

The Causes & Prevention of International War

POLI-3630-01, 3 credits

Fall 2020

MWF 12:55-1:40pm

Woldenberg Art Center (Art Gallery)

Contact Information

Drew H. Kinney

Office Hours: MW 10:45am-12:45pm, by [appointment](#) (via Zoom)

Email: dkinney@tulane.edu

Course site: [Canvas](#)

Course Description. This course examines the principal causes of war, i.e., the organized killing of groups by other groups of people. We will examine what prevents war and, short of prevention, how to prepare for war. The course is designed to simultaneously examine the causes of war in both historical and theoretical perspective, especially with a mind to thinking about the various levels of analysis. The majority of the course is about inter-state war, but it also touches on the Global War on Terror as well as civil conflicts. The main historical cases are World Wars One and Two, the Cold War, and the Long Peace, although we also briefly discuss the Napoleonic Wars, the Wars of German Unification, the Falklands War, the Syrian Civil War, and more.

Learning Outcomes. Upon completion of this course, students will:

1. Be familiar with different issues associated with warfare, including matters such as terrorism, civil war, interstate conflict, and nuclear weapons;
2. Be familiar with a wide variety of empirical examples of wars and their causes;
3. Produce short papers that engage with material on understanding, managing, and resolving warfare; and
4. Expand their skills in writing, critical analysis, and online tools.

Course Requirements and Evaluation:

Break-down of course grades:

Midterm Exam (due Oct. 2)	25%
Reaction Papers (see below)	20%
Final Exam (due Dec. 2)	35%
Participation	20%

Participation. Individual participation is worth 20% of your grade. Simply showing up for class is not sufficient to earn participation points. You are expected to attend classes regularly and participate in discussions. I want you to talk so that you engage with the material and your classmates. It is not any more complicated than that. You are free to ask about current events, readings you did not understand, et cetera. This way we can learn interactively.

Note that any videos posted online, and related discussion posts, are also counted toward your participation grade.

Reaction Papers. You will submit four 2-page reaction papers (worth 5% each for a total of 20% of your grade), one for each of our six sections minus the two sections (III & VI) in which we take the midterm and final exams. These papers are *critical* summaries of the main themes for each corresponding section. Here is a [rubric](#) that explains in more detail how to complete this assignment.

- Paper 1: The State, Anarchy & War (due September 3 via Canvas @ 11:59pm)
- Paper 2: Levels of Analysis (due September 15 via Canvas @ 11:59pm)
- Paper 3: Misperception (due October 24 via Canvas @ 11:59pm)
- Paper 4: The Long Peace (due September November 12 via Canvas @ 11:59pm)

Midterm Exam. The midterm exam covers all topics discussed in class from our introduction on August 21st to September 28th. You are to do this assignment alone, not with other students in class. This is a take home exam that is due via Canvas on October 2nd by 11:59 pm.

Final Exam. The final exam covers all topics discussed in class from October 12 to November 20. You are to do this assignment alone, not with other students in class. This is a take home exam that is due via Canvas by 11:59 pm on December 2nd.

Course Grading Policies.

Makeup exams. You are not automatically entitled to a makeup examination, which are only given in cases of compelling and well-documented excuses, e.g., acute illness, religious observances, athletic events. Oversleeping is not included on that list. You must also have documentation from a physician (not a nurse) or the appropriate administrator at the College. If you have sufficient cause to warrant a makeup exam, I will determine the date and time of the exam.

Late submissions. If you submit work late, I reserve the right to fail you (with a zero) on that particular assignment. If you find yourself needing more time to complete assignments, please proactively contact me via email and ask for an extension.

Grading. I encourage you to come see me if you have questions about a grade for an assignment. However, I do ask that you wait one week (a cooling off period). During that time, please re-read your assignment and be prepared to defend your position by incorporating relevant course materials.

Readings. You are responsible for all reading assignments. Come prepared to discuss them, and please make sure to have them handy during class. All readings are available through the syllabus via links, which are marked in blue (below). Clicking on the Further Reading “doc” will bring you to a Google Doc of additional readings on each course topic. These links will remain active beyond the length of the course, so you can use them for independent research, capstones, and the like. Clicking “Notes” brings you to a Google Doc that raises general and specific questions related to the readings for each topic. Ideally, you will click this link before you read for class, as a reading guide. These will also serve as study guides because I update them after each lecture.

Nota Bene. It is essential that you complete the readings in the course. If it becomes apparent that the class is not keeping up with the readings, I reserve the right to administer surprise quizzes. If this occurs, I will redistribute the relative weight of the course assignments.

