

San José State University
Department of Political Science
Pols 150: War & Peace, Fall 2016

Course and Contact Information

Instructor:	Sabrina Pinnell
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Office Hours:	M 9-10, W 4-5, F 1:30-2:30
Class Days/Time:	F 10-12:45
Classroom:	Clark 303
Prerequisites:	WST required; 100W recommended
GE/SJSU Studies Category:	V

Course Format

This class is primarily lecture and in-class discussion, but also uses a Canvas page as an archive for handouts given in class, for reserve readings and submission of assignments for Turnitin verification. You are expected to be able to access this page on your own to complete the readings and upload assignments.

Course Description

Why do human beings wage armed conflicts? Can these conflicts be resolved or avoided? How do we justify waging war? In this semester, we will consider four paradigms and how they explain war and peace, then applying them to real examples to understand why they began, and how they ended. We will also consider contemporary problems in warfare and avoiding war, including nuclear proliferation, ethnic and national conflicts, and international intervention.

Readings and discussion for this course are intended to present a wide variety of disciplines as well as viewpoints – works by social psychologists, historians, ethicists, journalists, philosophers and political scientists are included. We will cover a number of armed conflicts in this session, from civil wars to conflicts involving multiple states. There is also a fair amount of writing to demonstrate your understanding of the course concepts.

Political Science Learning Outcomes

The Political Science Department has the following objectives for its students:

- 1) Breadth: Students should possess a broad knowledge of the theory and methods of the various branches of the discipline.
- 2) Application: Students should be able to apply a variety of techniques to identify, understand, and analyze domestic and international political issues and organizations.
- 3) Disciplinary methods: Students should be able to formulate research questions, engage in systematic literature searches using primary and secondary sources, have competence in systematic data gathering using library sources, government documents, and data available through electronic sources, should be able to evaluate research studies, and should be able to critically analyze and interpret influential political texts.
- 4) Communication Skills: Students should master basic competencies in oral and written communication skills and be able to apply these skills in the context of political science. This means communicating effectively about politics and/or public administration, public policy, and law.
- 5) Citizenship: Students should acquire an understanding of the role of the citizen in local, state, national, and global contexts and appreciate the importance of lifelong participation in political processes.

GE Learning Outcomes (GELO)

This course fulfills the V General Education requirement (Culture, Civilization and Global Understanding), which means it will accomplish the following learning objectives:

- A) As noted in the Introduction, in accordance with university upper division GE specifications, this course incorporates material from several disciplines and perspectives.
- B) This course satisfies area V (Culture, Civilization, and Global Understanding) of SJSU Studies. Note the requirements for all Culture, Civilization, and Global Understanding courses: (1) Upper division standing (60 units) (2) Core G.E. courses completed (3) "WST" passed and (4) 100W as prerequisite or co-requisite.
- C) About SJSU Studies: "Courses to meet Areas R, S, and V of SJSU Studies must be taken from three different departments, or distinct academic units." This means that if you have taken a R or S course from Political Science before, you may not be able to get credit for a V course in Political Science. You also cannot cross-apply units from courses to satisfy multiple SJSU Studies requirements.
- D) The following information is derived from San Jose State University General Education Guidelines, Fall 2005. For the complete document, see <http://www.sjsu.edu/ugs/ge> . With regards to V, Culture, Civilization and Global Understanding:

- 1) Goals: “Courses in Culture, Civilization and Global Understanding should give students and appreciation for human expression in cultures outside the U.S. and an understanding of how that expression has developed over time. These courses should also increase students’ understanding of how traditions of cultures outside the U.S. have influenced American culture and society, as well as how cultures in general both develop distinctive features and interact with other cultures.”
- 2) Student Learning: “Students shall be able to 1) compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, and/or attitudes of people from more than one culture outside the U.S.; 2) identify the historical context of ideas and cultural traditions outside the U.S. and how they may have influenced American culture; and 3) explain how a culture outside the U.S. has changed in response to internal and external pressures.”
- 3) Content: In terms of writing, “[w]ritten assignments should include both in-class and out-of class writing, giving students practice and feedback throughout the semester. Evaluative comments must be substantive, addressing the quality and form of writing. A single final term paper would not satisfy the requirement. A minimum of 3000 words of writing is required in a language and style appropriate for the discipline.” One typewritten double-spaced sheet is approximately 250 words.

