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PSC 395.01: International Security

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Political Science 395-02
Fall 2005
MWF 1:10-2:00
LA 337

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International Security

Course Description and Objectives

This course will develop your ability to analyze the causes, conduct, and consequences of war. We will begin by exploring the consequences of war for personal, national, international, and global security. We will then examine theories about the causes of war and apply them to understand the occurrence of World War I, World War II, and the Cold War. Next, we will explore the conduct and consequences of these wars at the doctrinal, strategic, operational, and tactical levels. Finally, we will discuss contemporary issues in war, peace, and security, including the causes, conduct, and consequences of the war on terrorism and the war in Iraq, weapons proliferation, the future of military technology, the rise of new great powers, humanitarian intervention, and alternatives to war.

During the course, you will develop your critical reading skills by evaluating other scholars' theories, arguments, and evidence. You will also improve your analytic writing skills by comparing and contrasting theories and arguments and by developing and supporting your own arguments about the causes, conduct, and consequences of war. By the end of the class, you will be able to make informed predictions and prescriptions related to the security challenges of the future.

Prerequisites

To enroll in this course, you must be of at least sophomore standing, and you must have taken PSC 130 (Introduction to International Relations).

Required Texts

To do well in this class, you must complete all of the assigned reading before each lecture and keep up with current events, as described below. The following texts are required. The first two are available for purchase at the bookstore. They are also on 2-hour reserve at Mansfield Library.

- Richard K. Betts, *Conflict After the Cold War*, Updated 2nd edition (New York: Longman, 2005).
- Robert J. Art and Kenneth N. Waltz, eds., *The Use of Force*, 6th edition (New York: Rowman & Littlefield, 2004).
- Selected articles available online, denoted by a plus sign (+).
- Reserve readings available in hard copy at the library and electronically through the library website. These readings are denoted by an asterisk (*).

Keeping Up With Current Events

You are required to keep up with current events related to personal, national, international, and global security by reading *The New York Times* on a daily (Monday - Friday) basis. You may do so either by reading the hard copy at the library or by reading the electronic edition on the World Wide Web (<http://www.nyt.com>).

There are many ways to supplement your reading of the *New York Times*:

- Reading other national newspapers such as the *Washington Post*, *Los Angeles Times*, and *Wall Street Journal*, as well as international papers such as the *London Times*, *Guardian*, and *Le Monde*.

- Reading weekly news magazines such as *The Economist*, *Time*, *Newsweek*, and *US News and World Report*.
- Listening to National Public Radio programs such as "Morning Edition," BBC World Service," and "All Things Considered" on KUFM 89.1 (for schedule, go to <http://www.mtpr.net/>).
- Watching national nightly and weekly television news programs. On PBS, these include "The News Hour," "BBC World News," "Frontline," "NOW," and "Foreign Exchange with Fareed Zakaria," which are available on both KUFM Channel 11 (<http://www.montanapbs.org/>) and KSPS Channel 32 (<http://ksps.org/>). The ABC, CBS, and NBC evening news, as well as ABC's "Nightline," can also be helpful.

Whenever possible I encourage you to consult these and other additional sources. Please note, however, that they will not substitute for daily reading of the *New York Times*, which offers the most extensive international coverage and largest range of opinion and upon which current events quizzes and exam questions will be based.

Course Requirements and Exams

You are expected to attend class regularly and to complete all of the assigned reading, including the previous day's *New York Times*, before each class. To encourage you to do so, I will give several pop quizzes and assignments. These quizzes and assignments will constitute 10% of your course grade. The rest of your grade will be based on two midterms (the first, an in-class exam worth 25% and the second, a take-home exam worth 30%) and a final (in class, worth 35%). These exams will test your understanding of and ability to analyze material from the readings, lectures, and *New York Times*. They will include multiple choice, short answer, and essay questions. Be prepared to recall what you have learned and to write clear, thoughtful, and well-supported answers to challenging questions.

Students with disabilities should discuss their needs with the professor at least two weeks before the first midterm. Graduate students should immediately consult with the professor about additional requirements.

Make-Up Policy

Make-up quizzes and exams will be scheduled only for students directly involved in extreme, documented emergencies. If you find yourself in the midst of an emergency, you must notify me as soon as possible (in advance of the exam or due-date if possible) that you will be unable to attend the scheduled exam or submit the work on time. To do so, call me or send me an email explaining the circumstances of your emergency and giving me a way to contact you. I reserve the right to deny any and all petitions for make-up work, and to administer makeup quizzes and exams substantially different from the regular ones.