Course Feedback. Aside from the formal evaluation at the end of the term, I welcome and encourage feedback throughout the semester on course structure, readings, lectures, et cetera. If you would like to see additional topics covered, please let me know and I will give it consideration. Comments, suggestions, and criticisms will have no bearing (positive or negative) on your grade. You may leave anonymous feedback via Google Forms by: 1) signing in to the course Canvas site; 2) clicking the “Modules” tab; 3) clicking “Course Feedback” tab.

Attendance. Attendance is a requirement if you wish to do well in this course. In-class notes, discussion, and lecture material are the basis for the course’s exams.

I give you two allowed absences, no questions asked. You will be responsible for course material and discussion content for days that you miss. For absences beyond the given two allowed absences, you must provide some sort of documentation, excluding in certain circumstances as discussed with me. Missing more than three courses without good cause, e.g., illness, religious holidays, family deaths, will result in a 2% grade reduction per absence. It is possible to earn a failure due to absence (FA) in this course.

COVID-19 Guidelines. Faculty and students must comply with University policies on COVID-19 testing and isolation, which are located here. Faculty and students must wear face coverings in all common areas, including classrooms, and follow social distancing rules. Failure to comply is a violation of the Code of Student Conduct and students will be subject to University discipline, which can include suspension or permanent dismissal.

ADA/Accessibility Statement. Any students with disabilities or other needs, who need special accommodations in this course, are invited to share these concerns or requests with the instructor and should contact Goldman Center for Student Accessibility: <http://accessibility.tulane.edu> or 504.862.8433.


Code of Academic Conduct. The Code of Academic Conduct applies to all undergraduate students, full-time and part-time, in Tulane University. Tulane University expects and requires behavior compatible with its high standards of scholarship. By accepting admission to the university, a student accepts its regulations (i.e., [Code of Academic Conduct](#) and [Code of Student Conduct](#)) and acknowledges the right of the university to take disciplinary action, including suspension or expulsion, for conduct judged unsatisfactory or disruptive.

Religious Accommodation Policy. Per Tulane's [religious accommodation policy](#), I will make every reasonable effort to ensure that students are able to observe religious holidays without jeopardizing their ability to fulfill their academic obligations. Excused absences do not relieve the student from the responsibility for any course work required during the period of absence. Students should notify me within the first two weeks of the semester about their intent to observe any holidays that fall on a class day or on the day of the final exam.

Title IX. Tulane University recognizes the inherent dignity of all individuals and promotes respect for all people. As such, Tulane is committed to providing an environment free of all forms of discrimination including sexual and gender-based discrimination, harassment, and violence like sexual assault, intimate partner violence, and stalking. If you (or someone you know) has experienced or is experiencing these types of behaviors, know that you are not alone. Resources and support are available: you can learn more at allin.tulane.edu. Any and all of your communications on these matters will be treated as either "Confidential" or "Private" as explained in the chart below. Please know that if you choose to confide in me I am mandated by the university to report to the Title IX Coordinator, as Tulane and I want to be sure you are connected with all the support the university can offer. You do not need to respond to outreach from the university if you do not want. You can also make a report yourself, including an anonymous report, through the form at tulane.edu/concerns.

Confidential	Private
Except in extreme circumstances, involving imminent danger to one's self or others, nothing will be shared without your explicit permission.	Conversations are kept as confidential as possible, but information is shared with key staff members so the University can offer resources and accommodations and take action if necessary for safety reasons.
Counseling & Psychological Services (CAPS) (504) 314-2277 <i>or</i> The Line (24/7) (504) 264-6074	Case Management & Victim Support Services (504) 314-2160 <i>or</i> srss@tulane.edu
Student Health Center (504) 865-5255	Tulane University Police (TUPD) Uptown: (504) 865-5911 Downtown: (504) 988-5531
Sexual Aggression Peer Hotline and Education (SAPHE) (504) 654-9543	Title IX Coordinator (504) 314-2160 <i>or</i> msmith76@tulane.edu

Emergency Preparedness & Response.