E) In accordance with these guidelines, Pols 150 aims to meet these objectives:

- 1) Student Learning Objectives (hereafter referred to as SLO): a) By studying works from authors such as Thucydides, Thomas Hobbes, V. I. Lenin, J.A. Hobson, Dmitry Volkogonov, and Eric Heinze, students will be able to compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, and/or attitudes of people from more than one culture outside the U.S.; by reading about conflicts in Asia, Eurasia, Europe, and Africa, students will be able to identify the historical context of ideas and cultural traditions outside the U.S and how they have influenced American culture; by studying conflicts in such places as East Asia, Europe and Africa, students will be able to explain how a culture outside the U.S. has changed in response to internal and external pressures.
- 2) Student Writing Objectives (hereafter known as SWO): Students will: write both in and out of class; write on exams; compose essays that show reflection and reaction based on analysis of readings; use reliable source material (in this case, class materials

only) and learn to avoid plagiarism; cite academic references correctly; write two essays outside of class with appropriate documentation and editing; research a final paper and presentation on a particular example of war or war avoidance; write a final class essay exam.

Required Texts/Readings

There is one required textbook of readings for this course: Richard K. Betts' Conflict After the Cold War: Arguments on Causes of War and Peace, 4th edition (Pearson, 2012; ISBN: 978-0-205-85175-1) The remaining readings are readings on reserve on the Canvas webpage for the class, or accessible on-line; please see the Schedule for where the readings are located. *All readings are required for this course*; to not do the reading is to risk not passing the course.

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Students will be evaluated in the following ways for this course:

Participation	50 points
Essays 1 and 2	60 points x 2
Midterm	60 points
Research Project	
Topic	20 points
In-Class Presentation	40 points
Final Paper	100 points
Final Exam	<u>60 points</u>
Total	450 points total

Participation: Some of the information in this class will only be available through lecture, not the readings; it is in a student's best interest to attend class to get this information. However, attendance will not be the deciding factor in your participation grade: participation in class discussions is. Each week, there will be a major discussion question assigned to direct your reading and analysis of issues in class; you should be prepared to answer this question when you attend. If you are not in class, you will not be given credit for being there and participating in the discussion. This participation in discussions will be the deciding factor in how many participation points you earn – attendance alone is not enough if you do not talk, and not attending obviously affects earning this part of your grade.

Essays: Students are required to write two 2-3 page essays (approximately 500-750 words each), one by the end of Section 1, and the close to the end of Section 3 (see Schedule). You should choose one of the discussion questions for the relevant sections to answer as an essay question outside of class, using class materials or a combination of class and outside sources. Essays can be turned in any time before their due dates, but Essay 1 must be turned in by its due date to qualify for grading, and the same goes for Essay 2. Essays must also be uploaded to the Canvas page to qualify for grading as well; if they are not uploaded, they will not be graded. Please see the Written Work policy for more on turning in work, and the handout appended to the syllabus for format. Each essay is worth 60 points.

Midterm Exam: This will be a short-answer test of six out of seven questions, each requiring a 3-4 sentence answer. The test will be held at the end of Section 1 (October 7th), to measure how well you understand the four major paradigms we have studied in class, and the readings we have done up to that point. This will be a closed-book test.

Research Project: The culminating project for the class is a research paper and presentation of 6-7 pages (1500-1750 words, excluding references) regarding an actual interstate¹ conflict, explaining its causes in terms of one of the paradigms for the class, giving a summary of pertinent events of the conflict and how its resolution affected the countries involved. The conflict a student selects must fulfill the following criteria:

- ★ It must be a conflict that occurred in the last ~200 years (1812-2016);
- ★ It cannot be a conflict that directly involved/involves the United States as a combatant;²
- ★ The conflict should involve two or more recognized countries; civil conflicts such as ethnic or national wars are largely off-limits for this assignment, or conflicts that are between factions within one country. The only exceptions to this rule are if a country uses a civil conflict as a *proxy war*, colonial wars between native and colonial governments, or if an intervention became an interstate conflict situation.³

1. The Islamic State is not a recognized state. (ISIS itself has rejected this notion as a Western concept.)

². The War in Afghanistan (1979-1989), for example, could be used as the U.S. was not a direct party to the conflict. This requirement reflects the need to consider non-U.S. material in the course.

