POL380H1 (S) – Topics in International Politics
The Causes of War and Conditions For Peace

July 5, 2011 - August 11, 2011
6pm – 8pm
Location: BA 1230

Instructors

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and
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Office hours by appointment

Course Description

The modern study of International Relations (IR) began in 1919 at the University of Wales, Aberystwyth in order to study the causes of war and conditions for peace. Little has changed since then. Or has it? Our course will delve into this question, exploring both the causes of war and the various strategies and tactics pertaining to how war has been – and is presently – conducted. Is there an indelible nature of conflict or have the conditions for war changed over time? We will conclude the course by exploring conflict mitigation and peacemaking strategies.

The course takes a pluralistic view of IR theory. We rely on classical works (c.f. Thucydides), rationalist approaches (c.f. Fearon), structuralist accounts (c.f. Waltz), normative writings (c.f., Waltzer), and constructivist explanations for war and peace (c.f., Waever and Adler and Barnett). Furthermore, this course explores how asymmetric warfare, which often involves non-state actors, offers an additional challenge for existing, state-centric, theories of IR.

This course will follow a slightly unusual format. The first hour of each class will be given over to a lecture, a guest lecture or a movie; while in the second hour the class will be divided into two seminars. These smaller seminars will allow students to engage in a critical discussion of course readings and – where applicable – apply their relevance to help explain and understand current events. This division of the course into groups of approximately 25 students is intended to create thoughtful and thought-provoking discussion. In order for this to be a fruitful exercise, however, students must do the readings before class as preparation is crucial to making such a format successful.

Prerequisites

Students should have completed at least one introductory course in international relations (e.g. POL 108, POL 208). Basic knowledge of twentieth century history and current affairs is presumed.
Course Requirements

15% - Paper Proposal: The proposal (2-3 pages) is aimed at ensuring that students are thinking about the essay in advance. It should include a summary of the paper topic and why it was chosen, a statement of the research question, a tentative thesis, and an overview of main points to be addressed. Students will have the chance to present their proposals and receive constructive feedback from both the instructors and their peers during regularly scheduled seminars.

35% - Research Paper: The research paper assignment (10-12 double spaced pages) asks students to investigate any topic of interest relating to warfare or conflict resolution in the 21st Century. The paper should build on feedback given in relation to the proposal, as students should come up with a research question and develop a thesis or argument that answers the chosen question consistently throughout the paper. The paper should be analytical, not merely descriptive, and incorporate theories from the course and other literature researched.

25% - Exam: The exam will be written during the exam period (tba) and will cover course material.

25% - Participation, Critical Review, and Ongoing Case Study: Participation marks are assessed based 100% on active participation (not attendance). This means doing all assigned readings, contributing in a thoughtful way to our seminar discussions, and leading one or more tutorial presentations.

Students will present a brief summary and critical response to one of the weeks on the syllabus (including all readings under assigned readings and at least one reading under additional readings). Readings will be assigned the first week of class. Presentations begin in Session 2 and continue throughout the tenure of the course.

Each one of you will be expected to write and discuss at least one critical review. The goal of the critical review is threefold: 1) To develop and practice critical thinking and analytical skills by critiquing the arguments presented in the course literature; 2) To learn to identify flaws in a given argument, concept, model, theory or paradigm; and 3) to spark discussion in tutorial. You will be expected to prepare a one page (maximum) critical review of the assigned readings, which clearly addresses the following questions:

- What is the main argument in the reading? What is the author(s) trying to convince you to believe?
- What are some of the assumptions being made by the author(s)? Is this reading influenced by one of the paradigms in International Relations? If so, which one and is the logic of the argument consistent with the central tenants of that paradigm?
- What possible counterarguments might refute, weaken or otherwise undermine the argument?
- Do you see a practical application for this reading in world politics?
- Do you agree or disagree with the author(s)
You will discuss your views for no more than five minutes at the beginning of class. Do not simply read your written summary.

