

Skidmore College Fall 2010—Waging War, Making Peace (SSP 100-038)
TT 12:40-2:00 pm (Ladd 207) and Tu 8:00-9:00 pm (Ladd 304)

Professor Roy H. Ginsberg, Ladd 314, x5245, rginsber@skidmore.edu
Office Hours—TT 8:30-9:30 am and 2:00-3:00 pm, W 8:30-9:30 am,
and by appointment W 10:30-11:30 am

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Six Course Objectives

- ask and seek answers to four probing and enduring questions of international politics and law in order to understand lessons learned:

Why and how do interstate wars begin and end?
How do postwar settlements compare and contrast?
What are models of structural peace among formerly warring states?
Is interstate war inevitable?
- examine different wars over time through a variety of perspectives, drawing on such disciplines as history, international law and politics, and political economy to derive a fuller and more nuanced understanding of why nation-states go to war;
- explain the causes of war and peace drawing on major theories of international politics (such as realism, structuralism, and liberal institutionalism) and levels of analysis in international politics (such as domestic politics, elite actors, and international systems);
- explore the effects of war on individuals, groups of individuals, cultures, societies, environments, governments, and nation-states;
- evaluate the utility of different models of peace that range from postwar settlements and treaties to formal acts of interstate reconciliation for countries who had been at war—such as the European Union, which has been built on the foundations of Franco-German reconciliation; and
- develop and improve such skills as critical reading, data gathering and analysis, comparative analysis, crafting probing questions, applying theory to practice, formulating conclusions based on evidence, and writing, research, oral presentation, discussion, and debate skills.

Course Requirements

- mid-term examination (25 percent);
- final exam in the form of a ten-page research paper (25 percent);
- two five-page think pieces (10 percent each);
- one roundtable (10 percent) scheduled for fourth credit hour meeting time; and
- active participation (20 percent) in discussion of readings; exercises; responses to study questions, film questions, and guest speaker questions; definitions of concepts; and regular class attendance, including preparation for/participation in a fieldtrip to the European Union Delegation to the United Nations (TBA), and participation in the Workshop on EU-U.S. Issues at Skidmore Nov. 5.

Required Texts

- Roy H. Ginsberg, *Demystifying the European Union: The Enduring Logic of Regional Integration*
- John G. Stoessinger, *Why Nations Go to War*

Reserve Readings, Government Documents, and Course Handouts

- Charter of the United Nations
- Elysee Treaty (Franco-German Treaty of Friendship)
- Cheryl Glenn and Loretta Gray, 17th edition of *The Hodges Harbrace Handbook* (for writing)
- John McCrae, *In Flanders Fields the Poppies Grow*
- Finn Laursen, *Comparative Regional Integration: Europe and Beyond*
- Joseph Nye, Jr., *Understanding International Conflicts: An Introduction to Theory and History*
- North Atlantic Charter (NATO)
- Nuclear Nonproliferation Treaty
- Wilfred Owen, *Dulce et Decorum Est*
- Rome Statute--Excerpts (International Criminal Court)
- Tennyson, *The Charge of the Light Brigade*

Schedule of Lectures, Reading Assignments*, Written Work, and Roundtables

(*please bring to class the text assigned for reading that day as references will be made to it; key concept definitions and responses to study questions due at the start of class as indicated in syllabus)

