****

**War and World Politics**

**General Class Information**

 **Instructor Name and Contact Information**: Peter Ronayne, pronayne@gmail.com

**Year and Term**: Summer 2017, Online Asynchronous

**Class Title**: War & World Politics

**Level** Undergraduate

**Credit Type**: Undergraduate, 3

**Class Description**:

# This online seminar is about the politics and policies, causes and effects, evolution and continuities of one of the most destructive, disturbing, and vexing problems in world affairs: war. From conflict between city-states in Ancient Greece to the threat of nuclear Armageddon during the Cold War and to the recent US operations in Iraq and Afghanistan and the threat of action in Syria, individuals, nations, and international organizations have struggled to deal with conflict and violence on the world stage.

**Required Texts**:

Christopher Hedges, *War is a Force That Gives Us Meaning*

Brian K. Vaughan & Niko Henrichon, *Pride of Baghdad*

Gayle Tzemach Lemmon, *Ashley’s War*

Phil Klay, *Redeployment*

Karl Marlantes, *Matterhorn*

Other readings will be made available via Collab. We will also screen films and videos as appropriate throughout the semester. Students should also regularly read a respected, national newspaper and a prominent news magazine (or related website).

**Learning Outcomes**:

**1:** Analyze the themes inherent in theories of war.

**2**:  Examine the underlying causes of war within a political context.

**3:**  Apply theories of war to a contemporary case study in conflict.

**4:** Evaluate the impact on society from prosecution of war.

**5:** Critique political decision-making in the 21st century in response to the changing nature of war.

**Assessment Components**: Weekly Forum Posts; Papers;

**Delivery Mode Expectations**; Asynchronous

**Required Technical Resources and Technical Components**:

* Operating system: Microsoft Windows 8.1 (64-bit) or Mac OS X 10.10
* Minimum hard drive free space: 100GB, SSD recommended
* Minimum processor speed: Intel 4th Gen Core i5 or faster
* Minimum RAM: 8GB

**Class Information**

# This online seminar is about the politics and policies, causes and effects, evolution and continuities of one of the most destructive, disturbing, and vexing problems in world affairs: war. From conflict between city-states in Ancient Greece to the threat of nuclear Armageddon during the Cold War and to the recent US operations in Iraq and Afghanistan and the threat of action in Syria, individuals, nations, and international organizations have struggled to deal with conflict and violence on the world stage.

# Delivered via UVaCollab, this high-level and provocative course allows students to flexibly and rigorously examine selected topics in the history of war and world politics. Through major scholarly works, primary documents, films, online discussions, and short papers we will work together to explore the causes of war, evolution and advances in the phenomenon of war, historical case studies, weapons of mass destruction, the future of conflict, and perhaps most importantly the impact of war on those directly involved.

Reading and writing are critical to the success of this distance learning enterprise and your success in it. The reading load is substantial at times and challenging and provocative throughout. Please review our course plan carefully, plan accordingly and make our seminar a priority. Read each assignment for understanding – not just to get through it. Read critically and reflect on the reading, always asking yourself:

* What is the author’s point?
* Does the author support it or just state it?
* What’s missing?
* Do you agree or disagree?

The bottom line is, in a class like this we have tremendously interesting and provocative issues and perspectives to discuss in our online forums, and to discuss them from a shared foundation we need to do some reading (especially since some of these topics are quite new to many of you). The readings have been carefully selected, and they engage in a dialogue with each other. If you read with curiosity and openness (and plan your time) it should be quite engaging.

#### Grading

**Discussion Forums** (55%): Any seminar requires the inspired involvement of its members, especially a virtual course. A core element of participation involves your consistent, thoughtful, and high quality participation in our Forum discussions on Collab.

You will weekly write original and analytical 300 word (minimum) forum posts. In these posts, you will respond to a weekly question, synthesize the week’s materials, present original ideas and reactions, and draw specifically from the readings, films, etc. to support your analysis. Successful forum posts will develop a focused, logical, cohesive argument, gain support from evidence, and demonstrate a clear response to the topic posted and the key concepts presented. Your primary, initial post will be **due by Thursday at 11:55pm each week**.