You will follow your thoughts with (two or three) kick-off question meant to start discussions in tutorial. These should not be ‘factual’ questions but, instead, questions that get to the heart of the readings.

You must email us with your review outline (handout) and planned activity for comments and clarification 24 hours prior to the tutorial in question.

Students are expected to prepare an ongoing case study of an international conflict of their choice. Students will select a conflict during the first tutorial and prepare notes on that conflict for future tutorials. Discussion can include a variety of the following: process of war termination, role of mediators, peacekeepers, spoilers, and/or a critique of peacekeeping and peacebuilding success/failure. Students should be prepared to use their case in an ongoing fashion as examples during tutorials.

Course Regulations

If you have concerns regarding your grade (either a paper grade or a midterm grade) you should present a detailed written explanation of why you feel the grade is unjustified either to Kimberly or Jamie within two weeks of receiving the grade in question. Once an appeal is submitted the entire assignment will be reexamined, not just the question or paragraph mentioned in the appeal. The appeal process can, therefore, result in one of three outcomes: no change to the original grade, a higher grade, or a lower grade.

THE FINAL GRADES IN THIS COURSE ARE FINAL. We will not round grades up or add a few points to the grade. The grades are not arbitrary; they reflect our assessment of your work. If you need to maintain a certain average, or get a specific minimum grade in this class, make sure that the quality your work warrants this grade. We will be happy to offer help prior to the paper/midterms. However, once the grades are in, we will not make any changes to the grade even if you are “only missing two points” and not rounding up the grade is “mean, evil and certain to ruin your life.”

Racist, sexist, and otherwise derogatory remarks will not be tolerated. Avoid personal attacks on your classmates. If you disagree with an idea, aim your criticism at the idea not the person, but try and wear a ‘thick skin’ to class.

Office hours are by appointment.

We will endeavor to respond to emails within 48 hours, weekends not included. Email is for short clarification questions only. If you have concerns or questions that cannot be answered in a short response please see us during office hours.

Show up to lectures and seminars on time (or not at all) and turn your cell-phones off.
We encourage you not to use a computer during the seminar as the seminar is about active participation (this is hard to accomplish when you are hidden behind a computer screen). Participation marks are assessed based 100% on active participation (not attendance). This means doing the readings, contributing in a thoughtful way to tutorial discussions, and leading one or more tutorial presentations.

We will reserve 10 minutes of each class for administrative matters and clarification.

Extensions and permission to write make-up mid-terms will only be granted in extenuating unavoidable and unforeseen circumstances outlined to either Kimberly or Jamie in writing or via email prior to the due date in question. Extensions will not be granted in any case after the submission deadline or mid-term. Extensions are typically only granted for extraordinary cases (including, but not limited to, medically documented illness). Late papers and make-up mid-terms must be accompanied by appropriate paperwork. Penalties for lateness are 2% per day (including weekends). Late-assignments should be submitted to the main desk of the Political Science Department (on the 3rd floor of Sidney Smith Hall). Students should make sure that late submissions are signed and dated by departmental staff.

Spelling and grammar count. Your grade is based on constructing a convincing argument. A poorly written paper is not very convincing! Essay style is also important. You must have a clear thesis, which you set out to prove.

You may use any citation method you like as long as you do so consistently.

We encourage you to use the writings centers (each college has one).

All papers should be printed, double spaced, 12 font, with proper margins, page numbers and securely stapled. Papers that go beyond the stated page limit for the assignment, or papers that do not conform to the directions above, may be penalized. Only hard copies are acceptable. You are strongly advised to make electronic and hard copies of your assignments before submitting them as well as keep drafts and rough work until all assignments have been returned.

Plagiarism is a serious academic offence and will not be tolerated in any form. Plagiarism includes, but is not limited to, failing to cite the work or ideas of someone else, sharing papers, etc. For further clarification and information, please see the University of Toronto’s policy on Plagiarism at http://www.utoronto.ca/writing/plagsep.html.

