

INR 4006.001

Summer 2016, 3 credit hours

Meeting Time: TR,1:25–4:25pm

Meeting Place: GS 109

Course website: <https://bb.fau.edu/>**Professor: Angela D. Nichols**

Office: SO385D

Office Hours: TR 11:00am–noon

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War and Peace**Course Description and Objectives**

Throughout the semester, we will examine peace and conflict from both an international relations and comparative perspective. We begin with the assumption that most people, states, and institutions prefer peace rather than conflict, violence, and war. We then temper this assumption with the observation that since the end of WWII, at least one war has been ongoing somewhere in the world. This paradox provides the impetus for this course: How do we understand the causes and forms of conflict, as well as the prevention of future conflict? We will examine historical patterns, trends in modern warfare, and a variety of solutions for preventing war within and between nation-states.

Course Materials

There are no books to buy for this class. The daily reading assignments typically come from academic and policy journals, and are available from two sources:

- the BlackBoard (BB) site for this course (Course Content → Readings)
- directly from an online provider (typically JSTOR)

JSTOR is likely your best option to access the assigned material. JSTOR is an academic journal service that FAU provides for us. Access is free from any FAU computer (e.g., in computer labs or dorms, or via FAU wireless networks); you can search for individual articles by author or title, or browse by journal name and issue at www.jstor.org. Additionally, you can access the FAU electronic journal library via <http://www.fau.edu/library/ecollect/ejournals.php>.

The remaining readings are available online, via links provided in this syllabus. Be sure to access these readings early in the semester, because pages on the Web may move or disappear at inconvenient times.

Student Assignments & Responsibilities

Exams: Fifty percent of your grade will be determined a final exam. The exam will be short answer.

Make-up Exams: If you cannot attend one of the exams, you need to notify me as soon as possible by email and in person. Make-up exams will only be given to students who have been unable to sit for the examination as a consequence of illness requiring medical care, required university activities, or a personal emergency of a serious nature. To be excused without penalty, documentation and/or prior permission is required. Additionally, an alternative exam may be provided. I reserve the right to assign a short answer or essay make-up exam in place of the standard exam for this class.

Civil War Case Study: All students must choose a civil war from 1945 to the present and conduct a case study. This case study should develop a thoughtful critical analysis of the civil war using concepts learned in class. You are able to work independently or choose a partner to collaborate with on this project. *A brief summary (no more than one page) of the case you select is due the second week of class (May 24).*

This case study consists of two components: A paper and a presentation. The paper should be 1500 - 2000 words. Hard copies should be turned in during class, office hours, or slipped under my office door. It will be graded based upon how clearly and thoroughly you define and analyze the case. *Do not simply summarize an event.* You must develop a thoughtful critical analysis using the material we cover in readings and class. Presentations which summarize the case study in a logical and thoughtful manner are due at the same time as the paper. Presentations should last 8 to 12 mins and include some visual aid(s). *Paper and Presentation are due June 9th at 1:15pm.* The case study will constitute 30% percent of your final grade.

This assignment is not optional, and regardless of your exam and attendance, you will receive a failing grade for the course if you fail to turn in a case study.

This paper cannot be a paper utilized for another class, nor can it be one used by another student. It must be original, and your own. Failure to meet these requirements; either submitting a paper of your own which is unoriginal or used in a separate class (either in part or whole), or a paper not written by you alone, will result in a failing grade for the assignment (at a minimum), and being reported to university officials.

Attendance & Participation: The topics and issues we will cover throughout the semester can be most clearly understood through discussion and the evaluation of alternative perspectives. In other words, participation increases active learning. While this course will have a substantial lecture component, there will also be opportunities for participation in classroom exercises and discussions. Thus, attending class and participating regularly are key to achieving the course objectives discussed above.