³. A proxy war occurs when factions within a country essentially fight sides in a conflict with significant support from outside states that use the conflict to further their own agenda. If a country sends troops directly into a conflict, it may not qualify as a proxy war. If you are considering a civil conflict or intervention with enough outside state participation that it might seem to be an interstate war, my advice is to run it by the instructor first; only the sections of a conflict that are clearly interstate in nature will be eligible for this assignment. Again, the War in Afghanistan is a good measure here; only the conflict between the Soviet Union and rebel factions is eligible.

Students must select their conflict and have a paradigm selected for this paper by October 14th; your choice must be submitted in class as an outline and approved by the instructor before the student goes any further with the assignment.⁴ Students should also have done enough background research by this point to verify that they can locate the resources necessary to provide sufficient background for the paper; a minimum of five sources (peer-reviewed journal/periodical articles and texts) must be used for this paper, and not being able to fulfill this requirement will result in a lower grade. Electronic articles that are not peer-reviewed and other sources can also be used, but will not be counted in the required five. Class materials can be used as sources. Keep in mind that if you pick a more recent conflict (2010-), this could affect availability of sources. Wikipedia is not considered peer-reviewed for purposes of this assignment, and sources such as Wikipedia that can be easily changed by anyone are strongly not recommended for use.

The last two class sessions of the semester (December 2nd and 9th) will be in-class presentations of project findings to the class, in a 6-8 minute presentation with 2-4 minutes for questions and answers. Students should prepare either handouts or audio-visual elements such as a Powerpoint presentation to aid in presenting the major points, important facts, maps or other materials that could help the rest of the class understand the conflict. Please see the handout appended to the end of the syllabus for more information on this part of the project. Dates for presentations will be set after the topics have been turned in and approved.

Finally, the final paper must be submitted for grading on December 2nd, both in hard copy form and uploaded. As per the written work policy, no papers may be submitted after the last official lecture day of this class (December 9th). You must submit your paper on the 2nd regardless of when you present in class to obtain full credit for this part of the project.

Final Exam: On the date of the final exam (December 19th, 7:15-9:30 a.m.) students must come to class prepared to write a 2-3 page essay (single-spaced) in a greenbook. There will be a choice of questions for this test. This exam is comprehensive for the course and could involve any of the readings or issues we have discussed in lecture. No exam will be given in advance; if you miss the exam due to an emergency, you must contact the instructor ASAP to arrange a makeup.

The instructor is aware that this is the one of the last scheduled exams. But the time is FIRM. Please make your travel plans accordingly.

Policy on Submitting Written Work in this Course

In order to make sure all students complete their work under equal and fair conditions and to facilitate turnaround on grading, the following policy applies to submitting written work (essays written outside of class, topic outlines and research papers) for this course:

- 1) Students must submit their work by the day designated in the syllabus, barring an emergency that is verifiable in writing. Other situations where a student may not

4 . If you do not choose a topic, submit an outline and gain approval for your paper topic, you risk the paper not being accepted when you turn it in as a finished product. You must get your topic approved before you write.

be able to turn in an assignment on time require contacting the instructor before or on the date of submission to get an extension. Extensions will be granted at the instructor's discretion.

- 2) All written assignments must be submitted as hard copies on the day they are due to qualify for full credit. No assignments may be submitted via e-mail for any reason. Late hard copies of papers will lose the equivalent of one letter grade per day late (if 60 points, then 6 points a day), barring an excused emergency or an extension granted by the instructor.
- 3) The two essays and the research paper must also be uploaded to the Canvas page by 11:59 p.m. on the due date. Click on "Assignments," and you will find the links to upload the various papers. Late uploads are possible and will not result in a penalty, but be advised that unless an upload occurs, the paper is not considered "turned in" and will not be graded for credit.
- 4) If a student must turn in a hard copy late due to an emergency, the student should submit the work as soon as possible and provide the written verification of the emergency with the hard copy, to restore any lost grade points as well as have the work graded.
- 5) The last day for submission of any late work due to an emergency or extension is the last actual lecture day of the session (December 9th). It is also the last day that points can be corrected on late work if an emergency is verified. After this point, the only work that will be accepted for grading from students is the final exam.
- 6) Barring adjustments to grade points on late work because of an emergency, all grades on written work are final.

