Module Description

State leaders often have to grapple with morally ambiguous and strategically complex situations. These situations can involve uses of, or threats to use, military force at various levels of intensity, ranging from low-level conventional aggression to world-ending nuclear war. Difficult questions of statecraft arise. How do you craft durable international order after a major war? Do you fight an adversary alone or settle for peace on unfavourable terms? What do you do when your friends or your enemies try to acquire nuclear weapons? How do you stop a civil war in which competing great power interests are implicated?

To address these questions, we will focus on particular historical controversies in which state leaders made decisions that continue to have an impact on world affairs. We will examine both the choices made and, more importantly, the paths not taken so as to appreciate the contingent nature of key historical events as well as the acumen required for successful diplomacy. Though we will take seriously the political science literature on international security, this module will have a strong historical bent. Indeed, we will cover such topics as the Treaty of Versailles, Apartheid South Africa, and China’s rise. Be forewarned: given its importance for European and transatlantic security, Germany will be a recurring case study.
Learning Outcomes

On successful completion of this module, students will be expected to be able to:

Knowledge and Understanding

• Demonstrate an in-depth understanding of key concepts and issues in international security

• Demonstrate knowledge of the different theories to explain the development of violent conflict

• Understand and engage critically with the assumptions that drive contemporary third party interventions in peace processes

• Show awareness of the challenges confronting national decision-makers when trying to forestall conflict with, or between adversaries

• Apply a multidisciplinary approach to the study of conflict, drawing not only from international relations and political science but also history

Skills

• Distinguish empirical and normative statements from each other

• Define abstract concepts and apply them with consistency and rigour when making sense of complex issues that involve war and peace

• Formulate clear arguments in written and oral format

• Justify your own positions with evidence-based arguments on topics relating to conflict and peace studies

• Demonstrate the importance of IT and time management skills

Values and Attitudes

• Appreciate the complex nature of conflict management and international diplomacy
• Value the role that diplomatic history and strategic studies play within the broader International Relations field

• Demonstrate tolerance towards the opinions of your colleagues

• Produce written materials that indicate in a precise and honest the nature of your work with proper attribution to the work of others

• Show consideration for the rules and regulations of the University

**Teaching Pattern and Tutorials**

Pedagogically, this is a one term module with two contact hours per week. It relies upon a combination of lectures and tutorials. The lectures serve to introduce the core concepts and themes raised in the assigned readings. They are not substitutes for doing the readings themselves. Under no circumstance can students rely on lectures to be anything more than introductory guide to the subject material.

Tutorials will be more interactive since we will be discussing the materials raised in both the lecture and the readings. Specifically, we will address a question that I have already assigned in this syllabus. Using the readings and the concepts discussed in lecture, we will explore the questions posed from different angles—be they strategic, political, economic, legal, or moral. At least through weeks 1 and 5, we will set aside on a weekly basis to answer questions students may have from the preparatory work done. As such, students are expected to do the readings and to undertake independent study in order: (1) to understand the topics covered in the weekly sessions; (2) to broaden and to deepen their knowledge of the subject; and (3) to develop their own value positions on a number of topics relating to international security. **Attendance will be monitored regularly.**

Lectures and tutorials will take place between 5 October and 14 December 2017.

In general, good participation in the tutorial entails several things:

• **Carefully reading and understanding the assigned texts before coming to the tutorial:** Much of our discussion will be based on the assigned readings. Because citing specific passages and claims will be necessary to support an argument, it is necessary for you to be familiar with the material. I strongly
recommend that you prepare a one page “cheat sheet” for each reading that summarises its main points.

• **Coming prepared to raise questions you have about the material and to express your opinions about the author’s arguments**: Critical thinking goes beyond simple comprehension. It involves placing the arguments in their contexts and evaluating their strengths and weaknesses. To simply like or to dislike a piece is insufficient. As important are your gut reactions, you must back your arguments with evidence and logic. Any lack of understanding regarding a certain topic in the lectures and readings should be raised during the first part of tutorial. Chances are that if you have difficulty grasping a concept, then someone else is facing that same difficulty as well. After all, much of this module centres on sophisticated scholarship produced in strategic studies, political science, and history.