Part One: How and Why Wars Begin and End

9-7	Studying War and Peace—the hows and whys
9-8	Reception at Scribner House Hosted by President and Mrs. Glotzbach, 4:30-5:30 pm
9-9	Rosh Hashanah. No class today. Class rescheduled for workshop on the European Union at Skidmore, Friday, November 5. Read Ginsberg, Intro. and Stoessinger, Intro. & Ch. 10
9-14	17 th -19 th Century Wars. Ginsberg, pp 11-39; Tennyson's <i>Charge of the Light Brigade</i>
9-16	WWI. Stoessinger, Ch. 1
9-21	WWI. Nye, Ch 3; McCrae's <i>In Flanders Fields</i> and Owen's <i>Dulce et Decorum Est</i>
9-23	WWII. Stoessinger, Ch. 2
9-28	WWII. Nye, Ch. 5
9-30	Korea. Stoessinger, Ch. 3
10-5	Vietnam. Stoessinger, Ch. 4
10-7	Former Yugoslavia. Stoessinger, Ch. 5; Nye, Ch. 6
10-12	Iraq and Afghanistan. Stoessinger, Ch. 9
10-14	Guest Speaker, Lt. Col Robert Resnick, '88, who will focus on the Iraq and Afghan wars
10-19	India and Pakistan. Stoessinger, Ch. 6
10-21	Israel and Neighbors. Stoessinger, Ch. 7
10-22	Study Day. Dr. G. will hold extra office hours to review material
10-26	Mid-Term

Part Two: European Integration as Peace Model

10-28	Genesis and Evolution of the EU. Ginsberg, pp. 39-83
11-2	Theory of Regional Economic Integration. Ginsberg pp. 9-10 and pp. 92-101
11-4	How the EU Works. Ginsberg, pp. 143-179; first half of Ch. 6
11-5	Workshop on European Union-United States Issues
11-9	What the EU Does. Ginsberg, second half of Ch. 6
11-11	The EU and the World. Ginsberg, Ch. 7
11-16	Public Opinion and Political Opposition in the EU. Ginsberg, Chs. 8 and 10
11-18	Other Regional Integration Movements. Laursen, entirety

Part Three: Other Methods of Promoting International Peace and Security
(readings to be distributed in advance)

11-23	International Security Cooperation: United Nations and Peacekeeping
11-30	Other International Security Providers and Regional Conflict
12-2	Multilateral Treaties to Promote International Peace and Cooperation
12-7	Deterring Crimes Against Humanity and War Crimes: The International Criminal Court
12-9	Course Conclusions and Evaluation
12-16	Research Paper Due in Dr. G.'s office no later than 1:30 pm!

Instructions for Assignments and Criteria for Evaluation

Student Participation and Contribution

Students are expected to bring the relevant reading to class each day, arrive on time to discuss reading and film assignments, and submit responses to study questions and key concepts as assigned. More than two unexcused absences will result in a full letter drop in the final grade. If students cannot make class, for whatever reason, they are required to let Dr. G. know before the start of class by phone. Since late arrivals to class are disruptive, students are asked to arrive on time. Please consult the appended Government Department "Policy on Civility and Comportment in the Classroom." Due dates for assignments and scheduled exams are detailed and fixed in the syllabus—and cannot be changed. In fairness to students who meet deadlines, no late submission will be accepted. In order to anticipate last minute hitches, do not wait until it is too late in order to print out a document. **Students are asked not to send professor written work by electronic mail.**

Study Questions and Key Concepts

Responses to study questions—which serve as written assignments for students and lend structure to lectures and discussions—are required for each of the readings. The questions are designed to encourage students to think creatively and analytically on the basis of what they have learned in the reading. Examples should accompany student responses to each of the study questions to make concrete what they write. Students should always come to class prepared to respond to study questions. Dr. G. may require students to submit their written responses for evaluation. Study questions will be included in exams. For each chapter of Ginsberg, respond to end-of-chapter study questions. For each chapter of Stoessinger, create a chronology of the war's major events/watersheds and respond to the following questions:

- what is the thesis of the chapter?
- what are the main points Stoessinger broaches to support his thesis?
- was the war inevitable? (use counterfactual reasoning to respond)
- what causes of war did Stoessinger not consider, and why? (use levels of analysis to respond)

Key concepts are building blocks in students' understanding of the basic principles of the study of war and peace. For each key concept assigned, students should provide a brief definition, offer a date and an example when appropriate, and explain how the concept is relevant to the study of war and peace. Students are more apt to learn, define, and remember key concepts if they first understand the context and significance of those concepts. Students may wish to reserve a section in their notebooks for a glossary or use note cards. Students should find their definitions only in either the assigned texts or in the lectures (and not *Wikipedia* and other non-course sources). Dr. G. may require students either to submit their key concepts for evaluation or to come to class prepared to define key concepts in the course of discussion. Student knowledge of key concepts will be tested in the exams.