Students at the college level are expected to submit written work that fits the grammatical, stylistic and citation expectations for college-level work in English. All written assignments in this course are therefore graded in two ways: both in terms of content (information in terms of logic, quality of evidence, etc.) and in terms of writing. If you are at all uncomfortable with writing at the college level, you need to take steps to rectify this. The instructor is willing to preview rough drafts of work in office hours before assignments are due to provide feedback. You may also want to see the instructor after assignments are handed back if comments indicate that there are specific errors in argument or writing.

There are no opportunities for rewrites in this course; be prepared to submit your best effort as your first effort.

Grading Policy

All grades for this class will be based on a point system. If you divide the number of points you receive by the points per assignment, you can generate a percentage to determine your letter grade: 97-100% is an A+, 93-96% is an A, 90-92% is an A-, 87-89% is a B+, 83-86% is a B, 80-82% is a B-, etc. Keep track of your points over the course of the semester as noted above, and you should have an idea how you stand in the class.

All grades are final for this course.

Students are strongly encouraged to take courses to satisfy GE Areas R, S, and V from departments other than their major department. Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co--- registration in, 100W is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students.” See [University Policy S14-5](http://www.sjsu.edu/senate/docs/S14-5.pdf) at <http://www.sjsu.edu/senate/docs/S14-5.pdf>.

All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

Classroom Protocol

This is a class heavily based on in-class discussion and analysis of readings; you are expected to have the readings assigned for a section done before class meets and be ready to talk about them with the instructor and your fellow students. Please see the Schedule for when readings are assigned and whether they are in the textbook, on the Canvas page under “Files,” or are available via a link on the Web.

Laptops may be used during class for the purpose of taking notes, but students are expected to stop typing and participate in discussions when they occur. Cell phones and pagers should be turned off for the duration of class.

Recordings of lectures for personal use outside of class is permitted, provided the instructor is consulted and approves such recording. Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material. If you feel you may need to do this, please contact Dr. Pinnell and clear this with her at the start of the course.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>”. Please peruse these policies at the link, as they apply to issues such as accommodations for students with learning or other challenges, religious holidays, and what is considered cheating or plagiarism.

Disclaimer

All information in this syllabus, including due dates for evaluation instruments such as exams or papers may be subject to change with fair notice by the instructor, the Department of Political Science or San Jose State University.

