beginning of class, no make-up can be granted later on. Basis for each quiz is the assigned reading on the day of the quiz. The frequency of quizzes will ultimately depend on whether students come prepared to class and comprehend the assigned readings well. Once graded, you will find your grade in FIU Blackboard's "My Grades" section. Graded quizzes will not be handed back to students but may be inspected upon request. All quizzes together will count for 15 % of your final grade in this class.

Final Grade Point Distribution and Schedule:

Attendance, and Participation.....	10%
Quizzes.....	15%
First Midterm Exam, Wednesday, September 23 rd at 3:00PM, ZEB 110.....	20%
Second Midterm Exam, Wednesday, October 21 st at 3:00PM, ZEB 110.....	20%
Final Exam, Friday, December 11 th at 12:00M -2:00PM, ZEB 110 (<i>FIU Exam Schedule</i>).....	35%
Total.....	100%

Grading System: The grading scale will follow FIU standards. Please note that less than a 60% average score is an automatic F or failure.

No incomplete grade will be granted.

A:	93-100%	B:	83-87%	C:	73-77%	D:	63-67%
A-:	90-92%	B-:	80-82%	C-:	70-72%	D-:	60-62%
B+:	88-89%	C+:	78-79%	D+:	68-69%	F:	<60%

Readings: Three textbooks are required for this class (see below). Textbook readings *will not* be provided to students; I will assume you have bought or rented them. Other required reading assignments, like journal articles or book chapters, will be provided to students through FIU Blackboard. Suggested readings will not be provided and would be the student's responsibility, if interested in reading more on the subject. Students will not be expected to have read the suggested, i.e. optional, readings.

Purchasing Textbooks: Significant portions of the following three books are assigned as required readings and will be available for purchase or rental through the FIU bookstore ([here](#)), or the cyber market:

- Richard K. Betts (ed.), *Conflict After the Cold War: arguments on causes of war and peace*, [Fourth Edition](#) (New York: Routledge, 2012). ISBN-13: 978-0-205-85175-1.
- Colin S. Gray, *War, Peace and International Relations: an introduction to strategic history*, [Second Edition](#) (New York: Routledge, 2012). ISBN-13: 978-0-415-59487-5.
- Joseph S. Nye, Jr, and David A. Welch, *Understanding Global Conflict and Cooperation*, [Ninth Edition](#) (New York: Pearson, 2012). ISBN-13: 978-0-205-85163-8.

Keep in mind that readings complement lectures. Thus, readings will not be summarized in class and I will assume that you read them closely.



The list of topics and readings is a general guideline or schedule. This is not a strict plan to cover at all cost. I establish my class pace based on the progress I sense from the class. Some topics may need additional coverage while others may need less. This is something that I cannot anticipate at the time of selecting the topics and readings for this course. Ultimately, the coverage of the syllabus depends on the nature and evolution of the class itself, not on the instructor's ability to rattle on material that is poorly understood by the majority of the students. My first and foremost priority is to make sure that *all* students progress uniformly when a serious effort is devoted to the class.

*At any time during the semester, the instructor may input changes to the present syllabus, as he deems necessary. The instructor reserves the right to change material on the syllabus, based on his estimation of the class caliber, comprehension, and progress. In case of any such changes, the instructor will notify the modifications in class.

Course Policies:

Fair Warnings on Exams, Class Attendance, Preparation and Participation: If you miss the midterm exam or the comprehensive final exam, without a well-certified and verifiable excuse, it will count as a zero. In this case, there will be no chance for a make-up exam. I require a written and verifiable excuse to request a make-up exam. If you have conflicting work schedule, fix it ahead of time or drop the class to avoid future problems. I consider classes and exams more important than work at this time of your life. Examine closely the schedule included here. If you identify a schedule conflict, make your choice early on and decide whether to stay in the course or drop it to avoid future problems.

Attendance: In order for the classes to begin on time (and end on time, too), students should plan ahead and seriously consider coming to the classroom 5 to 10 minutes early. Attendance is mandatory and will be taken by sign-in sheet during selected occasions. Generally, it is preferred that students will let the instructor know much ahead of time, if they need to miss class. Students, who consistently miss classes, even if their performance in the exams and written assignments is satisfactory, will harm their overall class grade. Coming to class is an indispensable part of the student's training and education. Traffic, parking, or car problem excuses are not accepted.