Part One Key Concepts

Methodology and Theory—levels of analysis, counterfactual reasoning, theory of realism (realpolitik)

Concepts of War—security dilemma, interstate war, appeasement, ethnic cleansing, genocide, hard power, international system, national chauvinism, irredentism, hypernationalism, mismatch between nation and state, nation-states, preemptive war, preventive war, proliferation of weapons of mass destruction, strategic overstretch, balance of power, mutually assured destruction (MAD), proliferation of NBC weapons, deterrence, collective self-defense, transnational terrorism

Part Two Key Concepts

Methodology and Theory—economic interdependence, regional integration theory, functionalism, theory of liberal institutionalism, social constructivism

Concept of Peace—collective security, bilateral and multilateral treaties, soft power, cold peace, collective security, arms control and disarmament, functional cooperation, globalization, international organization, international law, interstate reconciliation, international nongovernmental organization, nuclear deterrence, regional integration, war crimes tribunals, counter-terrorism, nonproliferation

Think Pieces

Think pieces offer students an opportunity to write creatively, critically, and analytically about what they have learned. Thus, think pieces entail even more in-depth thought and elucidation of ideas than study questions. A think piece is not a research paper, but rather a thought-provoking essay that revolves around the support of creative and original ideas. Citations (endnotes) should be limited to necessary support of the student's original ideas. A "works cited" sixth page at the end of the paper should offer full bibliographic references.

Some of the most effective and compelling think pieces employ different creative media, e.g., a diary entry of an historical or contemporary figure; a dialogue or debate between historical or contemporary figures; a newspaper op ed piece or clipping; or a poem, interview, letter, memoir or speech. Students electing to use such a creative medium ought to provide explanatory "bookends" in their piece—i.e., to describe and explain the choice of medium and to offer an editorial conclusion. In so doing, students frame their creative piece by providing the reader with the appropriate context. In order to get feedback, students should consult with Dr. G. before selecting a medium and choosing and structuring an argument. Dr. G. makes available for examination as models excellent think pieces of students from previous years. The Writing Center is a good place to go for critiques of draft papers. Criteria for evaluating excellence in student think pieces include

- cover page (title/subtitle)
- originality
- creativity
- persuasiveness
- provocative argument or theme
- effective delivery and overall quality of presentation
- spelling and grammar
- page numbers, margins, and paragraphs
- response to query
- accuracy of content
- cohesion and structure: clear introduction and conclusion
- support of argument in body of piece with illustrative examples
- adherence to five-page length
- citation page as needed
- two-page limit
- consultation with Dr. G.

Roundtables

In a roundtable discussion, a group of participants, led by a moderator, focuses on a preassigned set of questions/themes. The discussion starts with an introduction of the participants and a summary of the issue or problem to be discussed followed by a *tour de table*. Each individual speaks 4-5 minutes. This is followed by a general discussion. The roundtable ends when the moderator asks each participant to summarize main points (2-3 minutes each). The criteria for evaluating student participation include:

- clarity, organization, and delivery of thought
- substantiation of ideas
- confidence
- persuasiveness
- quality of key points and responses
- quality of preparation
- consultation with Dr. G.

Research Paper Instructions

The research paper may be the first you will do in college. You will begin to learn skills of developing and supporting a thesis statement, research design, conceptualization, methodology, good writing and grammar, documentation and citation, and developing a deeper substantive knowledge of your subject.