Pols 150, Fall 2016

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1-2	8/25-9/2	<p><u>Course Introduction</u></p> <p><u>Part I: Paradigms</u></p> <p>Realism and Fluctuations of Power (Introduction and Readings); Liberalism and the Effects of Trade (Introduction)</p> <p>Thucydides, “The Melian Dialogue,” in Betts, 69-73.</p> <p>Hobbes, Thomas. “The State of Nature and The State of War,” in Betts, 78-82.</p> <p>Waltz, Kenneth. “The Origins of War in Neorealist Theory,” in Betts, 100-106.</p> <p><u>Discussion Topic: In the “Melian Dialogue,” the Athenians and the Melians clearly have different sets of principles underlying their respective perceptions of the Melians’ situation, and what the Melians should do. Describe what principles underlie each of the sides in the discussion. Is realism reflected in these positions? Explain.</u></p>
2-3	9/2-9/9	<p>Paradigms: Liberalism and the Effects of Trade (Readings); Constructivism and the Effects of Ideology and Identity (Introduction)</p> <p>Blainey, Jeffrey. “Paradise is a Bazaar,” in Betts, 301-309.</p> <p>Kant, Immanuel. “Perpetual Peace,” in Betts, 136-142.</p> <p>Wilson, Woodrow. “Community of Power vs. Balance of Power,” in Betts, 146-148.</p> <p><u>Discussion Topic: Explain the concept of <i>collective security</i>, using the Kant and Wilson readings to inform your explanation. Now that we have real historical examples of collective security such as the League of Nations and the UN to test the concept, how well does collective security work in reducing conflict? Give your opinion.</u></p>
3-4	9/9-9/16	<p>Paradigms: Constructivism and the Effects of Ideology and Identity (Readings); Marxism and Critical Perspectives (Introduction and Readings)</p> <p>Finnemore, Martha. “Constructing Norms of Humanitarian Intervention,” in Betts, 262-279.</p> <p>Mueller, John. “The Obsolescence of Major War,” in Betts, 249-261.</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Mansfield, Edward D. and Jack Snyder, "Democratization and War," in Betts, 380-393.</p> <p>Hobson, J. A., "The Economic Taproots of Imperialism," and Lenin, V.I., "Imperialism: A Special Stage of Capitalism," in <u>Classic Readings on International Relations</u>, Phil Williams, Donald M. Goldschein, and Jay M. Shafritz, eds., Belmont, CA: Wadsworth Publishing Co., 1994, 47-52 (Reserve reading on Canvas; both readings in same file marked "Hobson.").</p> <p><u>Discussion Topic: How has the basis for humanitarian intervention by states into the affairs of other states changed over time, according to Finnemore? What is the basis for the change? Given this change, when is intervention acceptable to the international community, and when is it unacceptable?</u></p>
5	9/23	<p>Applying Perspectives to Real Examples</p> <p>Paine, S. C. M. "The Rise of a New Order in Russia and Japan," in <u>The Sino-Japanese War of 1894-1895: Perceptions, Power and Primacy</u>, Cambridge, UK: Cambridge University Press, 2003, 62-106 (Reserve reading on Canvas).</p> <p>Overy, Richard. "The Hour Before Midnight: 1937-1941," in <u>Russia's War: A History of the Soviet War Effort</u>. New York: Penguin, 1998, 34-72 (Reserve reading on Canvas).</p> <p>Volkogonov, Dmitri. "Political Manouvering," in <u>Stalin: Triumph and Tragedy</u>. Rocklin, CA: Forum, 1996, 343-352 (Reserve reading on Canvas).</p> <p><u>Discussion Topic How would the four perspectives explain either the Sino-Japanese War of 1894-1895 or the Molotov-Ribbentrop Pact? Select one of these events and apply the paradigms to explain it.</u></p>
6	9/30	<p>Review for Midterm</p> <p>Essay 1 due as a hard copy and uploaded to Canvas; topic choices are discussion topics listed above</p> <p><u>Part II: Just War Theory</u> (Begins 9/30; completed on 10/7 and not on midterm)</p> <p>Orend, Brian. "A Sweeping History of Just War Theory," in <u>The Morality of War</u>. Ontario, Canada: Broadview Press, 2006, 9-30 (Reserve reading on Canvas).</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p><u>Discussion Topic: Is the concept of a <i>just war</i> entirely based on ethical considerations, or are there practical ones that have made the need for principles/rules in instigating, carrying out and resolving conflicts necessary? Give two examples of these principles or rules to support your position.</u></p>
