Course Code: **PSCI 481/687**

Course Name: **Interstate War**

**Academic Year and Term:** 2019-2020, Autumn Semester

**Meetings:** Wednesdays, from 14:30-17:20 at HH 345

<table>
<thead>
<tr>
<th>Dr. Alexander Lanoszka</th>
<th>Evaluation Criteria:</th>
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</thead>
<tbody>
<tr>
<td>Hagey Hall, 349</td>
<td><strong>20% Participation</strong></td>
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<tr>
<td><a href="mailto:alexander.lanoszka@uwaterloo.ca">alexander.lanoszka@uwaterloo.ca</a></td>
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<tr>
<td>Office Hours: Thurs., 13:00-15:00</td>
<td><strong>15% Three-Page Response Paper</strong></td>
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<td><strong>5% In-class Response Paper Discussion</strong></td>
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<td><strong>10% Two-Page Proposal</strong></td>
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<td></td>
<td><strong>50% Research Paper</strong></td>
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**Course Description**

This course covers interstate war. The questions that we will explore include, but are not restricted to, the following: How is war different from other political activities? Why do states fight wars? How do domestic groups affect war-fighting? We will bring to bear diverse theories to probe these questions. We will be devoting a few weeks on the First World War because its complexity has inspired many key theories in International Relations scholarship. It will also serve as a case study for understanding how war shapes politics, and vice versa.

Because this course is an advanced seminar course, I assume that you are familiar with the basics of International Relations theory and its major concepts. I highly recommend that undergraduate enrollees have already taken PSCI 281 World Politics before taking this course.

**Pedagogical Approach**

We will use a seminar format for most of the sessions. As such, I expect you to come to class prepared—that is to say, having done, and reflected on, the readings in advance of each meeting. I might “lecture” on occasion if I anticipate that key concepts are hard for students to grasp at first.
Note that graduate students will have one more reading per week that they must do in addition to the set that undergraduates all do.

**Assessment**

**20% Participation**

I expect students to participate in discussions regarding the class material and weekly readings. I will evaluate students based on the frequency and quality of their interventions. Students will receive something between 14 and 20 if they come to all meetings and make an intervention in the classroom at least two-thirds of the time. The quality of the intervention also matters such that, contrary to Joseph Stalin, quantity does not have a quality all of its own. Indeed, a tendency to speak over your classmates in an attempt to dominate or shut down discussion will result in a subtraction of your grades. Students will receive 8-12 if they miss more than the minimum acceptable meetings (without proper documentation) and/or have sporadic interventions over the course of the term. Students will receive 1-6 if they miss class often and remain silent over the course of the term. You must be a complete no-show to get 0.

I understand that some of you might not be comfortable speaking in front of your peers, but I strive to make the environment as open and comfortable for you to contribute. Please consult me if you wish to discuss this issue further in private. If nothing else, ask clarifying questions because I guarantee someone else has the same question.

I also understand that life “happens.” You are entitled to miss one session with no questions asked. I will be tracking attendance. See “Make Up for Missed Meeting” on how you can receive compensatory credit.

**15% Three-Page Response Paper and 5% In-Class “Presentation”**

Students will sign up for one week. Each paper is to comment critically on at least one of the required readings for that week. These papers must be distributed in .doc format to the entire class in a closed thread on the Learn website by 18:00 EST on the Monday preceding class; authors must also be prepared to discuss this paper in
class. Only do the minimal necessary in terms of summarising the reading(s). I am more interested in your assessment of the logic and evidence used to support an argument.

You may wish to consider the following questions when drafting your response paper. Do the conclusions follow from the premises? What are the assumptions, hidden or explicit? Are there alternative interpretations of the evidence? Are there sins of omission or commission that directly bear on the validity of the argument? What do the findings say about leading theories in international relations? Does the piece make a contribution to our understanding of war and politics? Not all these questions may be relevant.

At the beginning of each reading discussion, the student(s) who wrote a response paper for that reading will in 3-5 minutes briefly summarize the paper they reviewed and then articulate the arguments that they made in their response paper. Note that I am not asking for a summary of the paper in the actual response paper, but in the presentation I want you to summarize the paper. You will be graded on the quality of your review and how clearly and persuasively your articulated your critiques.

N.B.: I will not make alternative arrangements to this assessment. If you do not like this assessment, then please drop the course. You must make sure that you can do the response paper in the timely manner expected of you. It is essential for the smooth functioning of this course. No exceptions.