Grading

To reiterate, the weight attached to each assignment is as follows:

Quizzes	10%	Midterm #2 (out 11/16, due 11/30)	30%
Midterm #1 (10/12)	25%	Final (12/13)	35%

The plus/minus grading system will be used. Grades may be curved, but the following distribution is the lowest I will use (*i.e.*, if you earn 92% of all possible points you are assured of an A in the course):

92-100 A	82-87 B	72-77 C	62-67 D
90-91 A-	80-81 B-	70-71 C-	+60-61 D-
88-89 B+	78-79 C+	68-69 D	0-59 F

Note: Since I will accept make-up work only in the event of extreme, documented emergencies, if you miss an exam or fail to submit a paper for any other reason you will receive a 0 for the assignment. This

will put you at risk of failing the course.

Course Communications

Throughout the course, I will communicate with you by email and by posting announcements and materials on the Blackboard website. To ensure that you receive my emails, you should either check your UM email account on a regular (preferably daily) basis or have email from there forwarded to an account you do check regularly. For Blackboard instructions and information on forwarding your email, consult the handout, "Using Blackboard & Forwarding Email."

Reading Questions

On the exams, you will be asked to compare and contrast the arguments of various scholars and schools of thought. Doing so requires critical reading skills. To develop and practice these skills, consider the following questions for each item you read:

- A. Overview
 - 1. What is the central question or problem addressed by the author?
 - 2. What is his or her answer or argument?
- B. Evaluation of the Argument
 - 3. What is the logic of this answer or argument? What school of thought, if any, does it represent?
 - 4. Do you understand the author's argument? Do you agree with it? Why or why not?
- C. Evaluation of the Evidence
 - 5. What evidence does the author use to support his or her argument?
 - 6. Does the evidence support the argument? Are you aware of other evidence that would support or weaken the argument?
- D. Significance
 - 7. Which of the authors we have read would agree and disagree with this argument, and why?
 - 8. How does this article fit into the themes and arguments developed in lecture?

Essay Grading

- 100 Superb. Develops an extremely well-written, clear, and convincing argument that answers the question and refers well to readings.
- 90-99 Excellent. Develops a generally well-written, clear, and convincing argument that answers the question and refers well to readings. Omissions or inaccuracies are few and detract little from the overall quality of the argument.
- 80-89 Good. The argument is generally good and answers the question, but the answer is disorganized, unclear, inaccurate, or unsupported in several important respects -- OR -- The argument is well-written, clear, and convincing but doesn't fully answer the question or refers to just a few readings.
- 70-79 Marginal. The answer has numerous shortcomings in organization, clarity, accuracy, or support -- OR -- The argument is fairly well-written, more or less clear, and somewhat convincingly but doesn't really answer the question AND refers to just one or two readings.
- 60-69 Unacceptable. The answer is very vague, completely wrong, has nothing to do with the question, and/or provides no evidence of reading.

Course Outline and Schedule

Readings marked (+) are online. Those marked (*) are on reserve at the library (both electronically and in hard copy). Those marked (^) will be handed out in class. All other readings are either in the books by Betts or the book by Art and Waltz (A&W).

To access the online readings (+), go to the U of M library homepage (<http://www.lib.umd.edu/>), click on "Journals," type in the name of the journal, select the electronic index that contains the issue in which the article appeared, and search for the article using the title and/or author's name.

To access electronic copies of reserve readings (*), go to the U of M library homepage (<http://www.lib.umd.edu/>), click on "Reserve Material," select course "U:PSC:395:International Security," and select the item you would like to read. You will be asked to submit a password, which is Security. The reserve readings are also available as hard copies which can be checked out for 2 hours at the Informational Center/Check-Out Desk at Mansfield Library.

Once you have accessed an electronic article or reserve, I recommend printing it out or downloading it to a diskette or emailing it to yourself to print later. By printing it out, you can highlight and make notes on the text. To avoid computer problems later in the semester, I suggest accessing and printing all online articles during the first weeks of class. To minimize the number of pages you have to print, click on "Properties" and "Finishing" on the printer command screen, then select "2 pages per page" and "manual duplex."