To this end, attendance and participation is worth 20% of your final grade. I will take attendance daily throughout the semester. I will also require you to come to class with two observations or questions related to each of the assigned readings. A hard copy of these are due at the beginning of class. Hand written work is acceptable for this assignment, but make sure you have two copies—one for you and one for me. Additionally, I will take note of how regularly you participate in class, both in productive and distractive ways. Your base attendance and participation grade will be based upon the proportion of times you are in class. Then, I will adjust that grade up or down depending on your participation. To maximize this part of your grade, it is highly recommended that you come to class prepared (e.g., having done the assigned readings) and willing to participate. Merely showing up and occupying a seat will not constitute full participation. Other ways to lose participation points include but are not limited to: being a disruption to others (e.g., side conversations with friends, reading for other classes), repeatedly failing to answer a question if called upon, and not participating in classroom discussions and exercises in a productive manner.

Grading & Evaluation

Grades are assigned in accordance with the following scale:

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|----------------|---------------|---------------|---------------|---------------|
| 93 - 100% = A | 86 - 89% = B+ | 76 - 79% = C+ | 66 - 69% = D+ | below 60% = F |
| 90 - 92 % = A- | 83 - 85% = B | 73 - 75% = C | 63 - 65% = D | |
| | 80 - 82% = B- | 70 - 72% = C- | 60 - 62% = D- | |

Other Policies

- Lecture notes and slides will not be posted online or otherwise handed out to students under any circumstances.
- Materials handed out in class by the instructor (e.g., review sheets, simulation materials, etc.) will under no circumstances be distributed electronically or outside of class.
- Allow a reasonable amount of time for a response when you send me an email. Do not email me an hour before an exam and expect me to respond or receive the email before class. I will not answer questions that can be answered by reading the syllabus or accessing blackboard via email. I encourage students to utilize office hours to answer their questions whenever possible.
- Grades will not be released to any student via email, phone, or other electronic means. If you wish to discuss your grades, report to the appropriate office hours or make an appointment, and come prepared with your university identification.
- You can expect to be graded solely on your academic performance. This includes clarity of thought, knowledge of the material, composition, spelling, and grammar.

Academic Integrity Policy

Academic dishonesty will not be tolerated in this class. Incidents of plagiarism and/or cheating will result in a failing grade for the class and further penalties per the University's judicial process. Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see http://wise.fau.edu/regulations/chapter4/Reg_4.001_5-26-10_FINAL.pdf

Accommodations (SAS)

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) in Boca Raton, SU 133 (561-297-3880); in Davie, LA 203 (954-236-1222); or in Jupiter, SR 110 (561-799-8585) and follow all SAS procedures. For more information, see <http://osd.fau.edu/>

Additionally, if you are a student with a disability and wish to request accommodations, please notify me by the second week of class.

Classroom Conduct

Classroom courtesy is an essential component of creating an effective learning environment. All students have the right to learn without unnecessary distractions. These distractions include: laptops, cell phones, and the like, talking during lectures (unless recognized by the instructor), reading newspapers, falling asleep, etc. If you use a laptop to take notes during class, turn off the sound and restrain yourself from unnecessary surfing. I reserve the right to suspend the use of laptops if this policy is abused. If you need a phone for *emergency purposes*, leave it on vibrate. Entering and leaving are also significant sources of distraction. It is your responsibility to be on time and to stay for the entire class. In circumstances where you need to leave early, tell the professor beforehand. Repeated disruptions of class will lead to a reduction in your final grade.

Class discussions of political issues can often stimulate strong feelings and heated debate. I ask all of you to respect the opinions of your fellow students, even if you do not agree with them. In simple terms, that means not interrupting other students while they are speaking and not verbally attacking them for their beliefs. While I believe that it is essential to connect theory to current events, I will cut short debates of current events that do not enhance the understanding of course concepts. I expect you to offer substantive comments and questions when appropriate in class. I also expect you not to dominate a discussion, but to allow free discussion and exchange of ideas.

Course Content & Schedule

The following is an approximate calendar of class discussions. Every attempt will be made to adhere to this schedule. However, departures from the schedule may occasionally occur. Exam and activity dates should be considered firm, and you should arrange your personal schedule to be present at the appointed dates and times.