10% Two-Page Proposal Due October 23, 2019 at 23:59 EST

This proposal must describe the puzzle or question that you plan to address in your final essay, provide an overview of how you intend on structuring the paper, and list at least three sources you plan to use with a brief description of each. It should follow the same formatting guidelines as laid out above.

50% Essay Due December 10, 2019 at 23:59 EST

Undergraduate students must write a 12 page (approx. 3000 words) essay, whereas graduate students must write an 18-20 page (approx. 4500-5000 words) essay. You are free to write on an issue of your choice, but students must ground their paper
in one of the course’s themes and MUST make a theoretical question or problem the central focus of the paper. The paper will be assessed on its content, organisation, use of academic sources, quality of said sources, and originality.

**Essay Formatting**

These rules govern the formatting of ALL written work submitted for this class.

- 1” margins all around
- 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 (e.g., Chicago, MLA, etc.)
- A standard cover page that includes the word count
- Double spacing
- Submit all work in .doc or .docx formats, and not PDF!

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

**Office Hours**

Drop-in office hours are on Thursdays, from 10:00–12:00 at 349 Hagey Hall. 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. I will not explain to you what was discussed in any session that you might have missed.

**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
Late Penalties

For each day late, I will deduct two percentage points from your overall grade. One minute past the appointed deadline counts as the first day late.

Email Confirmation and Communication

Once you have read through this syllabus, please send me an email with subject line “PSCI 481 [or 687, if you’re a graduate student]: Syllabus Read”. In this email, state your name, your reasons for enrolling in this course, and previous courses that may be relevant. The email should be no longer than four sentences.

Please note that all emails sent to me should include “PSCI 481 [or 687]” 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 ONLY respond to emails that are sent from your uwaterloo.ca account.

Do not email me questions that could be answered by looking at the syllabus. If you do, then you should not expect a response.

Make Up for Missed Meeting

If a student has missed more than one tutorial session, then that student may complete an extra credit assignment to make up for each missed attendance. There are no other ways of receiving extra credit in the course. The extra credit assignment involves writing a 1000 word discussion paper that reflects on a public lecture at the UW Department of Political Science, the Balsillie School of International Affairs, or the Centre for International Governance Innovation on a topic related to war or international security. I must approve any other public talk. The discussion paper must use concepts discussed in the course or the readings. Each discussion paper will receive a mark of either ½ or 1. Discussion papers must be submitted to me and none can be submitted after the last day of classes.
Academic Integrity

In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

(a) **Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for her/his actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 - Student Discipline. For information on categories of offences and types of penalties, students should refer to Policy 71 - Student Discipline at [http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm).

(b) **Grievance:** A student who believes that a decision affecting some aspect of her/his university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4 at [http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm).

(c) **Appeals:** A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals, [http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm) See also: Student Appeals at [https://uwaterloo.ca/arts/current-undergraduates/student-support/artsundergraduate-office](https://uwaterloo.ca/arts/current-undergraduates/student-support/artsundergraduate-office).

(d) **Turnitin.com:** Plagiarism detection software (Turnitin) will be used to screen assignments in this course. This step serves to verify that use of all material and sources in assignments is documented. In the first week of the term, details will be provided about the arrangements for the use of Turnitin in this
course. If you do not wish to have your assignments submitted to Turnitin, an alternative arrangement between you and I can be worked out where your work can still be rigorously assessed to ensure its academic integrity.

Accommodation for Students with Disabilities

The AccessAbility Services (AS) Office (Needles Hall, Room 1401) collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS Office at the beginning of each academic term.