Electronic Devices: The use of cell-phones, tablets, and other such electronic devices is not allowed inside the classroom during class time, and should be turned off and stored away before the beginning of each class. Don't wait to be admonished in public for such prohibited use in class. If in need of making a phone call or texting, please quietly step outside of the classroom—it is your right. Also, laptop computers are not allowed during class time. Students are required to take notes by hand instead. Finally, the instructor permits no recording of the classes. Please adhere to these policies.

Academic Integrity: Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of

ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

It is also to be noted that academic dishonesty is a violation of FIU's Student Code of Conduct Procedures. Academic dishonesty includes cheating, plagiarism, and misrepresentation of one's work. These are academic offenses that will result in failing the course, as per the Student Code of Conduct Procedures.

DRC-Registered Students: The Disability Resource Center (DRC) collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center GC 190.

Syllabus: You are required to keep this syllabus for class references. The syllabus is also available online in this course's Blackboard (<http://fiu.blackboard.com/>). Please check the class's Blackboard and your FIU email account for communication about this and future class communications.

Course Communication: I do not email students to personal email addresses, except when replying to students' specific questions. Please check your FIU email (<http://panthermail.fiu.edu/>) regularly, as well as the course's blackboard (<http://fiu.blackboard.com/>) announcements and course messages.

Extra Credit Assignments: All extra credit assignments are granted universally to the entire class; there are no individual extra credit assignments. Taking advantage of extra credit may help students improve their grade by one letter grade, e.g., from B+ to A-, however, not more than to the next letter grade (no matter how many EC opportunities are taken advantage of by one student).

Course Schedule:

Important Dates:

Please note the following holidays when FIU is closed and other important dates in the class:

1. Monday, August 24: Classes Begin.
2. Monday, August 31: Last Day to Add, Drop or Swap courses without incurring financial liability.
3. Monday, September 7: Labor Day Holiday (no class).
4. Wednesday, September 23: First Midterm Examination.
5. Wednesday, October 21: Second Midterm Examination.
6. Monday, November 2: Last Day to drop a course with a DR grade.
7. Wednesday, November 11: Veterans Day Holiday (no class).
8. Wednesday, November 25, and Friday, November 27: (Pre-)Thanksgiving Holiday (no class).
9. Friday, December 11: Final Comprehensive Examination during Finals Week as per FIU Exam Schedule, 12pm-2pm.
10. Thursday, December 17: Grades available on My.FIU.edu (starting 9:00am).

Class Session Schedule:



<u>DATE:</u>	<u>CLASS ORDER:</u>	<u>CLASS TOPIC:</u>
August 24 (Mon)	Course presentation	Introduction, outline, administrative points

Part One: Introduction and Concepts

August 26 (Wed)	Class meeting 1	} 1. Visions of War and Peace
August 28 (Fri)	<i>---No Class</i>	
August 31 (Mon)	Class meeting 2	} Visions of War and Peace (continued) & 2. Politics, IR Theory, and Levels of Analysis
September 2 (Wed)	Class meeting 3	
September 4 (Fri)	Class meeting 4	} 4. Definition of "Peace"
September 7 (Mon)	<i>---No Class</i>	
September 9 (Wed)	Class meeting 5	} 5. Definition of "War"

Part Two: Causes of Conflict

September 11 (Fri)	Class meeting 6	} 6. Realist Explanations
September 14 (Mon)	Class meeting 7	
September 16 (Wed)	Class meeting 8	} 7. Psychology
September 18 (Fri)	Class meeting 9	
September 21 (Mon)	Class meeting 10	} 8. Culture / Review
September 23 (Wed)	Class meeting 11	
September 25 (Fri)	Class meeting 12	} 9. Political Economy
September 28 (Mon)	Class meeting 13	

Part Three: Justifications for War

September 30 (Wed)	Class meeting 14	} 11. Just War Theory 12. International Law
October 2 (Fri)	Class meeting 15	



Part Four: Prevention of War and Institution of Peace

October 5 (Mon)	Class meeting 16	}	13. B-o-P
October 7 (Wed)	Class meeting 17		
October 9 (Fri)	---No Class		----Instructor at AACS Annual Conference in Houston
October 12 (Mon)	Class meeting 18	}	14. Nuclear Weapons <i>Watch debate Iran's Nuclear Ambitions</i>
October 14 (Wed)	Class meeting 19		
October 16 (Fri)	Class meeting 20	}	15. Liberal Explanations for Peace / Review
October 19 (Mon)	Class meeting 21		
October 21 (Wed)	Class meeting 22	}	-----Second Midterm Exam