• **Listening attentively to your classmates and responding respectfully to their comments**: The structure of tutorials is straightforward: I moderate and facilitate an informed discussion among students. For tutorials to be effective, please listen to the points that other students are making rather than simply waiting to make your next comment. Vigorous disagreement is a major part of the academic world, but it is important to maintain a respectful, civil, and collegial tone. Personal attacks have no place here.

• **Other points of courtesy**: Please avoid side conversations, arrive on time, and do not leave early unless you have spoken with me before the beginning of the tutorial. Use of cell phones is strictly prohibited.

Most importantly, **have fun**! Tutorials are a place for engaging intellectually with your peers. Do not be afraid to play the devil’s advocate and to adopt positions that you otherwise would find disagreeable. Do not be shy about asking questions. Moreover, engaging in a critical but collegial dialogue with your classmates will force you to be articulate and clear in your arguments. Sometimes you might even concede that your argument is wrong. To paraphrase John Stuart Mill, even if you stand by your argument at the end of the debate, defending it forces you to reassess your own premises in a way that *could* reinforce your convictions. Either way, you come out of the dialogue stronger than before.
Assessment

Coursework (50% of module mark—pass mark: 40%)

50% Policy Essay — Deadline: 21 December 2017 at 16:00.

For this policy essay, choose a historical or contemporary policy problem and write a compelling policy memo recommending a particular course of action given the strategic, ethical, and legal complexity of the problem at hand. You must clear the topic with me by 15 November 2017. It is better to be more specific than broad (e.g., addressing a particular crisis from the standpoint of a particular person or agency). Be sure to discuss alternative choices in addition to the potential objections to your recommendation. Conduct independent research so as to complement the required and recommended readings. A good bibliography should have at least 15 sources.

Please see this draft policy essay that I prepared last year.


You should also consult exemplary students’ essays that are available on Moodle.

The word limit per written essay is 3,000 words. Students may go over or under by 10%. The word limit runs from the Introduction to the Conclusion of the assignment and will include quotes and footnotes that appear in the body of the assignment. It does not include the following: title page, abstract, diagrams, graphs, images, bibliography, and appendices. I will only mark an assignment up to the word limit. The part of the assignment that exceeds this limit will not be marked. I will provide feedback and explain that the penalty has been applied.

Other rules governing the formatting of the essay:

- Times 12 or its close equivalent (usually the default setting)
- 1” margins all around
- Double-spacing
• Page numbers—if your first page is the cover page, then set this page number to 0. (In Word, select “Page Numbers” from the “Insert” menu and click on “Format.”)

• Consistent usage of one standard citation style (Harvard, Chicago, MLA, etc.)

• A standard cover page that includes the word count.

Failure to format your essay properly will result in a small deduction of your mark.

Examination (50% of module mark—pass mark: 40%)

Cumulative Final Exam (to be held in January) whereby all material covered in the lectures and required readings may appear. It will be closed-book/closed-note and will feature one-third “short answer questions” and two-thirds “essay questions.” It will be a 2 hour unseen examination.

Submission of Coursework

Students should refer to the Programme Handbook for information about coursework. To summarise:

(a) **Deadlines are final:** Your work should be ready for submission on the deadline. Please do not leave submission until the last minute. Coursework submitted after the deadline will not be marked. If you anticipate that you will be unable to submit your coursework on time due to Extenuating Circumstances, then you must submit an Extenuating Circumstances claim to the School Office by the appropriate deadline in accordance with the School Policy. The onus is on you to submit such a claim in a timely manner. If the Extenuating Circumstances panel accepts your claim, then you will receive an extension and your work will be marked as normal. If it rejects your claim and you submit your work late, then you will receive a mark of 0% for your coursework and you will be required to resit at a later date. Resits are capped at the minimum pass mark for the module (50%). Note that travel delays and IT problems are invalid Extenuating Circumstances.

(b) **Submission:** Students must submit an electronic copy of the assignment on the module on Moodle by the deadline—this will be your coursework receipt.
Do not submit elsewhere. Nor do you submit directly to the teaching staff. The responsibility is on you to ensure that your coursework is submitted on time and in the correct manner. If you experience any difficulties submitting on Moodle, then please contact your Programme Administrator immediately.