I. Consequences of War and Benefits of Peace

A. Introduction (8/29)

B. Personal, National, International, and Global Security and Insecurity, Part I (8/31)

Due to my attendance at the American Political Science Association conference in Washington, DC, I will not be in class today. Class will meet, however, and attendance will be taken. Come to class having read my notes for Lecture 2 and having filled out the Security Spectra (both will be distributed on 8/29). The graduate students will lead a discussion of this material.

C. Personal, National, International, and Global Security and Insecurity, Part II (9/2; 50 pp)

Due to my conference, I will miss class today as well. As on Wednesday, class will meet, and attendance will be taken. Come to class having read the articles below, as well as my notes for Lecture 3.

Thomas Hobbes (1650), "The State of Nature and the State of War," in Betts, pp. 65-68 (3 pp).

^*John Locke (c. 1680), "Of the Ends of Political Society and Government," *Two Treatises of Government* (Cambridge: Cambridge University Press, 1960), Second Treatise, Chapter IX, p. 395-399 (5 pp).

^*Hannah Arendt (1951), "The Perplexities of the Rights of Man," *The Origins of Totalitarianism* (New York: Harcourt Brace Jovanovich, 1973), pp. 290-294 (6 pp).

+Arnold Wolfers, "National Security as an Ambiguous Symbol," *Political Science Quarterly* 67:4 (Dec. 1952), pp. 481-502; available through JSTOR. (21 pp).

+Jessica Tuchman Mathews, "Redefining Security," *Foreign Affairs* 68:2 (Spring 1989), pp. 162-177; available through Academic Search Premier (15 pp.).

II. Causes of War

A. Overview (9/7; 29 pp)

- +Woodrow Wilson, "The World Must Be Made Safe for Democracy" (Address to Congress Asking for Declaration of War, April 1, 1917) and Woodrow Wilson, "Fourteen Points" (Address to Congress, January 8, 1918) available at the World War I Document Archive, <http://www.lib.byu.edu/~rdh/wwi/> (select year, then scroll down to dates) (9 pp).
- ^*Hans Morgenthau (1948), "Political Power" and "A Realist Theory of International Politics," from *Politics Among Nations*, 4th ed. (New York: Knopf, 1978), reprinted in John A. Vasquez, *Classics of International Relations*, 3rd ed (Upper Saddle River, NJ: Prentice-Hall, 1996), pp. 24-27 (4 pp).
- ^*Kenneth N. Waltz, "Introduction," *Man, The State, and War* (New York: Columbia University Press, 1959), pp 1-15 (16 pp).

B. The First Image: Human Nature and Behavior as Causes of Conflict and Cooperation

1. Realist, Liberal, and Feminist Theories of Human Nature (9/9; 44 pp)

- Sigmund Freud (1932), "Why War?," in Betts, pp. 163-170 (8 pp).
- Franco Fornari (1966), "The Psychoanalysis of War," in Betts, pp. 171-175 (5 pp).
- Margaret Mead (1940), "Warfare is Only an Invention – Not a Biological Necessity," in Betts, pp. 176-180 (5 pp).
- *Robert Jervis, "Hypotheses on Misperception," *World Politics*, Vol. 20, No. 3. (April 1968), pp. 454-479, reprinted in Robert J. Art and Robert Jervis, eds., *International Politics* 3rd ed., (New York: HarperCollins, 1992), pp. 472-489 (14 pp).
- *J. Ann Tickner, "A Feminist Critique of Political Realism," in Peter R. Beckman and Francine D'Amico, eds., *Women, Gender, and World Politics* (Westport, CN: Bergin & Garvey, 1994), pp. 29-40 (12 pp).

2. Case Study: World War I (9/12; 22-24 pp)

Assignment: Select one of the following readings or groups of readings, type up answers to the reading questions on p. 3 of the syllabus, and be prepared to turn in and present your answers in class.

- *John D. Stoessinger, "The Iron Dice: World War I," *Why Nations Go to War* (Belmont, CA: Wadsworth, 2005), pp. 1-25 (23 pp).

OR

- +Robert W. Tucker, "An Inner Circle of One: Woodrow Wilson and His Advisers," *National Interest*, Spring 1998, pp. 3-26 (24 pp).

OR

- +Jeannette Rankin, "Why I Voted Against War," available on pp. 153-155 of http://texts.cdlib.org/dynaxml/servlet/dynaXML?docId=kt758005dx&doc.view=entire_text&query=0 (note: for some reason these pages are near the end of the document, after p. 289)

AND

- *Joyce Berkman, "Feminism, War, and Peace Politics: The Case of World War I," in Jean Bethke Elshtain and Sheila Tobias, eds., *Women, Militarism, and War* (Totowa, NJ: Rowman & Littlefield, 1990), pp. 141-160 (22 pp).