You will also respond meaningfully to at least **two** posts from other students. These 150 word (minimum) posts are **due each week by Sunday at 11:55pm**. Forum posts are graded on relevance, knowledge and synthesis of the weekly readings, clear and concise writing, and timeliness.

**“Netiquette”**

Online learning promotes knowledge, learning, and personal growth through positive and constructive debate – both inside and outside the classroom. Web-based forums of any kind, however, run the particular risk of heightened tones, emotions, and occasional misinterpretation. Harsh tones and a lack of civility run counter to any learning enterprise and to the spirit of collegial learning at Mr. Jefferson’s university. We can (and will) be hard on issues but thoughtful and civil with our colleague holding a different view. And while humor is always encouraged, be savvy and shrewd! Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, write carefully, and you may wish to add “emoticons” to help alert your readers: ;-) : ) :P

**Short Papers** (45%): Longer but focused essays are an excellent way to grapple with the material and collect your thoughts for online discussion and dialogue with your classmates.

You will write **two short papers/review essays** reflecting and commenting on two of our assigned books and related material.

1. The first paper will be a review essay of *Ashley’s War* (Due July 10 )
2. The second and final paper will be a review essay of *Matterhorn* (Due August 7)

##### Seminar Schedule

# Week 1: Peace in Our Time?

* View: Steven Pinker, “The Surprising Decline in Violence,” TED Talk
* Steven Pinker et al, “The Forum: The Decline of War,” *International Studies Review*
* Timothy Snyder, “War No More,” *Foreign Affairs*
* Begin reading *Matterhorn*

**Week 2: Nature or Nurture? Causes of War, Part I**

* Thomas Hobbes, “The State of Nature and the State of War”
* Margaret Mead, “Warfare is Only an Invention – Not a Biological Necessity”
* Micah Zenko, “Walking Loudly and Carrying a Big Stick,” *Foreign Policy*
* Rosa Brooks, “Women are From Mars, Too,” *Foreign Policy*
* View: *Obedience*
* Optional: Stanley Milgram, “How Good People Do Bad Things”

# Week 3: Economics: Causes of War, Part II

* Paul Collier, “Greed and Grievance in Civil War,” *Oxford Economic Papers*
* V.I. Lenin, “Imperialism, the Highest Stage of Capitalism”
* Dwight D. Eisenhower, “Farewell/Military Industrial Complex Speech,”
* Princeton Encyclopedia, “Economic Motivations for Armed Conflict”
* View: *Why We Fight* (Eugence Jarecki, director)

**Week 4: Meaning & Identity: Causes of War, Part III (Paper 1 Assigned)**

* Chris Hedges, *War is a Force That Gives Us Meaning* (entire)
* Sebastian Junger, “Why Veterans Miss War,” TED Talk

**Week 5: Clashing Civilizations? Causes of War, Part IV**

* Samuel Huntington, “The Clash of Civilizations?” Foreign Affairs
* Charles Kenney, “The Convergence of Civilizations.” Foreign Policy.
* Akeel Bilgrami, “The Clash Within Civilizations.” Daedalus
* Mohammed Ayoob, “Was Huntington Right? Revisiting the Clash of Civilizations,” Insight Turkey

**Week 6: Women & War**

* Gayle Tzemach Lemmon, *Ashley’s War*, entire

# Week 7: Save the Nukes? (Paper 1 Due, July 10)

* Kenneth Waltz, “Why Iran Should Get the Bomb: Nuclear Balancing Would Mean Stability,” *Foreign Affairs*
* Paul Nitze, “A Threat Mostly to Ourselves,” *Washington Post*
* John Mueller, “Nuclear Weapons: Think Again,” *Foreign Policy*
* Ward Wilson, “Rethinking the Utility of Nuclear Weapons”
* D. Jaishankar, “The Case for India’s Nuclear Weapons”

**Week 8: There and Back Again**

* Phil Klay, *Redeployment*, entire
* View: *Korengal* (currently on Netflix Instant)

**Week 9: The Responsibility to Protect, Part I**

* Alex Bellamy, “Conflict prevention and the responsibility to protect,” *Global Governance*
* Paul Williams and Alex J. Bellamy, “Principles, Politics, and Prudence: Libya, the Responsibility to Protect, and the Use of Military Force,” *Global Governance*
* International Commission on Intervention and State Sovereignty, “Responsibility to Protect,” (selections)
* Vaughan and Henrichon, *Pride of Baghdad* (entire)