INTRODUCTION

Tuesday, 5/17

- No required reading

Historical Background

Thursday, 5/19 – Studying War

- Web: Carl von Clausewitz (1832), "What is War?" Chapter 1, Book I of On War.
<http://www.clausewitz.com/readings/OnWar1873/BK1ch01.html>

When is Violence Justified?

- Nelson Mandela. 1964. *I am Prepared to Die*.
http://db.nelsonmandela.org/speeches/pub_view.asp?pg=item&ItemID=NMS010

Just War Doctrine

- Calhoun, Laurie. 2002. Legitimate Authority and ‘Just War’ in the Modern World, *Peace and Change*, 27, 1: 37 - 58.

Origins of War

Tuesday, 5/24 – Ethnic Conflict

- Lake, David A. & Donald Rothchild. 1996. “Containing Fear: The Origins and Management of Ethnic Conflict.” *International Security*, 21, 2: 41 - 75.

Nationalism and Civilizations

- Huntington, Samuel P. 1993. “The Clash of Civilizations?,” *Foreign Affairs*, 72(3): 22 - 49.
- Are muslim Countries more violent?: <https://www.washingtonpost.com/news/monkey-cage/wp/2016/05/16/are-muslim-countries-more-violent/>

Thursday, 5/26 – Territorial, Maritime, and River Issues

- Hensel, P.R., Mitchell, S.M., Sowers, T.E. and Thyne, C.L., 2008. “Bones of Contention Comparing Territorial, Maritime, and River Issues. *Journal of Conflict Resolution*, 52(1): 117 - 143.

- South China Sea: <http://www.cfr.org/global/global-conflict-tracker/p32137#!/conflict/territorial-disputes-in-the-south-china-sea>

Tuesday, 5/31 – Economic Issues

- Economic and Political Causes of Conflict: <http://www3.qeh.ox.ac.uk/pdf/crisewps/workingpaper81.pdf>

- What Makes People Flee Conflict?: <http://themonkeycage.org/2013/05/what-makes-people-flee-conf>

Thursday, 6/2 – Environmental Issues

- Hendrix, Cullen & Idean Salehyan. 2012. “Climate Change, Rainfall, and Social Conflict in Africa,” *Journal of Peace Research* 49(1): 35 - 50.

Resource Curse

- Ross, M.L., 2014. What have we learned about the resource curse?: posted on BB

Origins of Peace

Tuesday, 6/7 – War

- Luttwak, Edward. 1999. “Give War a Chance,” *Foreign Affairs*, July/August. <http://www.foreignaffairs.com/articles/55210/edward-n-luttwak/give-war-a-chance>

Cold War

- Mearsheimer, John J. 1990. “Why We Will Soon Miss the Cold War,” *Atlantic Monthly* 266, 2 (August): 35-50. <http://www.theatlantic.com/past/politics/foreign/mearsh.htm>

Thursday, 6/9 – Papers and Presentations Due

Tuesday, 6/14 – Democratic Peace

- Pugh, Jeff. 2005. “Democratic Peace Theory: A Review and Evaluation”. <http://www.cemproc.org/democraticpeaceCWPS.pdf>

Tyrannical Peace

- Davenport, Christian. 2007. “State Repression and the Tyrannical Peace,” *Journal of Peace Research*, 44(4): 485 - 504.

Thursday, 6/16 – Sustaining Peace

- Conflict Relapse and the Sustainability of Post-Conflict Peace <http://documents.worldbank.org/curated/en/2010/09/14265914/conflict-relapse-sustainability-post-conflict-peace>
- Can Peace Be Engineered? Institutions, Political Inclusion, and Ethnic Conflict: <http://themonkeycage.org/2012/07/can-peace-be-engineered-institutions-political-inclusion-and-et>

Tuesday, 6/21

- Catch-up and review for Exam

Final Exam

Thursday, June 23, 1:15–4:25pm

This syllabus is a guideline and is subject to change at any time.

UPDATED: 17 May 2016