In close consultation with Dr. G., select a topic by Consult the Government Department's Writing Guide and *The Hodges Harbrace Handbook* for rules on writing, grammar, sentence structure, and bibliographic citation (on reserve or for purchase in bookstore). Familiarize yourself with College rules on plagiarism and the College honor code in order to avoid any inadvertent infringement of the work of others without proper and full citation. Avoid use of first person. Visit Writing Center for assistance. See models of excellent research papers in Dr. G's office from past students.

The 10-page paper (exclusive of endnotes/bibliography) must have a formal cover page (see sample below); a table of contents, indicating page numbers for chapters and headings; a bibliography; endnotes (no footnotes at the bottom of each page and no source or author citations in text); flawless spelling, grammar, sentence structure, use of paragraphs, print-out, and margins (one inch); appendices as needed; and at least six sources cited as endnotes, two of which must be primary. A roughly even mix of online and in-library sources is the norm; consult with Dr. G. on the mix of sources suitable for your project.

Your paper should begin with a cover page and table of contents by page number, a thesis statement with explanation/rationale, a paragraph outlining the parts of the paper in relation to the whole, an analysis in support of the thesis, conclusions, endnotes, bibliography, and appendices (as needed).

Evaluative Criteria Checklist for Successful Research Paper

Preparation and Style—met all nine deadlines; formal cover page format; creative title/subtitle; table of contents; paragraphs and spelling; grammar; clarity of font/printout; margins and page numbers; appendices as needed; and page length.

Substance—thesis/theme up front; central question(s); rationale/significance; clear and engaging introduction; methodology; flow of sections, substantiation; conclusions that link back to introduction; and sources.

Deadlines

Students are graded for each stage of the completion of their project as outlined below.

First:	10-28	Consult with Dr. G. on preliminary topic proposal; begin literature search
Second:	11-9	Submit one paragraph topic proposal, indicating significance/importance
Third:	11-11	Submit central probing research question(s)
Fourth:	11-16	Submit preliminary hypothesis with explanation/rationale
Fifth:	11-18	Submit list of bibliographic sources using proper citation format
Sixth:	11-23	Submit draft of sentence outline and draft paper title/subtitle
Seventh:	11-30	In-office consultation with Dr. G.
Eighth:	12-2	Submit final thesis statement with explanation/rationale; and paper title/subtitle
Ninth:	12-9	Take draft paper to Writing Center for critique

The final paper is due in Dr. G.'s office on 12-16 no later than 1:30 pm. Below is the cover-page format.

e.g.

The Congress of Vienna and the Versailles Peace Conference:
A Comparative Analysis of How Wars End and How Peace Systems Rise and Fall

or

Peace Through Regional Economic Integration:
A Comparative Analysis of East Africa and South-East Asia

or

Why Wars Start: A Comparative Analysis of the Iran-Iraq War (1980-1988)
and the Russo-Georgia War (2008)

By Alex Smith, '14

Submitted to Professor Roy H. Ginsberg in Partial Fulfillment of the Requirements of
SS 110-45, Waging War, Making Peace

December 16, 2010
Skidmore College

In close consultation with Prof. G., select/analyze a research topic. Choose one of the two following topics.

1. Take two interstate wars that we have not studied in the course, and compare and contrast them, as we have done with the Stoessinger case studies, in order to learn how and why they started, how they ended, and whether or not a lasting peace followed. Develop and offer a thesis statement as the pivot around which the paper revolves.
2. Take two regional integration movements other than the EU, and compare and contrast them to learn how and why they commenced, how they work and what they do, and if they work well or poorly with explanation. Develop and offer a thesis statement as the pivot around which the paper revolves.

Helpful Hints for Research Papers

--when you refer to an organization or anything that has an acronym, start with the full name, e.g. the United Nations; then follow it with the acronym (UN). You can then refer to it by its acronym throughout.