**Week 10: Evolution? Debating Democratic Peace Theory**

* View: "Democratic Peace Theory: A short Introduction," YouTube
* John Mueller, “War has Almost Ceased to Exist: an Assessment.” *Political Science Quarterly*
* John Owen, “How Liberalism Produces Democratic Peace.” *International Security*
* Christopher Layne, “Kant or Cant: The Myth of the Democratic Peace.” *International Security*
* James Fallows, “The Tragedy of the American Military,” *The Atlantic Monthly*

**Final Paper**

* Karl Marlantes, *Matterhorn* (entire)

**Purpose Statement:** The central purpose of the University of Virginia is to enrich the mind by stimulating and sustaining a spirit of free inquiry directed to understanding the nature of the universe and the role of mankind in it. Activities designed to quicken, discipline, and enlarge the intellectual and creative capacities, as well as the aesthetic and ethical awareness of the members of the University and to record, preserve, and disseminate the results of intellectual discovery and creative endeavor serve this purpose. In fulfilling it, the University places the highest priority on achieving eminence as a center of higher learning.

**Content and Discourse in Professional Education Courses:** Students are expected to discuss issues respectfully and to honor differing points of view. The University and its School of Continuing and Professional Studies do not discriminate in any of their programs, procedures, or practices against any person on the basis of age, citizenship, color, handicap, national origin, political affiliation, race, religion, sex, sexual orientation, or status as a disabled veteran or veteran of the Vietnam era. The University operates equal opportunity and affirmative action programs for faculty, staff, and students. The University of Virginia is an Equal Opportunity/Affirmative Action Employer. Any applicant for admission or employment, or any student who feels discriminated against should contact the University’s Office of Equal Opportunity Programs (EOP).

**University of Virginia Honor Code:** All work should be pledged in the spirit of the Honor System of the University of Virginia.The instructor will indicate which assignments and activities are to be done individually and which permit collaboration. The following pledge should be written out at the end of all quizzes, examinations, individual assignments and papers: “I pledge that I have neither given nor received help on this examination (quiz, assignment, etc.)”. The pledge should be signed by the student. Students should refer to the University Record for more information concerning the Honor Code. The Honor code at the University of Virginia is listed below:

### ***Honor Code at UVa***

Founded in 1842, the Honor System is one of the University's most cherished institutions. Based on the principle that University students want to be trusted, the Honor System helps create and strengthen a school-wide community of trust.   Students at the University make a commitment not to lie, cheat or steal within Charlottesville, Albemarle County, or where they represent themselves as University students in order to gain the trust of others. Because they have make this commitment, students are trusted by peers, faculty members, administrators, and community residents alike. Students conduct themselves with integrity and are presumed honorable until proven otherwise.  Students are recruited and trained by the Honor Committee to serve as advisors and to provide counsel. Students investigate Honor allegations, assist and support accused students through the Honor process, and work with accused students in their defense at trial. Honor jury panels are similarly comprised entirely of students. While anyone may initiate Honor proceedings, the process is administered entirely by students.   The vitality of the Honor System depends upon the willingness of students to uphold the high standards set by their peers. When a student is formally accused of an Honor offense following investigation, that student may elect to either (1) leave the University, without requesting a trial (in which case that student will be deemed to have admitted guilt, whether or not such an admission is expressly made), or (2) request an Honor trial.

Any student found guilty of an Honor offense, or deemed to have admitted guilt after having left without requesting a trial, will be permanently dismissed from the University. The notation "enrollment discontinued" will be placed on the student's transcript, without specific reference to the Honor proceedings. In the case of a student found guilty of an Honor offense following graduation, or deemed to have admitted guilt without requesting a trial after graduation, the General Faculty of the University may undertake proceedings to revoke that student's degree.  The rules of the Honor System apply to any person who was a University student at the time an alleged Honor offense was committed, so long as a case is initiated within two years thereafter.   Students who enroll at the University benefit from the freedom and security provided by the Honor System; every student must agree to live by and support the spirit of honor.