EMERGENCY NOTIFICATION SYSTEM: TU ALERT		RAVE GUARDIAN	
<p>In the event of a campus emergency, Tulane University will notify students, faculty, and staff by email, text, and phone call. You were automatically enrolled in this system when you enrolled at the university.</p> <p>Check your contact information annually in Gibson Online to confirm its accuracy.</p>		<ul style="list-style-type: none"> Download the RAVE Guardian app from the App Store Communicate with dispatchers silently by selecting "Submit Tip" feature in the app Use the Safety Timer feature to alert your "guardian" (TUPD, family, friend) when travelling alone at night <p>For more information, visit publicsafety.tulane.edu/rave-guardian</p>	
ACTIVE SHOOTER / VIOLENT ATTACKER		SEVERE WEATHER	
<ul style="list-style-type: none"> RUN – run away from or avoid the affected area, if possible HIDE – go into the nearest room that can be locked, turn out the lights, silence cell phones, and remain hidden until all-clear message is given through TU ALERT FIGHT – do not attempt this option, except as a last resort <p>For more information on Active Shooter emergency procedures or to schedule a training, visit emergencyprep.tulane.edu</p>		<ul style="list-style-type: none"> Follow all TU Alerts and outdoor warning sirens Seek shelter indoors until the severe weather threat has passed and an all-clear message is given Do not attempt to travel outside if weather is severe Monitor the Tulane Emergency website (tulane.edu/emergency/) for university-wide closures during a severe weather event 	

Course Outline

August 19, Course Introduction

I. Intro: The State, Anarchy, & War.

Further Reading, Notes

August 21, The State

Timothy Mitchell. 1991. “[The Limits of the State: Beyond Statist Approaches and Their Critics.](#)” *The American Political Science Review* 85(1): 77-96.

August 24, Hobbes, the State, & Anarchy I

Pat Moloney. 2011. “[Hobbes, Savagery, and International Anarchy.](#)” *The American Political Science Review* 105(1): 189-204.

August 26, Hobbes, the State, & Anarchy II

Charlotte Epstein. 2013. “[Theorizing Agency in Hobbes's Wake: The Rational Actor, the Self, or the Speaking Subject?](#)” *International Organization* 67(2): 287-316.

August 28, Review

Whole class meets on Zoom.

August 31, War-Making & State-Making in Europe & Latin America

Charles Tilly. 1985. “[War Making & State Making as Organized Crime.](#)” In *Bringing the State Back In*, eds. P. Evans, D. Rueschemeyer, & T. Skocpol. Cambridge, UK: Cambridge University Press.

Miguel Angel Centeno. 1997. “[Blood and Debt: War and Taxation in Nineteenth-Century Latin America.](#)” *American Journal of Sociology* 102(6): 1565-1605.

September 2, War-Making & State-Making in Africa & Middle East

Ian S. Lustick. 1997. “[The Absence of Middle Eastern Great Powers: Political 'Backwardness' in Historical Perspective.](#)” *International Organization* 51(4): 653-83.

Jeffrey Herbst. 1990. “[War and the State in Africa.](#)” *International Security* 14(4): 117-39.

II. The Levels of Analysis. *Further Reading, Notes*

September 4, The Individual Level of Analysis

Kenneth Waltz. *Man, the State, & War* (Ch. 2: [The First Image](#)). New York, NY: Columbia University Press.

September 7, Labor Day

September 9, The Domestic-Level

Kenneth Waltz. *Man, the State, & War* (Ch. 4: [The Second Image](#)). New York, NY: Columbia University Press.

September 11, The International System

Kenneth Waltz. *Man, the State, & War* (Ch. 6: [The Third Image](#)). New York, NY: Columbia University Press.

September 14, Complicating the Image: Multiple Levels of Analysis

Henry Kissinger. 1957. *A World Restored: Metternich, Castlereagh, and the Problems of Peace, 1812-22* (Ch. 4: [Metternich & the Definition of the Political Equilibrium](#)). Boston, Mass: Houghton Mifflin Company.

III. The World Wars. *Further Reading, Notes*

September 16, International System & World War I

Paul Kennedy. 1984. "[The First World War and the International Power System](#)." *International Security* 9(1): 7-40.

September 18, Review

Whole class meets on Zoom.

September 21, Domestic Politics, Anarchy, and World War I

Jack Snyder. 1984. "[Civil-Military Relations and the Cult of the Offensive, 1914 and 1984.](#)" *International Security* 9(1): 108-46 (read only WWI portion).

September 23, Polarity & The Balance of Power: WWI & WWII

Thomas J. Christensen & Jack Snyder. 1990. "[Chain Gangs and Passed Bucks: Predicting Alliance Patterns in Multipolarity.](#)" *International Organization* 44(2): 137-68.

September 25, The Second World War

John A. Vasquez. 1996. "[The Causes of the Second World War in Europe: A New Scientific Explanation.](#)" *International Political Science Review* 17(2): 161-78.

September 28, The Individual Level of Analysis & World War II

Daniel L. Byman and Kenneth M. Pollack. 2001. "[Let Us Now Praise Great Men: Bringing the Statesman Back In.](#)" *International Security* 25(4): 107-46.