NOTA BENE: THIS SYLLABUS IS SUBJECT TO MINOR CHANGES. REFER TO THE LEARN WEBSITE FOR THE LATEST VERSION.
## SCHEDULE

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<tr>
<th>M</th>
<th>Date</th>
<th>Lecture Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>September 4</td>
<td>Introduction: Trends in War</td>
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<tr>
<td>2</td>
<td>September 11</td>
<td>War and State Formation</td>
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<tr>
<td>3</td>
<td>September 18</td>
<td>Clausewitz and the Bargaining Model of War</td>
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<tr>
<td>4</td>
<td>September 25</td>
<td>The First World War (Causes)</td>
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<tr>
<td>5</td>
<td>October 2</td>
<td>The First World War (Alliance Politics)</td>
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<td>6</td>
<td>October 9</td>
<td>The First World War (Termination)</td>
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<td>7</td>
<td>October 23</td>
<td>“Small” Wars in Perspective (<a href="#">Proposal Due</a>)</td>
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<td>8</td>
<td>October 30</td>
<td>War-Fighting and Military Power</td>
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<td>x</td>
<td>November 6</td>
<td>Liberalism, Feminism, and War</td>
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<td>9</td>
<td>November 13</td>
<td>War and Economics</td>
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<tr>
<td>10</td>
<td>November 20</td>
<td><strong>NO MEETING</strong></td>
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<tr>
<td>11</td>
<td>November 27</td>
<td>Brutality in War</td>
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**FINAL PAPER DUE: DECEMBER 10 at 23:59 EST**
Reading List and Course Schedule

Meeting 1: Trends in War

In this session we will talk about the goals of this course as well as its assessment components. Do not expect me to review the syllabus at length, however.

Read until the Q&A section of the following link: Steven Pinker, “A History of Violence: Edge Master Class 2011,” retrieved from https://www.edge.org/conversation/mc2011-history-violence-pinker.


Recommended Reading:


Meeting 2: War and State Formation


Graduate students, read the following as well:


Recommended Readings:

Meeting 3: Clausewitz and the Bargaining Model of War

We study international security because we want to understand why wars take place—preferably to make sure that they do not happen. Why then do wars occur? Why can states not peacefully resolve their differences so as to avoid paying the (potentially high) costs associated with war? We will review some classic explanations for why wars take place.


Graduate students, read the following as well:


Recommended Readings:


N.B.: PhD students must be familiar with all three Fearon readings. Non-optional.
Meeting 4: The First World War (Causes)

Chinese diplomat Zhou Enlai allegedly said that we still do not know what to make of the French Revolution. The same can be said of the First World War—a brutal conflict that killed millions, ended long-lasting empires, hastened developments in military technology and medicine, destroyed exorbitant amounts of wealth, and led the way for Adolf Hitler to rise to power in Germany. We will examine this war in light of the explanations of war we reviewed in Week 3.


Graduate students, read the following as well:


Recommended Readings:


Meeting 5: The First World War (Alliance Politics)


*Graduate students, read the following as well:*


*Recommended Readings:*


Meeting 6: The First World War (Termination)


Graduate students, read the following as well:


Recommended Readings:


Meeting 7: “Small” Wars in Perspective


*Graduate students, read the following as well:*


*Recommended Readings:*


Bettina Renz, "Russia and ‘Hybrid Warfare’,” *Contemporary Politics*, vol. 22, no. 3 (2016): 283-300.

Meeting 8: War-Fighting and Military Power


*Case Study: Airpower in Kosovo*


*Graduate students, read the following as well:*


*Recommended Readings:*


Meeting 9: Liberalism, Feminism, and War


Graduate students, read the following as well:


Recommended Readings:


Laura Sjoberg, Gendering Global Conflict: Toward a Feminist Theory of War (New York: Columbia University Press, 2013.)
Meeting 10: War and Economics


Graduate students, read the following as well:


Recommended Readings:


Meeting 11: Brutality in War


*Graduate students, read the following as well:*


*Recommended Readings:*


Books on the First World War


President John F. Kennedy reportedly was reading this book around the time of the Cuban Missile Crisis. Tuchman takes the view that the war was largely an accident: European statesmen stumbled into it. Tuchman’s book is a classic, even though her argument is not widely accepted.


A well-written and intelligent survey of what caused the First World War, it offers a compelling theory of concentric causes. This book is a terrific example of a historian thinking systematically about the causes of a complex conflict.


This book terrifically marries theory and evidence to examine an under-explored puzzle about the First World War. It is unable to account for the 1918 Spring Offensive and overstates British rationality, but this book is a must-read for students of war.


An excellent statement on the origins of the First World War, it is more forthright on assigning culpability for the war. That said, it spreads blame almost a little too evenly—barring the discussion on Serbia—so as to make the war seem accidental.

Evocatively written, this book captures at once the zeitgeist of the pre-war years while describing the fateful political decisions and military plans that put Europe on the road to war. For MacMillan, a Canadian historian who is now Warden at St. Anthony’s at Oxford, the war was neither an accident nor the result of German expansionism.