Part Five: Strategic History

October 23 (Fri)	Class meeting 23	}	16. WW I <i>Watch documentary World War I: Cause and Effects</i>
October 26 (Mon)	Class meeting 24		
October 28 (Wed)	Class meeting 25	}	
October 30 (Fri)	Class meeting 26	}	17. WW II (1/2) <i>Watch documentary Fog of War on WW II and Cold War told through the life of Robert McNamara</i>
November 2 (Mon)	Class meeting 27		
November 4 (Wed)	Class meeting 28	}	WW II (2/2) + (18.) Cold War
November 6 (Fri)	Class meeting 29		
		}	18. Cold War

Part Six: Strategic Present and Future

November 9 (Mon)	Class meeting 30	}	19. Unconventional Warfare (1/2) -----Veterans Day Holiday
November 11 (Wed)	---No Class		
November 13 (Fri)	Class meeting 31	}	<i>Watch documentary Modern Warfare: Terrorism</i>
November 16 (Mon)	Class meeting 32	}	Unconventional Warfare (2/2)
November 18 (Wed)	Class meeting 33		
		}	20. Environment and War
November 20 (Fri)	Class meeting 34	}	21. Cyberwarfare <i>Watch documentary Thinking about Cybersecurity (Stuxnet – The first cyberguided missile & Nations at Cyber War)</i>
November 23 (Mon)	Class meeting 35		
November 25 (Wed)	---No Class		----- (Pre-)Thanksgiving Holiday
November 27 (Fri)	---No Class		
November 30 (Mon)	Class meeting 36	}	22. Unipolarity, China, & Future World Order
December 2 (Wed)	Class meeting 37		



December 4 (Fri)	Class meeting 38		Watch debate <i>Will the 21st Century Belong to China?</i> / Review
December 11 (Fri)	Final Exam	}	---- <i>In-class Final Comprehensive Exam, 12pm-2pm, Ziff Education Building 110 (as per FIU Exam Schedule)</i>
December 17 (Thur)	Grades available online starting 9:00AM (https://my.fiu.edu)		

Readings:

Course Presentation (Aug-24)

No required readings.

Suggested Readings:

1. Joseph Nye, *Understanding Global Conflict and Cooperation*, chapter 1.

Part One: Introduction to War and Peace Studies & Concepts

1. Visions of War and Peace (Aug-26 & Aug-31)³

Required Readings:

1. Richard Betts (ed.), *Conflict After the Cold War*, Part I, pp. 1-65.
 - a. Fukuyama, "The End of History?," pp. 6-17.
 - b. Mearsheimer, "Why We Will Soon Miss the Cold War," pp. 18-34.
 - c. Huntington, "The Clash of Civilization?," pp. 35-53.
 - d. Zakaria, "Economics Trumps Politics," pp. 54-65.

-----**Instructor at ECPR, Montréal (no class August 28)**-----

2. Politics, IR Theory, and Levels of Analysis (Aug-31)

Required Readings:

1. Kenneth N. Waltz, *Man, the State and War: A Theoretical Analysis* (Columbia University Press, 1959), Chap. 1 (pp. 1-15), Chap. 8 (pp. 224-238).
2. Jack Snyder, "One World, Rival Theories," *Foreign Policy*, No. 145 (Nov-Dec 2004), pp. 52-62.
3. Joseph Nye, *Understanding Global Conflict and Cooperation*, chapter 2, pp. 52-61 ("Levels of Analysis").

³ Recommended as accompanying videos: <http://www.youtube.com/watch?v=Fgg5YEdUOog>; <http://www.youtube.com/watch?v=03mgPT5fiaU>; http://www.youtube.com/watch?v=X5Qy_4249JA; http://www.youtube.com/watch?v=pypOh_5qh4M; <http://www.youtube.com/watch?v=vG8Fmi1Ys3I>.

3. Philosophical Foundations of Social Conflict (Sept-2)⁴

Required Readings:

1. Plato, *The Laws* (Look only for how Plato defines the “state of nature”).
2. Richard K. Betts (ed.), *Conflict After the Cold War*,
 - a. Thucydides, “The Melian Dialogue,” pp. 69-73.
 - b. Machiavelli, “Doing Evil in Order to Do Good,” pp. 74-77.
 - c. Hobbes, “The State of Nature,” pp. 78-81.
3. Joseph Nye, *Understanding Global Conflict and Cooperation*, chapter 1: “Are There Enduring Logics of Conflict and Cooperation in World Politics?,” pp. 1-36.