(c) **Plagiarism:** By submitting your essay for assessment electronically, you are agreeing to the following declaration: “The work I have submitted is exclusively my own work except where explicitly indicated with quotations and citation. I have read and understood the statement on plagiarism contained in the School Handbook and understand that plagiarism is a serious academic offence and could result in my exclusion from the University.” If you are unsure whether you are paraphrasing properly, then at least provide the full citation and have all directly quoted passages in quotation marks. *All written work will be submitted electronically via Turnitin.*

(d) **Assistance:** In case you need help with referencing or essay written, then please refer yourself to your Programme Handbook. The Student Centre also provides a series of workshops to help students develop study skills. You can email them at the following address: academiclearningsupport@city.ac.uk. You can find further details of the support available on their website: [http:www.city.ac.uk/studentcentre](http:www.city.ac.uk/studentcentre).

**Office Hours**

Drop-in office hours are on Tuesdays, from 13:00-14:50 at D522. No appointment is necessary but I would suggest bringing something to read in case you have to wait. Please let me know if this time does not work with your schedule so that we can arrange an alternative appointment.

**Twitter**

Over the course of the term I might tweet relevant articles that bear on the subjects and issues raised in this module. Tweeted articles are not required readings—they serve to complement the material. I will be using the hashtag #IP3027.
**Letter Writing Requests**

Absolutely DO NOT put my name down as a reference without asking for my permission first. I strongly encourage all students contemplating further postgraduate studies to consult with me first. Please note that I have very specific guidelines about letter writing. Read the document first before approaching me. Doing so will save everyone time and energy.

[http://www.alexlanoszka.com/LanoszkaPolicy.pdf](http://www.alexlanoszka.com/LanoszkaPolicy.pdf)

**Email Confirmation and Communication**

Once you have read through this syllabus, please send me an email with subject line **“IP3027: Syllabus Read”**. In this email, state your name, your reasons for enrolling in this course, previous modules that may be relevant, and statement of origin. The email should be no longer than four sentences.

Please note that all emails sent to me should include “IP3027” at the beginning of the subject line. Responses could take up to 1-2 business days (no weekends). If I believe that answering your email would take me more than five minutes to do, then I would invite you to meet me during my office hours instead. If you have not received a response after 2 business days, then please resend your email. I will NOT respond to emails that are not sent from your [city.ac.uk](http://city.ac.uk) account.

**Twitter**

Over the course of the term I might tweet relevant articles that bear on the subjects and issues raised in this module. Tweeted articles are not required readings—they serve to complement the material. I will be using the hashtag **#IP3027**.
# SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture Topic</th>
<th>Tutorial</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5/10/17</td>
<td>Strategy and Statecraft</td>
<td>No tutorial</td>
</tr>
<tr>
<td>2</td>
<td>12/10/17</td>
<td>The Treaty of Versailles</td>
<td>How do you solve the ‘German problem’ in 1919?</td>
</tr>
<tr>
<td>3</td>
<td>19/10/17</td>
<td>The Second World War</td>
<td>Why did Britain <em>not</em> seek peace in spring 1940?</td>
</tr>
<tr>
<td>4</td>
<td>26/10/17</td>
<td>The Nuclear Age</td>
<td>Do nuclear weapons keep the peace?</td>
</tr>
<tr>
<td>5</td>
<td>2/11/17</td>
<td>The Cold War in Europe</td>
<td>How do you solve the 'German problem' after 1949?</td>
</tr>
</tbody>
</table>

**Reading Week**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture Topic</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>16/11/17</td>
<td>Post-1989 Europe</td>
<td>Would you expand NATO to include former Eastern bloc states?</td>
</tr>
<tr>
<td>8</td>
<td>23/11/17</td>
<td>Economic Sanctions</td>
<td>How do you stop Apartheid in Cold War South Africa?</td>
</tr>
<tr>
<td>9</td>
<td>30/11/17</td>
<td>Ethnic Cleansing and Genocide</td>
<td>Would you have intervened to stop the Rwandan Genocide?</td>
</tr>
<tr>
<td>10</td>
<td>7/12/17</td>
<td>Humanitarian Intervention</td>
<td>Do outside powers have the right to intervene in the affairs of a state that experiences domestic conflict?</td>
</tr>
<tr>
<td>11</td>
<td>14/12/17</td>
<td>Dealing with Rising Powers</td>
<td>How can you ensure that China rises peacefully?</td>
</tr>
</tbody>
</table>

---

Coursework Essay due on 21 December 2017

Cumulative Final Exam sometime between 15 and 27 January 2018
Reading List and Module Schedule

Recommended readings marked with * are strongly recommended.