Contrary to popular belief in the West, war in Europe did not end on 11 November. Indeed, for many countries, November 1918 was a month that saw national independence and when the real fight was just getting started. Engelstein’s book surveys the eastern front, the two Russian revolutions, and the wars that ensued in the former Russian imperial space thereafter. A very good book.

**War in the Arts**

I have never seen war, but I have close friends who have been deployed and family members who lived through wartime in Poland. I hope none of us will ever have to endure such things. If war sometimes feels like an abstraction in this course, then the arts can offer far more vivid insights than what any journal article or piece of nonfiction can provide.

Here are some exemplary literary works that you should endeavour to read:

*Johnny Got His Gun* by Dalton Trumbo

Austere, unsentimental, and gut-wrenching, this story about a blind and limbless ex-soldier is the purest war novel ever written. You will not find any romanticism about war in this novel.

*Catch-22* by Joseph Heller

A colleague of mine who once served in the Israeli Defence Forces described this book to me as the best depiction of the absurdity that characterises military life and war-fighting. A bit long-winded and repetitive (but such is military life in peacetime and even in wartime), the travails of Captain John Yossarian in trying to get out of yet another bombing sortie will leave a deep impression.
War and Peace by Leon Tolstoy

Rightly considered one of the greatest novels ever written, War and Peace tells the story of two Russian families as their fates intertwine. It provides a panoramic account of how Russia endured the Napoleonic wars, depicting major battles like Austerlitz and Borodino with much realism.

Slaughterhouse-Five by Kurt Vonnegut

Containing aliens, time-travel, and the Dresden bombing, this book is Vonnegut’s must-read masterpiece. It is narratively tighter than Catch-22 but it is arguably less effective in its portrayal of absurdity. Still, with good reason, this book is a favourite for many readers.

A Farewell to Arms by Ernest Hemingway

Not even half as good as For Whom the Bell Tolls, which concerns the Spanish Civil War, or a quarter as good as The Sun Also Rises, which concerns American expatriates and veterans in post-World War One Europe, A Farewell to Arms established Hemingway’s reputation as a great American writer. Unintentionally funny.

Mrs. Dalloway by Virginia Woolf

The majority of classic novels that concern interstate war have been written by men. Still, to get a feel of how trauma can affect post-war society, read this breakout novel by Virginia Woolf. The veteran Septimus Warren Smith’s post-traumatic stress disorder is itself a character in this short novel, one that permeates the crisp London air.
Here are some exemplary films that touch on war:

*Saving Private Ryan*, dir. Stephen Spielberg

The first and last five minutes of this film almost ruin it because of their insincere sentimentality, but that’s Spielberg for you. Otherwise, this film is excellent and provides the standard against which we judge most films in the genre.

*Hiroshima Mon Amour*, dir. Alain Resnais

Based on a screenplay by Marguerite Duras, this film juxtaposes the traumatic experiences of a Hiroshima survivor and a woman punished for her behaviour in occupied France.

*Dunkirk*, dir. Christopher Nolan

Set across the three media of war, this film misrepresents the Dunkirk embarkments (see *Atonement* for a more accurate depiction) but is arguably comparable to *Saving Private Ryan* in its quantity. It bears excellent use of character anonymity and sound.

*Das Boot (The Boat)*, dir. Wolfgang Peterson

Undoubtedly the best submarine film of all time, it depicts the hazards and existential fear that accompanies life on a U-boat in the Second World War.

*Black Hawk Down*, dir. Ridley Scott

This film offers a bracing portrayal of the Battle of Mogadishu, an event that shaped how the United States went about humanitarian intervention in the decade leading up to 9/11. The Spear has recently done a two-part podcast episode that covers this event from the perspective of those who participated in the battle.
Apocalypse Now, dir. Francis Ford Coppola

It is hard to overestimate how traumatic the Vietnam War was for the American body politic. This complex film is an adaptation of Joseph Conrad’s *Heart of Darkness* and explores how different individuals react to their role in combat.

The Hurt Locker, dir. Kathryn Bigelow

This film tells the story of an Explosive Ordnance Deposal team in Iraq and shows how war can for some be addictive.

La Règle du Jeu (*The Rules of the Game*), dir. Jean Renoir

“You see, in this world, there is one awful thing, and that is that everyone has his reasons,” is one of the most important quotes in cinema. It hints at the complexity of human motives in war. Not quite a war film, this scathing film—released in 1939—satirically depicts upper class French society on the eve of world war.