C. The Second Image: State and Social Attributes as Causes of Conflict and Cooperation

1. Classical Realism (9/14; 38 pp.)

*Niccolo Machiavelli, *The Discourses* (London: Penguin, 1988), II:1-10, pp. 270-303.
Niccolo Machiavelli, "Doing Evil in Order to Do Good," in Betts, pp. 60-64.

2. Liberalism (9/16; 18 pp.)

Norman Angell, "The Great Illusion," in Betts, pp. 226-227 (2 pp).
Michael W. Doyle, "Liberalism and World Politics," in Betts, pp. 291-306 (16 pp).

3. Marxism-Leninism (9/19; 21 pp.)

V.I. Lenin, "Imperialism: The Highest Stage of Capitalism," in Betts, pp. 236-242 (7 pp).
*V.I. Lenin, "Socialism and War," in Freedman, *War*, pp. 95-99 (4 pp).
*Emma Goldman, "Preparedness: The Road to Universal Slaughter," from *Mother Earth*, December 1815 (10 pp).

4. Case Studies: World Wars I and II (9/21; 35 pp.)

*Stewart C. Easton, *A Brief History of the Western World* (New York: Barnes and Noble, 1962), pp. 346-380.

5. Case Study: The Cold War (9/23; 9-14 pp.)

Assignment: Select one of the following readings, type up answers to the reading questions on p. 3 of the syllabus, and be prepared to turn in and present your answers in class.

*N. Novikov, "The Novikov Telegram," in Kenneth M. Jensen, ed., *Origins of the Cold War: the Novikov, Kennan, and Roberts "Long Telegrams" of 1946* (Washington, D.C.: US Institute of Peace, 1991), pp. 3-16 (14 pp).
*Mr. X (George F. Kennan), "The Sources of Soviet Conduct," in Walter LaFeber, ed., *America in the Cold War* (New York: John Wiley and Sons, 1969), pp. 35-48 (13 pp).
+Harry S. Truman, "The Truman Doctrine," (Speech, March 12, 1947),
<http://www.yale.edu/lawweb/avalon/trudoc.htm>, (9 pp).

D. The Third Image: External Contexts as Causes of Conflict and Cooperation

1. Structural Realism

a. The Theory (9/26; 23 pp.)

Review Hobbes in Betts, pp. 65-68 (3 pp).
*Kenneth N. Waltz, "The Anarchic Structure of World Politics," in Robert J. Art and Robert Jervis, eds., *International Politics* 4th ed., (New York: HarperCollins, 1996), pp. 49-69 (20 pp).

b. Cases: the World Wars and the Origins of the Cold War (9/28; 22-33 pp.)

Assignment: Select one of the following readings, type up answers to the reading questions on p. 3 of the syllabus, and be prepared to turn in and present your answers in class.

+Paul M. Kennedy, "The First World War and the International Power System," *International Security* 9:1 (Summer 1984), pp. 7-40. Available through JSTOR (33 pp).
Robert J. Art, "The Fungibility of Force," in A&W, pp. 3-22.

2. Technological Realism (9/30; 37 pp.)

Robert Jervis, "Cooperation Under the Security Dilemma," in Betts, pp. 382-397 (15 pp).

+Karen Ruth Adams, "Attack and Conquer? International Anarchy and the Offense-Defense-Deterrence Balance," *International Security* 28:3 (Winter 2003/04), pp. 45-50, 52-61, 68, 70, and 73-79. Available through Academic Search Premier (22 pp.)

3. Dependency Theory (10/3; 9 pp.)

*Johan Galtung, "A Structural Theory of Imperialism," in Vasquez, *Classics*, pp. 265-273 (9 pp).

4. Neoliberalism (10/5; 33 pp.)

Robert Keohane and Joseph Nye, "Power and Interdependence," in Betts, pp. 139-145 (7 pp).

Immanuel Kant (1795), "Perpetual Peace," in Betts, pp. 121-127 (6 pp).

*Robert Keohane, "Neoliberal Institutionalism: A Perspective on World Politics," *International Institutions and State Power* (Westview, 1989), pp. 1-20 (20 pp).

5. Constructivism (10/7; 20 pp.)

Alexander Wendt, "Anarchy is what states make of it," in Betts, pp. 181-201.

6. Case Study: The End of the Cold War (10/10; 73 pp.)

*Mikhail Gorbachev, "Basic Aims and Directions of the Party's Foreign Policy Strategy," *Political Report of the CPSU Central Committee to the 27th Party Congress*, February 25, 1986 (Moscow, Novosti Press Agency Publishing House, 1986) (20 pp).

Francis Fukuyama, "The End of History?," in Betts, pp. 5-17 (12 pp).

John J. Mearsheimer, "Why We Will Soon Miss the Cold War," in Betts, pp. 17-32 (15 pp).

Samuel P. Huntington, "The Clash of Civilizations?," in Betts, pp. 33-50 (17 pp).

Benjamin R. Barber, "Jihad Vs. McWorld," in Betts, pp. 618-627 (9 pp).

MIDTERM #1: In class on Wednesday, 10/12

III. The Conduct of War

A. Doctrine, Strategy, Operations, and Tactics (10/14-10/17; 40 pp.)

*Karl Von Clausewitz (1832), "On the Nature of War," from *On War*, Book I, Ch.1, reprinted in John A. Vasquez, *Classics of International Relations*, 3rd ed (Upper Saddle River, NJ: Prentice-Hall, 1996), pp. 314-318 (5 pp).

*Sun Tzu (2nd century BC), *The Art of Warfare*, Roger T. Ames, trans. (New York: Ballantine, 1993), pp. 103-144 (27 pp).

*Robert J. Art, "The Four Functions of Force," in Art and Waltz, *The Use of Force* 4th ed., pp. 3-11 (8 pp).

B. Sources and Consequences of Doctrine and Strategy (10/19; 32 pp.)

Barry Posen, "The Sources of Military Doctrine," in A&W, pp. 23-43 (20 pp).

+Elizabeth Kier, "Culture and Military Doctrine: France Between the Wars," *International Security* 19:4 (Spring 1995), pp. 65-77, available through Academic Search Premier (12 pp).

Review Jervis and Adams in Technological Realism section.

C. Case Studies

1. The Conventional Era

a. World War I (10/21; 16 pp.)

Jack Snyder, "The Cult of the Offensive in 1914," in A&W, pp. 121-137 (16 pp).

b. World War II, European Theatre (10/24; 14 pp.)

John Mearsheimer, "Hitler and the Blitzkrieg Strategy," in A&W, pp. 138-152 (14 pp).

c. World War II, Pacific Theatre (10/26; 26 pp.)

Sir George Sansom, "Japan's Fatal Blunder," in A&W, pp. 153-164 (11 pp).

Louis Morton, "The Decision to Use the Atomic Bomb," in A&W, pp. 165-180 (15 pp).

2. The Nuclear Era

a. The Nuclear Revolution (10/31; 33 pp.)

*Bernard Brodie, "War in the Atomic Age" in Chaliand, *The Art of War in World History*, pp. 991-1003 (12 pp).

*Thomas C. Schelling, "The Diplomacy of Violence," in Robert J. Art and Kenneth N. Waltz, eds., *The Use of Force*, 3rd edition (Lanham, MD: University Press of America, 1988), pp. 3-24 (21 pp).

b. Conflicts Among Nuclear States (11/2; 38 pp)

David A. Welch, *et al.*, "The Cuban Missile Crisis," in A&W, pp. 197-220 (23 pp).

Kenneth N. Waltz, "Nuclear Myths and Political Realities," in A&W, pp. 102-117 (15 pp).

c. Limited War (11/4; 15 pp)

Morton H. Halperin, "The Korean War," in A&W, pp. 181-196 (15 pp).

d. Guerilla War and Counter-Insurgency (11/7-11/9; 50 pp.)

Mao Tse-tung, "On Guerilla Warfare," in Betts, pp. 457-466 (10 pp).

Samuel P. Huntington, "Patterns of Violence in World Politics," in Betts, pp. 467-490 (23 pp).

*Andrew Krepinevich, *The Army and Vietnam* (Baltimore: Johns Hopkins, 1986), Chapter 10, pp. 258-275 (17 pp).

e. Proxy War (11/14-11/16; 27 pp.)

*****MIDTERM #2 will be handed out in class on 11/16*****

*Raymond L. Garthoff, "The Soviet Invasion of Afghanistan," in Art and Waltz, *Use of Force* 3rd ed, pp. 328-345 (17 pp).

+Ted Galen Carpenter, "The Unintended Consequences of Afghanistan," *World Policy Journal* 11:1 (Spring 1994), pp. 76-87 (10 pp).

Additional readings may be assigned.

IV. Contemporary Issues in War, Peace, and Security

A. 9/11, the War on Terrorism, and the War in Iraq

1. Causes (11/18)

+Kenneth M. Pollack, "Why Iraq Can't Be Deterred," *New York Times*, September 26, 2002, available through Lexis Nexis.

+John J. Mearsheimer and Stephen M. Walt, "Keeping Saddam in a Box," *New York Times*, February 2, 2003, available through Lexis Nexis.

+Steve Coll, "Hussein Was Sure of Own Survival: Aide Says Confusion Reigned on Eve of War," *Washington Post*, November 3, 2003, available through Lexis Nexis.

Additional readings will be assigned.

2. Conduct (11/21-11/28)

+John J. Mearsheimer, "Guns Won't Win the Afghan War," *New York Times*, November 4, 2001, available through Lexis Nexis.

+Kenneth M. Pollack, "Five Ways to Win Back Iraq," *New York Times*, July 1, 2005, available through Lexis Nexis.

Additional readings will be assigned.

B. Proliferation and Counterproliferation (11/30; 39 pp.)

*****MIDTERM #2 is due at the beginning of class on Wednesday, 11/30*****

Kenneth N. Waltz, "More May Be Better," in Betts, pp. 433-443 (10 pp).

+Graham Allison, "How to Stop Nuclear Terror," *Foreign Affairs* 83:1 (January/February 2004), pp. 64-74 (10 pp.).

*Thomas C. Schelling, "Stability in a Disarmed World," in Art and Waltz, *The Use of Force*, 4th ed., pp. 585-593 (8 pp).

+Scott Stossel, "North Korea: The War Game," *Atlantic* 296:1 (Jul/Aug 2005), pp. 97+ (11 pp).

Additional readings may be assigned.

C. A New Revolution in Military Affairs? (12/2; 30 pp)

Eliot A. Cohen, "A Revolution in Warfare," in Betts, pp. 585-597 (12 pp).

+Robert H. Scales, Jr., "Adaptive Enemies: Achieving Victory by Avoiding Defeat," *Joint Force Quarterly* 23 (Autumn/Winter 2000), pp. 7-14; available at http://www.dtic.mil/doctrine/jel/jfq_pubs/0423.pdf (7 pp).

+Max Boot, "The New American Way of War," *Foreign Affairs* 82:4 (Jul/Aug 2003), pp. 41+; available through Academic Search Premier (11 pp).

Additional readings may be assigned.

D. New Great Powers: Who, When, How, and With What Effects? (12/5; 23 pp.)

+G. John Ikenberry, "Institutions, Strategic Restraint, and the Persistence of American Postwar Order," *International Security* 23:3 (Winter 1998/9), pp. 43-47, available through Academic Search Premier (4 pp.).

+Eric Hobsbawm, "America's Imperial Delusion," *Guardian*, June 14, 2003 (originally published in *Le Monde Diplomatique*, June 2003), available at <http://www.guardian.co.uk/usa/story/0,12271,977470,00.html> (4 pp).

+Karen Ruth Adams, "Great Power: What Does It Take?," to be posted on Blackboard (15 pp).
Additional readings may be assigned.

E. Humanitarian Intervention (12/7; 46 pp.)

+Sadako Ogata, "From State Security to Human Security," Brown University Ogden Lecture, 26 May, 2002 (4 pp), available at http://www.humansecurity-chs.org/activities/outreach/ogata_ogden.html

Martha Finnemore, "Constructing Norms of Humanitarian Intervention," in Betts, pp. 202-217 (15 pp).

Richard K. Betts, "The Delusion of Impartial Intervention," in Betts, pp. 597-607 (10 pp).

Chaim Kaufmann, "Possible and Impossible Solutions to Ethnic Civil Wars," in Betts, pp. 331-348 (17 pp).

Additional readings may be assigned.

F. Alternatives to War (12/9; 5 pp.)

*Thich Nhat Hanh, "Being Peace," in David P. Barash, ed., *Approaches to Peace* (New York: Oxford University Press, 2000), pp. 204-209 (5 pp).

Additional readings will be assigned.

*****FINAL EXAMINATION: Tuesday, December 13 from 1:10-3:10 in our regular classroom*****