Applicants who are not prepared to embrace this freedom and accept this responsibility should not apply for admission.  This is intended as a brief summary of some important aspects of the University's Honor System. For more information, visit the Honor Committee Web page: [www.student.virginia.edu/~honor](http://www.student.virginia.edu/~honor).

If you have further questions, please call the Committee at (434) 924-7602.

**Special Needs:** Include the following information for special needs students:

“If you are a student with special needs you should let the instructor know within the first week of class. Written documentation will be required. You should also visit the following website to review your rights and responsibilities as a student (<http://www.virginia.edu/vpsa/rights.html>) and the following website for the Learning Needs and Evaluation Center (<http://www.virginia.edu/studenthealth/lnec.html>).”

**Technical Support Contacts**

* Login/Password: scpshelpdesk@virginia.edu
* UVaCollab: collab-support@virginia.edu
* BbCollaborate Support: <http://www.tinyurl.com/uvabbc>

**UVa Policies**

**SCPS Grading Policies:** Courses carrying a School of Continuing and Professional Studies subject area use the following grading system: A+, A, A-; B+, B, B-; C+, C, C-; D+, D, D-; F.  S (satisfactory) and U (unsatisfactory) are used for some course offerings. For noncredit courses, the grade notation is N (no credit). Students who audit courses receive the designation AU (audit). The symbol W is used when a student officially drops a course before its completion or if the student withdraws from an academic program of the University. Please visit [www.scps.virginia.edu/audience/students/grades](file:///C%3A%5CUsers%5Cjmp6y%5CDownloads%5Cwww.scps.virginia.edu%5Caudience%5Cstudents%5Cgrades) for more information.

**Attendance**: Students are expected to attend all class sessions. Instructors establish attendance and participation requirements for each of their courses. Class requirements, regardless of delivery mode, are not waived due to a student's absence from class. Instructors will require students to make up any missed coursework and may deny credit to any student whose absences are excessive. Instructors must keep an attendance record for each student enrolled in the course to document attendance and participation in the class.

**University Email Policies:** Students are expected to check their official UVa email addresses on a frequent and consistent basis to remain informed of University communications, as certain communications may be time sensitive. Students who fail to check their email on a regular basis are responsible for any resulting consequences.

**Mid-Term and End-of-Class Evaluations:** Students may be expected to participate in an online mid-term evaluation. Students are expected to complete the online end-of-class evaluation. As the semester comes to a close, students will receive an email with instructions for completing this. Student feedback will be very valuable to the school, the instructor, and future students. We ask that all students please complete these evaluations in a timely manner. Please be assured that the information you submit online will be anonymous and kept confidential.

**University of Virginia Honor System:** All work should be pledged in the spirit of the Honor System at the University of Virginia.The instructor will indicate which assignments and activities are to be done individually and which permit collaboration. The following pledge should be written out at the end of all quizzes, examinations, individual assignments and papers: “I pledge that I have neither given nor received help on this examination (quiz, assignment, etc.)”. The pledge must be signed by the student. For more information, visit [www.virginia.edu/honor](http://www.virginia.edu/honor).

**Special Needs:** It is the policy of the University of Virginia to accommodate students with disabilities in accordance with federal and state laws. Any SCPS student with a disability who needs accommodation (e.g., in arrangements for seating, extended time for examinations, or note-taking, etc.),should contact the Student Disability Access Center (SDAC) and provide them with appropriate medical or psychological documentation of his/her condition. Once accommodations are approved, it is the student’s responsibility to follow up with the instructor about logistics and implementation of accommodations. Accommodations for test taking should be arranged at least 14 business days in advance of the date of the test(s). Students with disabilities are encouraged to contact the SDAC*:* 434-243-5180/Voice, 434-465-6579/Video Phone, 434-243-5188/Fax. Further policies and statements are available at[www.virginia.edu/studenthealth/sdac/sdac.html](file:///C%3A%5CUsers%5Cjmp6y%5CDownloads%5Cwww.virginia.edu%5Cstudenthealth%5Csdac%5Csdac.html)

For further policies and statements about student rights and responsibilities, please visit [www.scps.virginia.edu/audience/students](file:///C%3A%5CUsers%5Cjmp6y%5CDownloads%5Cwww.scps.virginia.edu%5Caudience%5Cstudents)