Week 1: Strategy and Statecraft

What are the elements of statecraft and strategy? For what ends do states employ military power? What is deterrence and why does it matter? What is the difference between deterrence and compellence? Brute force and coercion? To what extent do moral concerns bear on how we conceive and practice coercion?

Required:


Weekly Word Count: 75

Recommended:


Week 2: The Treaty of Versailles

Tutorial Question: How do you solve ‘the German problem’ in 1919?

How do you design an international order following a major power war like the First World War? What steps do you take in order to prevent another armed conflict from breaking out in the future? How do you balance between the need to exact costs on the defeated adversary and the need to develop cooperative ties with it in the future?

Required:


Weekly Page Count: 90.

Recommended:


Week 3: The Second World War

Tutorial Question: Why did Britain not seek peace in spring 1940?

Was Britain’s choice to continue fighting Nazi Germany in early 1940 at the time—given what its leaders knew and faced at the same time? What were the roads not taken between the Remilitarization of the Rhineland in 1936 and the Battle of Britain in 1940? What were the costs and benefits (political and moral) of each of them?

**Required:**


**Weekly Page Count: 84**

**Recommended:**


Week 4: The Nuclear Age

Tutorial Question: Do nuclear weapons keep the peace?

Strategists and security scholars have put forward different arguments about the effects of nuclear weapons on stability. Some argue that they have had no effect—other trends in the international system are responsible for the lack of major power war since 1945. Others argue that they are important because the fear of nuclear devastation encourages cooperation. And yet some others that deliberate nuclear weapons use has become unthinkable.

Required:


Weekly Page Count: 81

Recommended:


Week 5: The Cold War in Europe

Tutorial Question: How do you solve ‘the German problem’ after 1949?

What was the Cold War all about? Was it about mutual insecurity in a world dominated by two heavily-armed states? Was it about conflicting ideologies and political-economic systems? Or was it about the status of post-war Germany? What would these interpretations of the Cold War imply for diplomacy?

Required:


Weekly Page Count: 88

Recommended:


Week 6: Reading Week

Week 7: Post-1989 Europe

Tutorial Question: How do you manage post-Cold War Russia?

How did Europe change with the end of the Cold War and the subsequent collapse of the Soviet Union? What are the geopolitical and moral dimensions involved with integrating former members of the Warsaw Pact? What new purpose would NATO have in such a world order, if any? To what extent do you proceed with NATO expansion, if at all?

Required:


Recommended:


Week 8: Economic Sanctions

Tutorial Question: How do you stop Apartheid in Cold War South Africa?

Cold War era South Africa put American decision-makers in a bind that might seem difficult to understand today. On the one hand, the Apartheid regime was staunchly anti-communist. On the other hand, its domestic policies were very controversial to members of Western publics. What tools of statecraft can you use to ensure the friendliness of the South African regime while striving to change its unsavory domestic politics?

Required:


Recommended:


Week 9: Ethnic Cleansing and Genocide

Tutorial Question: What causes the outbreak of inter-ethnic violence?

Consider the case of Rwanda. Within one-hundred days, members of the Hutu majority government killed an estimated 500,000-1,000,000 Tutsi Rwandans. What are the causes of such genocidal campaigns? How can knowledge of the causes inform policy responses?

Required:


Weekly Word Count: 67

Recommended:


Week 10: Humanitarian Intervention

Tutorial Question: Do outside powers have the right to intervene in the affairs of a state that experiences domestic conflict?

According to international law, states are sovereign when it comes to their domestic affairs. To what extent can other states abridge such sovereign rights in order to intervene in a civil war—particularly against the wishes of the central government? What are the strategic, moral, and legal implications of humanitarian intervention?

Required:


Weekly Word Count: 85

Recommended:


Week 11: Dealing with Rising Powers

Tutorial Question: How can you ensure that China rises peacefully?

Some scholars argue that periods of power transition—whereby one major power declines and another rises—are likely to feature conflict, even war. Some historical examples like the First World War appear to support this proposition. Yet others seemingly contradict it, as in the case of Britain’s decline and America’s rise. This controversy matters since we might be amid an instance of power transition today if we consider the rise of China and the travails that trouble America today. What can both major powers do in order to avoid a major war?

Required:


Weekly Word Count: 79

Recommended:

