Course Description and Requirements

The objective of this course is to familiarize students with a number of important theoretical perspectives on the origins of international war. The common thread that runs through the course is the historical case of World War I. We will explore how the outbreak of this war was interpreted from different theoretical perspectives, how these theories have been (or may be) used to explain more recent conflicts, and how they may have informed recent debates on U.S. national security.

Course requirements include (a) two midterm exams, (b) a term paper, and (c) class participation.

Exams: There will be two midterm examinations, one on Friday, March 2, the other on Monday, April 23, 2012, both during regular class time. Each exam will consist of 10 multiple choice questions and one essay question (you will have a choice of essay questions). The coverage of the second exam will not be cumulative. More information about the format and scope of the exams will be provided as we approach them.

Term Paper: You will be required to write an 8–10 page paper, in which you will describe a war of your choice, review contending explanations of this war’s origins, and relate these explanations to the theories covered in the course. The paper is due on Monday, April 30, at 10:30 AM. A more detailed description of the paper assignment is attached to this syllabus.

Class attendance and participation: I expect you to attend class sessions regularly and complete all the readings in timely fashion, as specified by the schedule below. Five percent (5 points) of the total grade for the class will be based on class attendance and participation. My criteria for grading class participation are as follows. You will earn 5 points if you attend class regularly and participate frequently in class discussions; 4 points if you attend class regularly and participate sporadically in class discussions; 3 points if you attend class regularly and (almost) never participate, or if you attend class and participate sporadically; 2 points or less if you attend class sporadically and (almost) never participate.

The final grade for the course will be distributed as follows:

- Midterm exam I 30%
- Midterm exam II 30%
- Term paper 35%
- Class participation 5%

For each exam/assignment you will receive a numerical score, not a letter grade. Your final cumulative score will be translated into a letter grade according to the following schedule: 93 points or higher = A; 90–92.9 = A; 87–89.9 = B+; 83–86.9 = B; 80–82.9 = B–; 77–79.9 = C+; 73–76.9 = C; 70–72.9 = C–; 67–69.9 = D+; 63–66.9 = D; 60–62.9 = D–; <60 = E. Information on UF’s grading policies is posted at http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html
Other policies: Exam make-ups or deadline extensions may be granted under special circumstances but you must request them prior to the exam/deadline. Retroactive make-ups or extensions will not be granted under any circumstances.

Individual extra-credit work is not allowed.

Students requesting classroom accommodation for disabilities must register with the Dean of Students Office and provide documentation from this office.

All students are required to abide by the University’s Academic Honesty Guidelines, posted at http://www.dso.ufl.edu/judicial/academic.php

The required texts for the course include four books and a bunch of articles or book chapters. The four books are available for purchase at Orange and Blue Textbooks, 309 NW 13th Street (across the street from Krispie Kreme). They have also been placed on two-hour reserve in Library West. The titles of the books are:

- Dale C. Copeland, *The Origins of Major Wars.*
- Jack Snyder, *Myths of Empire: Domestic Politics and International Ambition.*

The required articles and book chapters are all available online via the UF libraries’ e-reserves (log on at https://ares.uflib.ufl.edu/). They are listed below in the order in which they appear on the syllabus:

- Richard Bernstein and Ross Munro, “Introduction,” pp. 3-21 in *The Coming Conflict with China.*
- Eckart Kehr, “Anglophobia and Weltpolitik,” pp. 22–49 in Kehr’s *Economic Interest, Militarism, and Foreign Affairs.*
Class/Reading Schedule
[e-res = UF Libraries’ electronic reserves]

January 9  Course overview
January 11  Background to World War I
January 13  Background to World War I
January 16  No class (MLK Day)
January 18  Background to World War I

I. War as a Result of Inadvertent Escalation

January 20  Turner, pp. 1–59
January 23  Turner, pp. 60–115
January 25  Wrap-up of Turner
January 27  Review of WWI’s major battles (no reading)
January 30  Richardson [e-res]—skim the math; we’ll hopefully make sense of it in class
February 1  Continued discussion of Richardson’s arms race model
February 3  Wrap-up of Richardson
February 6  Jervis [e-res]
February 8  Schelling [e-res]
February 10  Lieber [e-res]

II. War as a Result of Changing Power Realities

February 13  Copeland, pp. 1–34
February 15  Copeland, pp. 35–117
February 17  Copeland, pp. 118–145
February 20  Copeland, pp. 146–175
February 22  Copeland, pp. 235–246
February 24  Bernstein and Munro [e-res]
             Johnston [e-res]
February 27  Legro [e-res]  
             Krugman [e-res]  
             Yan Xuetong [e-res]  

February 29 Continued discussion of the implications of China’s rise  
             Midterm exam review  

March 2      Midterm Exam I  

March 5–9   Enjoy spring break!  

III. International Conflict as an Outcome of Domestic Politics  

March 12    Eckart Kehr [e-res]  

March 14    Wrap-up of Kehr  

March 16    Snyder, Myths, pp. 1–65  

March 19    Snyder, Myths, pp. 66–111  

March 21    No class (annual meeting of the Western Political Science Association)  

March 23    No class (annual meeting of the Western Political Science Association)  

March 26    Snyder, Myths, pp. 255–304  

March 28    Snyder, Myths, pp. 305–322  

March 30    Wrap-up of Myths  

April 2     Snyder, “Imperial Temptations” [e-res]  
             Heilbrunn [e-res]  
             Foer [e-res]  

April 4     Baum [e-res]  
             Cave [e-res]  
             Barstow [e-res]  

April 6     No class (happy Passover/Easter!)  

April 9     Continued discussion of the domestic politics of the Iraq and Afghanistan wars  

IV. War as an Outgrowth of Capitalism  

April 11    Lenin, pp. 1–47  

April 13    Lenin, pp. 47–98  

April 16    Lenin, pp. 99–128
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 18</td>
<td>Wrap-up of Lenin</td>
</tr>
<tr>
<td>April 20</td>
<td>Midterm exam review</td>
</tr>
<tr>
<td>April 23</td>
<td>Midterm exam II</td>
</tr>
<tr>
<td>April 25</td>
<td>Make-up class</td>
</tr>
<tr>
<td>April 30 (Mon)</td>
<td>Paper due no later than 10:30 AM</td>
</tr>
</tbody>
</table>
Description of Term Paper

Study a war that broke out during the past 60 years. It may be either an international or internal (civil) war, but avoid wars that may have been discussed at some length by the course readings. (Not sure? Discuss it with me). Your paper should do three things:

• Describe the basic facts of the case. Who fought whom? When? Where? Over what? What were the circumstances that led to the outbreak of the war?
• Review the literature on the origins of your chosen war. What are the major contending interpretations of the outbreak of the war? Who are the authors associated with each interpretation? Make sure you identify at least two distinct interpretations of the war’s origins, and the chief author(s) associated with each one of them.
• Consider to what extent the interpretations identified in the literature on your chosen war correspond to (one or more of) the theoretical perspectives covered in the course.

Further Instructions and Tips:

Although your paper must contain all three elements listed above, it does not necessarily have to address them in the above order. Feel free to be creative in organizing the paper. For example, rather than begin with a factual section and continue with an account of contending interpretations, you may tell the factual story as it appears from one perspective, then tell the story again as it appears from an alternative perspective etc.

A literature review is not an annotated list of sources presented in random order. An effective literature review must have a logical structure and a central theme. State the central theme at the outset and then structure the bulk of the review around this theme.

➢ Central theme example 1: Scholarly research on the origins of the Manichean War has evolved in three stages, from orthodoxy, through heterodoxy, to synthesis.
➢ Central theme example 2: the debate on the sources of the conflict between Fredonia and Ruthenia mirrors the political fault lines separating the two nations; whereas Fredonian scholars tend to blame the conflict on X, Ruthenian authors typically identify Y as the war’s chief cause.

The length of the paper must not exceed 10 pages (excluding endnotes). It should be double-spaced, with margins of at least 1 inch on each side of the page. Use an 11 point font (like this one) or larger.

It is important to properly cite the sources you draw upon for facts and/or interpretation. If you quote a source verbatim, make sure you use quotation marks and provide a reference at the end of the quotation. If you do not quote verbatim, place the reference(s) at the end of the paragraph. Either way, use endnotes to provide references—follow the endnote format used in Dale Copeland’s Origins of Major Wars.

Your literature review should cover books and/or articles published by academic scholars or serious non-academic commentators. Stay away from unpublished material posted on private web pages. And do not over-rely on official publications put out by governments, including material posted on the web sites of foreign ministries or embassies. When you do use official sources, make sure you acknowledge them explicitly. (EX: “According to the Indian foreign ministry, India’s action was motivated by . . . “).

Edit and proofread the paper before submitting it. A text rife with tortured sentences or misspelled words unavoidably dims the reader’s appreciation of your intellectual capacity.