The University of Toronto is committed to accessibility. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom, or course materials, please let Kimberly or Jamie know and/or contact Accessibility Services as soon as possible at disability.services@utoronto.ca or http://studentlife.utoronto.ca/accessibility.
Course Readings and Schedule

Session 1: July 5th – Introduction (Jamie)

Suggested Readings:
- *Thucydides, Peloponnesian War*
- *Machiavelli, The Prince*

Is War Necessary?

Session 2: July 7th – Rationalist/Structural Accounts (Jamie)
***Tutorials Begin (sign up for ongoing case studies)***

Session 3: July 12th – Reflectivist/Constructivist Accounts (Jamie)

Suggested Readings:


• Vladimir Ilyich Lenin, *Imperialism, the Highest Stage of Capitalism*, 1916. (available online)


The Changing Face of War?

Session 4: July 14th – Civil War (Kim)

Session 5: July 19th - Counterinsurgency/Terrorism (Kim)


Session 6: July 21st – Responses to Terrorism (Kim)


Suggested Reading:


Session 7: July 26th – PAPER PROPOSAL PRESENTATIONS

The Rules and the Conduct of War

Session 8: July 28th – Changing Nature of Just War (Kim)

Session 9: August 2nd – War Weapons and Human Security (Kim)

Session 10: August 4th – The Battle for Algiers (movie) or The Fog of War (Movie) or Guest Lecture (TBA)

Suggested Readings
• Gary King and Christopher Murry "Rethinking Human Security," Political Science Quarterly 116/4 (January 2002), 585-610

*After the War*

**Session 11: August 9th – Peacemaking (Jamie)**

***RESEARCH PAPER DUE (In Class)***


**Session 12: August 11th - Conclusion and Review (Jamie)**


*Suggested Readings:*

• Ernst B. Haas, *Collective security and the future international system*, 1968.1-32.


Journal. Armstrong, D. and Farrell, T. Force and Legitimacy in World Politics: Introduction. 2005 - Review of International Studies. In-text: (Armstrong and Farrell, 2005). Your Bibliography: Armstrong, D. and Farrell, T., 2005. Force and Legitimacy in World Politics: Introduction. Review of International Studies, 31(S1), pp.3-13. Journal. Arquilla, J. and Ronfeldt, D. Cyberwar is coming! 1993 - Comparative Strategy. In-text: (Arquilla and Ronfeldt, 1993). Your Biblio Lists covering some of the major causes and effects of World War I, international conflict that in 1914 â€“ 18 embroiled most of the nations of Europe along with Russia, the United States, the Middle East, and other regions. The war was one of the great watersheds of 20th-century history.Â These four leaders were the main architects of the Treaty of Versailles, the peace document ending World War I. U.S. Signal Corps/National Archives, Washington, D.C. The map of Europe changed forever as territories were divided among the victorious Allied powers. The war led to the October Revolution in Russia, which put the Bolsheviks in power of the Russian government. The United States emerged as a world power. On Conflict and Peace: Q: What are the key causes the conflicts we see globally? [Kristiina Rintakoski] All conflicts are different with their particular history and reasons.Â There are also a number of key issues that a sustainable peace process has to address.Â There has never been such an acute need for the international community to work together to develop innovative solutions and practical responses to these crises. This calls for coordination amongst international actors and a need to find common means and common language and for multi-faceted and multi-disciplinary approaches to problems. No political crisis or conflict can be solved without also seeking to create economic opportunities and employment as means to promote sustainable security.Â The cause of conflict is context-specific, multi-causal and multi-dimensional.Â Mansfield et al argued that the international community should be realistic about the dangers of encouraging democratisation where the conditions are unripe. The risk of violence increases if democratic institutions are not in place when mass electoral politics are introduced.Â Identity politics When Identity is mobilized in terms of; religion, ethnicity and culture provide a system of beliefs and practices that can unite adherents in a community, alter their perception of others and encourage them to take collective action in the name of their group.Â Greed and opportunity in war Regardless of the beliefs, ideologies and grievances involved, all armed conflicts must be funded.