4. The Definition of “Peace” (Sept-4)⁵

Required Readings:

1. Johan Galtung, “Editorial,” *Journal of Peace Research*, Vol. 1, No. 1 (1964), pp. 1-4.
2. Johan Galtung, “Violence, Peace, and Peace Research,” *Journal of Peace Research*, Vol. 6, No. 3, (1969), pp. 167-191.

-----Labor Day Holiday (September 7)-----

5. The Definition of “War” (Sept-9)⁶

Required Readings:

1. Carl von Clausewitz, *On War*, Book I, Chaps. 1, 2 (available online).
2. Colin S. Gray, *War, Peace and International Relations: An Introduction to Strategic History* (New York: Routledge Press, 2007), introduction: “strategic history,” pp. 1-4, chapter 1: “Themes and contexts of strategic history,” pp. 5-16, and chapter 2: “Carl von Clausewitz and the theory of war,” pp. 17-33.

⁴ Recommended as accompanying video: <http://www.youtube.com/watch?v=PNzHOqjMHwY>.

⁵ Recommended as accompanying videos: http://www.youtube.com/watch?v=RYFn_hSF3wQ; <http://www.youtube.com/watch?v=4jctWFux1dQ>; <http://www.youtube.com/watch?v=WwWFgOCLxOY>; <http://www.youtube.com/watch?v=cLjhaaP9bP8>.

⁶ Recommended as accompanying video: http://www.youtube.com/watch?v=pSF_UtEWnCc&list=TLwVR7kHKQlxPac5WOwj9WSjgquMh5bB6R.

Part Two: Causes of Conflict⁷

6. Realist Explanations (Sept-11, Sept-14 & Sept-16)⁸

Required Readings:

1. Richard K. Betts (ed.), *Conflict After the Cold War*, Part II: International Realism
 - a. E.H. Carr, "Realism and Idealism," pp. 82-99.
 - b. Waltz, "The Origins of War in Neorealist Theory," pp. 99-107.
 - c. Gilpin, "Hegemonic War and International Change," pp. 107-119.
 - d. Blainey, "Power, Culprits, and Arms," pp. 120-132.
2. Joseph Nye, *Understanding Global Conflict and Cooperation*, chapter 2, esp. pp. 62-64.

7. Psychological Explanations (Sept-18)

Required Readings:

1. Richard K. Betts (ed.), *Conflict After the Cold War*, Part IV: Psychology, pp. 172-210.
 - a. Freud, "Why War?"
 - b. Milgram, "How Good People Do Bad Things?"
 - c. Kahneman, and Renshon, "Why Hawks Win"
 - d. Jervis, "War and Misperception."

8. Cultural Explanations (Sept-21)

Required Readings:

1. Richard K. Betts (ed.), *Conflict After the Cold War*, Part V: Culture, pp. 211-293 (w/out 262-279):
 - a. Wendt, "Anarchy is What States Make of It"
 - b. Lebow, "Spirit, Standing, and Honor"
 - c. Mead, "War is Only an Invention"
 - d. Mueller, "The Obsolescence of Major War"
 - e. Tickner, "Men, Women, and War."

-----First Midterm Examination (September 23)-----

⁷ The CFR Global Conflict Tracker gives a good introduction to current conflicts worldwide. Available online at http://www.cfr.org/global/global-conflict-tracker/p32137?cid=ppc-fa_com-gct_suite-032415#!/.

⁸ Recommended as accompanying videos: <http://www.youtube.com/watch?v=hNbePdkeXAA&feature=relmfu>; <http://www.youtube.com/watch?v=8vqg8JeOqZg&feature=relmfu>; <http://www.youtube.com/watch?v=F9eV5gPIPZg>; <http://www.youtube.com/watch?v=UnKEFSVAiNQ>; <http://www.youtube.com/watch?v=DCE7EB1Nvq4>; <http://www.youtube.com/watch?v=AKFamUu6dGw>.