7	10/7	<p>Midterm (First 90 minutes of class – discussion of Just War Theory in second half)</p>
8	10/14	<p><u>Part III: Contemporary Issues of War and Peace</u> Terrorism and Effects on Our Understanding of War Crenshaw, Martha. “The Strategic Logic of Terrorism,” in Betts, 481-494.</p> <p>Juergensmeyer, Mark. “Religious Radicalism and Political Violence,” in Betts, 495-511.</p> <p><u>Discussion Topic: ISIS has claimed numerous domestic terrorist incidents in Saudi Arabia, Tunisia, France, the U.S. and others as steps in its transnational war. But how much control does ISIS really have over these incidents, and is there a real connection between it and these groups? Use Crenshaw and Juergensmeyer to help answer this question.</u></p> <p>Topic/Outline for Research Paper due in class (hard copy) on October 14th</p>
9-10	10/21-10/28	<p>Contemporary Issues: Ethnic and National Wars</p> <p>Hardin, Russell. “Violent Conflicts,” in <u>One For All: The Logic of Group Conflict</u>. Princeton, NJ: Princeton University Press, 1995, 142-182 (Reserve reading on Canvas).</p> <p>Kumar, Radha. “The Troubled History of Partition,” in Betts, 378-386.</p> <p>Stoessinger, John G. “From Sarajevo to Kosovo: The War over the Remains of Yugoslavia,” in <u>Why Nations Go to War</u>, 9th ed. Canada: Wadsworth Publishing, 2005, 119-138 (Reserve reading on Canvas).</p> <p><u>Discussion Topic: While partition has been portrayed as a reasonable solution to many violent national conflicts, it is not a perfect solution. Give two examples of problems that occur with partition, and any solutions that could help to avoid or fix these problems.</u></p>
10-11	10/28-11/4	<p>Contemporary Issues: Humanitarian Intervention</p> <p>Brown, Michael E. and Chantal de Jonge Oudraat, “Internal Conflict and International Action,” in <u>Nationalism and Ethnic Conflict</u>, Michael E. Brown,</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Owen R. Cote, Jr., Sean M. Lynn-Jones and Steven E. Miller, eds.; Cambridge, MA: The MIT Press, 1997, 235-264 (Reserve reading on Canvas).</p> <p>Heinze, Eric A. "Commonsense Morality and the Consequentialist Ethics of Humanitarian Intervention," <u>Journal of Military Ethics</u> 4, No. 3 (2005): 168-182 (Reserve reading on Canvas).</p> <p>Norman, Richard. "War, Humanitarian Intervention and Human Rights," in <u>The Ethics of War: Shared Problems in Different Traditions</u>, Richard Sorabji and David Rodin, eds.; Burlington, VT: Ashgate, 2006, 191-207.</p> <p><u>Discussion Topic: Norman takes the position that given the nature of both sovereignty and human rights, there is little ethical foundation for military intervention for humanitarian reasons. Explain his argument. Do you agree?</u></p> <p>Essay 2 due on 11/4 (based on discussion topics listed above for Parts II and III)</p>
12	11/11	Veteran's Day – NO CLASS or office hours
13	11/18	<p>Contemporary Issues: Nuclear Proliferation</p> <p>Bunn, Matthew and Anthony Weir. "Terrorist Nuclear Weapon Construction: How Difficult?" <u>Annals of the American Academy of Political and Social Science</u>, Vol. 607 (September 2006): 133-149 (Reserve reading on Canvas).</p> <p>Waltz, Kenneth. "Why Iran Should Get the Bomb," <u>Foreign Affairs</u> Vol. 91, Issue 4 (July/August 2012), 2-5 (Reserve reading on Canvas).</p> <p><u>Discussion Topic: Waltz states that a country such as Iran developing a nuclear deterrent may not destabilize the balance of power in the world, but could actually enhance it. What is his argument here? Is he correct?</u></p>
14	11/25	Thanksgiving Holiday – NO CLASS or office hours
15	12/2	<p>Paper Presentation Week 1</p> <p>Research Paper due December 2nd in class and uploaded to Canvas</p>
16	12/9	<p>Paper Presentation Week 2</p> <p>Class Wrap-Up</p> <p>All late and excused work (apart from Final) must be submitted by this date</p>
Final Exam	12/19	7:15-9:30 a.m. FIRM