September 30, Review for midterm

Whole class meets on Zoom.

Midterm¹

October 2

¹ We will review for the midterm during class on September 30, then you'll gain access to the exam on Canvas. You will submit the take-home exam on October 2nd no later than 11:59pm via Canvas.

October 5, Hitler's Terrible Farts

Behind the Bastards. 2018. "[Farting Hipster Hitler](#)." April 24.

October 7, Hitler

Sebastian Haffner. 1978. [The Meaning of Hitler](#) (Chs. 2 & 3). Lexington, Mass: Plunkett Lake Press.

October 9, Hitler

Sebastian Haffner. 1978. [The Meaning of Hitler](#) (Chs. 4 & 5). Lexington, Mass: Plunkett Lake Press.

October 12, Hitler

Sebastian Haffner. 1978. [The Meaning of Hitler](#) (Chs. 6 & 7). Lexington, Mass: Plunkett Lake Press.

IV. Misperception.

Further Reading, Notes

October 14, The Security Dilemma

Robert Jervis. 1978. "[Cooperation Under the Security Dilemma](#)." *World Politics* 30(2): 167-214.

October 16, Misperception

Jack S. Levy. 1983. "[Misperception and the Causes of War: Theoretical Linkages and Analytical Problems](#)." *World Politics* 36(1): 76-99.

October 19, Misperception II

Robert Jervis. "[War and Misperception](#)." *The Journal of Interdisciplinary History* 18(4): 675-700.

October 21, Perception

Alexander Wendt. 1995. "[Constructing International Politics](#)." *International Security* 20(1): 71-81.

October 23, Deception

Amy Oakes. 2006. "[Diversionary War and Argentina's Invasion of the Falkland Islands](#)." *Security Studies* 15(3): 431-463.

V. The Long Peace.
Further Reading, Notes

October 26, Nukes

Nina Tannenwald. 1999. “[The Nuclear Taboo: The United States and the Normative Basis of Nuclear Non-Use](#).” *International Organization* 53(3): 433-68.

October 28, Unipolarity

Martha Finnemore. 2009. “[Legitimacy, Hypocrisy, and the Social Structure of Unipolarity: Why Being a Unipole Isn't All It's Cracked up to Be](#).” *World Politics* 61(1): 58-85.

October 30, Review

Whole class meets on Zoom.

November 2, The Capitalist Peace?

Erik Gartzke. 2007. “[The Capitalist Peace](#).” *American Journal of Political Science* 51(1): 166-91.

November 4, The Democratic Peace?

Karen L. Remmer. 1998. “[Does Democracy Promote Interstate Cooperation? Lessons from the Mercosur Region](#).” *International Studies Quarterly* 42(1): 25-52.

November 6, The Dictatorial Peace?

Mark Peceny, Caroline C. Beer, and Shannon Sanchez-Terry. 2002. “[Dictatorial Peace?](#)” *American Political Science Review* 96(1): 15-26.

November 9, Abolition of Slavery?

James Lee Ray. 1989. “[The Abolition of Slavery and the End of International War](#).” *International Organization* 43(3): 405-439.

November 11, The Long “Peace”?

Paul Thomas Chamberlin. 2018. *The Cold War's Killing Fields* (introduction). New York, NY: Harper.

VI. Internal & Asymmetrical Warfare.

Further Reading, Notes

November 13, Civil War

Nicholas Sambanis. 2004. “[What is Civil War? Conceptual and Empirical Complexities of an Operational Definition.](#)” *Journal of Conflict Resolution* 48(6): 814-58.

November 16, Civil War in Syria

Kristin Deasy. 2013. “[Dispatch From Syria: Can Rebels Learn to Govern?](#)” *World Affairs* 176(4): 15-23.

November 18, Terrorism

Erica Chenoweth, Nicholas Miller, Elizabeth McClellan, Hillel Frisch, Paul Staniland, & Max Abrahms. 2009. “[What Makes Terrorists Tick.](#)” *International Security* 33(4): 180-202.

November 20, The War on Terror

Cara Daggett. 2015. “[Drone Disorientations: How 'Unmanned' Weapons Queer the Experience of Killing in War.](#)” *International Feminist Journal of Politics* 17(3): 361-79.

Michael C. Desch. 2007/2008. “[America’s Liberal Illiberalism: The Ideological Origins of Overreaction in U.S. Foreign Policy.](#)” *International Security* 32(3): 7-43.

November 23, Course Summary²

Final Exam²

Due December 2

² Final exams will be made available on Canvas after class on November 23, and will be due via Canvas on December 2nd no later than 11:59pm.