9. Political Economy Explanations (Sept-25)

Required Readings:

1. Richard K. Betts (ed.), *Conflict After the Cold War*, Parts VI: Economics, pp. 294-363.
 - a. Machiavelli, "Money Is Not ..."
 - b. Angell, "The Great Illusion"
 - c. Blainey, "Paradise is a Bazaar"
 - d. Lenin, "Imperialism"
 - e. Schumpeter, "Imperialism and Capitalism"
 - f. Milward, "War as Policy"
 - g. Waltz, "Structural Causes and Economic Effects"
 - h. Rosecrance, "Trade and Power."

10. Nationalist and Ideological Explanations (Sept-28)

Required Readings:

1. Richard K. Betts (ed.), *Conflict After the Cold War*, Parts VII: Politics, pp. 364-420.
 - a. Gellner, "Nations and Nationalism"
 - b. Mansfield, and Snyder, "Democratization and War"
 - c. Kaufmann, "Possible and Impossible Solutions to Ethnic Civil Wars"
 - d. Kumar, "The Troubled History of Partition."

Part Three: Justifications for War

11. Just War Theory (Sept-30)⁹

Required Readings:

1. Michael Walzer, "The Triumph of Just War Theory." *Social Research*, Vol. 69, No. 4, pp. 925-943.
2. Joseph Nye, *Understanding Global Conflict and Cooperation*, pp. 29-30; pp. 208-218.

12. International Law (Sept-30)

Required Readings:

1. Richard K. Betts (ed.), *Conflict After the Cold War*, Part V: Culture, pp. 262-279.
 - a. Martha Finnemore, "Constructing Norms of Humanitarian Intervention," pp. 262-279.
2. UN Charter, art. 2(4) and chap. VII (available online).
3. Joseph Nye, *Understanding Global Conflict and Cooperation*, pp. 29-30; pp. 208-218 (repeat).

-----Watch Debate "Humanitarian Intervention" (October 2)-----

⁹ Recommended as accompanying videos: <http://www.youtube.com/watch?v=LcBovmGZSPU>;
<http://www.youtube.com/watch?v=dfm9OZ5OiiI>.

Part Four: The Prevention of War and the Institution of Peace

13. Balance of Power and Preventing War (Oct-5 & Oct-7)

Required Readings:

1. Richard K. Betts (ed.), *Conflict After the Cold War*,
 - a. Jack S. Levy, "The Offensive/Defensive Balance of Military Technology," pp. 442-453.
 - b. Kenneth N. Waltz, "The Origins of War in Neorealist Theory," pp. 100-106 (repeat).
2. Joseph Nye, *Understanding Global Conflict and Cooperation*, chapter 3: pp. 81-88 ("Balance of Power Theory").

-----**Instructor at AACCS, Houston (no class October 9)**-----

14. Nuclear Weapons and Preventing War (Oct-12)¹⁰

Required Readings:

1. Richard K. Betts (ed.), *Conflict After the Cold War*,
 - a. Kenneth N. Waltz, "The Spread of Nuclear Weapons: More May Be Better," pp. 465-476.
2. Colin Gray, *War, Peace and International Relations*, chapter 15: "The Cold War II: the nuclear revolution," pp. 231-244.
3. Joseph Nye, *Understanding Global Conflict and Cooperation*, chapter 5, pp. 165-191 ("The Rest of the Cold War").

-----**Watch Debate "Iran's Nuclear Ambitions" (October 14)**-----

15. Liberal Explanations of the Outbreak of Peace (Oct-16 & Oct-19)

Required Readings:

19. Richard K. Betts (ed.), *Conflict After the Cold War*, Part III: International Liberalism, pp. 133-171.
 - a. Kant, "Perpetual Peace"
 - b. Cobden, "Peace Through Arbitration"
 - c. Wilson, "Community of Power vs. Balance of Power"
 - d. Doyle, "Liberalism and World Politics"
 - e. Keohane, and Nye, "Power and Interdependence."
20. Joseph Nye, *Understanding Global Conflict and Cooperation*, chapter 7: "Globalization and Interdependence," pp. 254-284.

-----**Second Midterm Examination (October 21)**-----

¹⁰ Recommended as accompanying video: <http://www.youtube.com/watch?v=vtaXSqmitAo>.

Part Five: Strategic History

16. The First World War, 1914-1918 (Oct-23 & Oct-26)

Required Readings:

1. Colin Gray, *War, Peace and International Relations*, chapter 6: "World War I, I," pp. 90-99, and chapter 8: "The twenty-year armistice, 1919-39," pp. 113-129.
2. Joseph Nye, *Understanding Global Conflict and Cooperation*, chapter 3: "Westphalia to World War I," pp. 77-81, and pp. 86-110.