Discussion Question Essays – Format and Details

Format and Content for Essays

During the semester, you will be required to study both forms of explaining war and peace, as well as specific modern causes of war. You will note in the syllabus that with each topic, there is a discussion question we will consider in class as a group. You will also use these to write two essays, approximately 2-3 pages each (500-750 words), excluding the bibliography. One of these essays will deal with Section 1, and the other may use either the question from Section 2 or one of the questions from Section 3. Essays should be typewritten, double-spaced and in 12 point font with 1" margins and page numbers. All essays must be submitted in hard copy form at the start of class on the due date to qualify for credit, and must also be uploaded to the Canvas page by 11:59 p.m. on the due date.⁵ No essays may be e-mailed to the instructor for credit. If you cannot attend class the day an essay is due, you need to make arrangements to hand in your hard copy before or in class. Each essay is worth 60 points, with six points deducted per day for late hard copies without a verified emergency.

You are not required to do outside research for these essays. The textbook and other written class materials as well as lecture notes should be sufficient sources for essay answers, and many of the questions address specific readings. But even if you only use class materials, they must be cited where necessary either as footnotes or endnotes or in-text. Class lectures are considered sources of material, and must be cited when used as quotes or sources of information.

Each essay will require you to make an argument that answers the question. You will need to review the information needed to answer the question and be prepared to take a position as you answer it. Mere “information dumping,” where you give information from a source but do not use it in a way that shows understanding, will receive a lower grade than an essay that has less information but clearly shows that the writer can understand and apply knowledge.

All essays will receive grades based upon a point system, with 60 points total possible. 40 of these points will be for content:

- Answering all parts of a question;
- Making an argument when your opinion is called for;
- Showing an understanding of the concepts needed to answer the question.

Twenty points of the essay will be for grammar and citations, as outlined below.

Grammar and Citations in Essays

To fulfill the writing requirements of this course, students are expected to perform written work and be evaluated on their ability to write. This means that part of your essay grade will depend upon grammar and citations as well as content. You will have multiple essays this semester, which gives you a chance to improve your writing over time and become comfortable with habits such as citation that will help you in later courses.

⁵ Late uploads are possible in Canvas and will not result in a late penalty. However, your paper will not be graded until the upload occurs and your sources are verified. Uploads are only for source checking purposes – a late hard copy may still result in a penalty.

Essays that show a minimum of grammatical errors and good use of citations when class materials are used will receive twenty points. Common grammar errors that could receive deductions include:

- Spelling (do not just rely on spell check, as an incorrect word can still be correctly spelled);
- Verb tense and agreement;
- Word choice;
- Run-on or fragment sentences;
- Run-on paragraphs (multiple topics in a paragraph).

Citations must also be given for any ideas or information that is not your own. Citations can either be as footnotes or as endnotes, although you may prefer in-text. Either APA or Chicago/Turabian are established citation styles for political science, but MLA can also be used. Examples:

- For information from lecture: In-text would be (Pinnell, Lecture, Date).
- For the textbook: You should cite the individual author of the article/excerpt and the year of the piece's publishing when possible, along with the page number (Thucydides 1934, 69). (Betts should be cited only in the reference citations at the end of the paper, as the editor of the textbook.)
- For other class sources: In-text would be (Author(s), Date, Page #).

There are writing manuals online that can help with citation formats; see the King Library website (http://www.sjlibrary.org/services/literacy/info_comp/citing.htm). Whatever form of citations you use, you are expected to append a bibliography with full citations of the sources used in your essay. A lack of proper citations means a deduction from the writing portion of your grade and possibly the content portion as well, as facts cannot be checked.

Direct quotes as well as paraphrased information must be cited in your work. Quotes that are more than one sentence should be indented as a block, single-spaced and cited. Failure to properly cite will result in a ten-point deduction. If you are confused over whether to cite or not, the safest course is to do so. If you are concerned about when and where to cite, I suggest either seeing me in office hours or taking the Plagiarism tutorial through the King Library site (<http://tutorials.sjlibrary.org/tutorial/plagiarism/index.htm>).

One last point on citations: a common error students make, which would be reflected in the content portion of an essay, is to fill an essay with quoted information. This is a problem for two reasons. First, it shows that a student is good at locating information, but that she may not understand it. Second, a good writer should be able to rephrase or paraphrase information and present it in an essay. Unless the exact language of the quote is important, you should not just quote. Essays that show this problem will receive a lower grade.

Turnitin will be used in this course primarily to evaluate your ability to utilize sources well and cite properly. However, if there are clear similarities between your essay and that of other sources/students that indicates collaboration and/or lack of original writing, the instructor will grade accordingly and may consider possible academic penalties. There is a clear difference between blatant and inadvertent plagiarism, but ignorance of the rules of citation is ultimately no excuse. Please familiarize yourself with proper source use.