--when your headings or subheadings are very short (say just a paragraph or two), you may want to combine sections to avoid a fragmented prose

--consider better segues between paragraphs and sections to ensure a smooth and logical flow from the beginning to the middle to the end. Work on smooth transitions and weave together a whole story whose parts are linked explicitly. This will make a good paper into a great one for the reader.

--in your endnotes, when you refer in a latter endnote to an earlier one, you can write the author's last name followed by a comma and then the page number if it is different

--in determining when to offer a citation (endnote), if you using a piece of information that is not common knowledge or someone's own observation or idea, you must attribute the source, always!!! Some of you left out cites altogether when you meant to include them.

--avoid use of the first person in a formal paper, so instead of writing "My thesis" or "I plan to" write "this paper supports the thesis that" or "the paper concludes" or "the author concludes"

--use appendices to house supporting documents that are related to the theme but do not belong in the body of the text, e.g., a primary source such as a treaty or government document

--as you describe the structure of the paper in the introduction, you may might want to write a coherent paragraph that not only describes what is in the chapters ahead, but relates them together to a single whole in support of your thesis. Help the reader understand what he/she is about to read and do it in a way that engages the reader.

Department of Government Policy on Civility and Comportment in the Classroom

The classroom experience is the heart of liberal education, and as such is the most important aspect of your Skidmore College education. Presumably, if you did not agree you would not be attending Skidmore. The faculty of the Government Department takes this understanding as the basis of our educational efforts. It is in an attempt to honor the centrality of the classroom experience that we offer this department policy on civility and comportment. As is stated in the Student Handbook, your presence at Skidmore College is contingent upon your acceptance of, and full adherence to, the Skidmore College Honor Code. This honor code is distinct from the oath you take when writing a paper or taking an exam – it is in fact much more all-encompassing, and much more demanding.

The Code includes the following statement: *“I hereby accept membership in the Skidmore College community and, with full realization of the responsibilities inherent in membership, do agree to adhere to honesty and integrity in all relationships, to be considerate of the rights of others, and to abide by the College regulations.”* Elsewhere, the Code also calls all Skidmore students to *conform to high standards of fair play, integrity, and honor.*”

What does it mean to do act honestly, with integrity, and according to high standards of fair play, particularly in the classroom? In our view, it includes, minimally, the following.

1. No student shall lessen the learning experience of others in the classroom by arriving late to class.
2. No student shall lessen the learning experience of others in the classroom by leaving the classroom while class is in session, except for true medical emergencies.
3. Cell phones must be turned off during class.
4. No student shall disrupt the learning experience of others in the classroom by talking to a neighbor, writing notes to other students, reviewing one’s mail, reading the newspaper, completing homework for other classes, or playing with the laptop computer, while class is in session.
5. No student shall disrespect other Skidmore students, professors or the housekeeping staff by putting feet on the desks or other furniture in the classroom, or by leaving trash, food, or recyclables in the room at the end of the class session. While we will hold all students to these minimal expectations, we also have some suggestions for those who seek to go beyond the bare minimum of civil classroom comportment to become the type of mature, responsible, active learners who are an asset to any classroom and society at large. These include the following.
6. Every student should take copious and meaningful notes both on assigned readings and during classroom sessions. Note taking is an important skill—if you do not already possess it, you should acquire it.
7. Every student should take some time to review the notes that he or she has taken on the day’s assigned reading before each class meeting. You will be amazed how much more invested and engaged in the class you will feel if you go into the classroom well-prepared.
8. Disruptions in class can be a significant impediment to learning, and no member of the Skidmore community—including faculty and students—should tolerate them. Thus every student should take responsibility for holding his or her peers and classmates to both high academic standards and high standards of civility. If people around you are chatting, passing notes or otherwise detracting from the overall quality of YOUR classroom experience, don’t let them get away with it.
9. Individual faculty members in the Government Department will determine the level of sanctions for disruptive behavior.