-----Watch Documentary "World War I: Cause and Effects" (October 28)-----

17. The Second World War, 1939-1945 (Oct-30 & Nov-4)

Required Readings:

1. Colin Gray, *War, Peace and International Relations*, chapters 10-13, pp. 141-208.
2. Joseph Nye, *Understanding Global Conflict and Cooperation*, chapter 4: "The Failure of Collective Security and World War II," pp. 111-140.

-----Watch Documentary "Fog of War" (November 2)-----

18. The Cold War, 1947-1989 (Nov-4 & Nov-6)

Required Readings:

1. Colin Gray, *War, Peace and International Relations*, chapter 14, pp. 209-230, and repeat chapter 15 ("The nuclear revolution," pp. 231-244)
2. Joseph Nye, *Understanding Global Conflict and Cooperation*, chapter 5: "The Cold War," pp. 141-164.

Part Six: Strategic Present and Future

19. Unconventional Warfare: Revolution and Terrorism (Nov-9 & Nov-16)

Required Readings:

1. Richard K. Betts (ed.), *Conflict After the Cold War*, Part IX:
 - a. Martha Crenshaw, "The Logic of Terrorism," pp. 481-494.
 - b. Mark Juergensmeyer, "Religious Radicalism and Political Violence," pp. 495-510.
 - c. Mark Sageman, "Jihadi Networks of Terror," pp. 516-529.

2. Joseph Nye, *Understanding Global Conflict and Cooperation*, pp. 309-311 (“Transnational Terrorism and the ‘War On Terror’”), and pp. 327-330 (“Transnational Terrorism”).
3. Colin Gray, *War, Peace and International Relations*, pp. 262-278 (“9/11: World War III?”), and chapter 18: “Irregular Warfare,” pp. 279-306.

-----Veterans Day Holiday (no class November 11)-----

-----Watch Documentary “Modern Warfare: Terrorism” (November 13)-----

20. Environment and War (Nov-18)

Required Readings:

1. Richard K. Betts (ed.), *Conflict After the Cold War*,
 - a. Homer-Dixon, “Environmental Changes...,” pp. 611-628.
 - b. de Soysa, “Ecoviolence,” pp. 629-640.
2. Joseph Nye, *Understanding Global Conflict and Cooperation*, pp. 333-336 (“Climate Change”).

21. Cyberwarfare (Nov-20)¹¹

Required Readings:

1. Herbert Lin, “Cyber Conflict and National Security,” in Robert Art, and Robert Jervis, *International Politics*, 11th ed., (New York: Pearson, 2013), pp. 276-288.
2. Joseph Nye, *Understanding Global Conflict and Cooperation*, pp. 330-331 (“Cyberwarfare”).

-----Watch Documentary “Thinking About Cybersecurity” (November 23)-----

------(Pre-)Thanksgiving Holiday (no class November 25 & 27)-----

¹¹ Recommended as accompanying video: http://www.youtube.com/watch?v=IOM_wfGAEQw.

22. Unipolarity, the Rise of China, and Future World Order (Nov-30 & Dec-2)¹²

Required Readings:

1. Colin Gray, *War, Peace and International Relations*, pp. 248-251 ("A Unipolar World").
2. Joseph Nye, *Understanding Global Conflict and Cooperation*, chapter 9: "What Can We Expect in the Future?," pp. 337-347 ("A New World Order?").
3. Richard K. Betts (ed.), *Conflict After the Cold War*,
 - a. Ikenberry, and Slaughter, "A World of Liberty Under Law," pp. 641-645
 - b. Betts, and Christensen, "China: Can the Next Superpower Rise Without War?," pp. 646-658.
 - c. Huntington, "Peace Among Civilizations?," pp. 659-671.

-----Watch Debate "Will the 21st Century Belong to China?" (December 4)-----

-----Final Exam (Friday, December 11th from 12:00pm to 2:00pm in ZEB 110)-----

¹² Recommended as accompanying videos: <http://www.youtube.com/watch?v=OsXYsXUgoLI>;
<http://www.youtube.com/watch?v=KJUgYjB1w1E>; <http://www.youtube.com/watch?v=IhNjRCEPr8>;
<http://www.youtube.com/watch?v=mtDxxsApjWs>; <http://www.youtube.com/watch?v=796LfXwzIUk>.