Research Paper and Presentation

The major project for this class is a combination of a research paper of 6-7 pages, approximately 1500-1750 words in 12 point font with 1" margins excluding a reference page, and a poster presentation. Given the importance of this project for your grade, you should start thinking about the topic you want to work on as soon as possible; it may take some time to find a conflict that fits the paper requirements, and one that you can readily research and report upon. The project has the following parameters:

- It must be a conflict that occurred in the last 200 years (so, 1812-2016);
- It cannot be a conflict that directly involved/involves the United States as a combatant;
- The conflict should involve two or more recognized countries; civil conflicts such as ethnic or national wars are largely off-limits for this assignment, or conflicts that are between factions within one country. The only exceptions to this rule are if a country uses a civil conflict as a *proxy war*, colonial wars between native and colonial governments, or if an intervention became an interstate conflict situation.⁶

Your chosen conflict must be researchable; start looking at sources to determine this, as a minimum of five books/peer-reviewed articles are needed for the project.

Once you select your conflict, you need to decide which of the four major paradigms for the class (realism, liberalism, constructivism or Marxism) best explain the cause of the conflict. This will provide the foundation for your assessment in the project. In your paper, you must provide the following:

- 1) A brief overview of the major events of the conflict, from causes through aftermath (keep this to no more than two pages);
- 2) How your chosen paradigm best explains the causes of the conflict;
- 3) Why other paradigms are lacking in explanation for this conflict (choose at least two and briefly explain why they are not as effective);
- 4) A statement at the end about how this project has affected your understanding of the causes of war, given the conflict and the theory.

This project will be evaluated in three phases, detailed below.

Topic: The topic for your paper needs to be submitted on October 14th. At this time, you should submit a hard copy of 1-2 pages with the following details, in outline form:

- You must name the specific conflict you intend to research, in terms of time and which states/institutions were involved;
- A preliminary statement answering questions 1-4 of the paper; this should be brief and could change with the writing of the paper, but you must show that you have given these questions some thought.

You also need to append a list of sources you have already located, to verify that you are able to research this topic (ideally, the minimum five sources; you do not need to summarize, just list).

⁶. If you have any questions about whether or not your conflict fits the parameters of the assignment, ask the instructor.

This part of your assignment is worth 20 points, with deductions possible for lack of providing information or for lateness. You will get these back with comments to help you on the next phase of the project.

Presentation: On December 2nd-9th, students will give their paper findings in oral presentations to their colleagues, summarizing the major points of the paper in 6-8 minutes with a brief question and answer period afterward. Presenters should bring any visual elements (Powerpoint slides, timeline handouts, etc.) with them that they feel will help the audience understand the points of the paper. Spectator students will be asked to comment on the presentations via scoring sheets, as part of the grading process. This part of the project is worth 40 points.

The times for the presentations will be set the week after the outlines are received; this is an added reason to get your outlines in on time. If you are unable to present on a particular day of the presentation period, you need to let the instructor know to make adjustments ahead of the date. There will be no makeups unless there is a verifiable emergency.

Final Paper: On December 2nd, all students must hand in their project papers, complete and in hard copy form as well as uploaded to Canvas. The policies for written work (see syllabus) are in effect for these papers, meaning that you will lose a full letter grade's worth of points each day the paper is late as a hard copy. This is ten points per day for the final paper. The paper will not be graded at all if it is also not uploaded to the Canvas page.

The content portion of the grade is 80 points, and will depend on how well you answer your four questions and use your selected research materials. Lack of/misuse of sources may count as a deduction for content. Reliance on publicly-edited "encyclopedias" such as Wikipedia for information will be seen as poor source use, as these are not reliable sources. A factor to keep in mind as you write this paper is that while you are making an argument that a particular paradigm best explains a conflict, you are also presenting the conflict to readers who may never have heard of it before; you need to weigh the amount of basic information to include on the events as well as your argument. Again, try to keep background to two pages and conserve the rest for your argument.

Twenty additional points of your grade will be dependent on writing and citations. You must present your paper with an introduction, body and conclusion as well as answers to questions. Problems with either style, grammar or citations (see the Essay handout) will result in deductions.

Questions about the topic, poster or final paper can be handled in office hours with the instructor; rough drafts of either the poster or the paper can be brought in at that time for comments. No drafts of the paper can be e-mailed for comment or grading.