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Fall 9-1-2004

### PSC 395.01: International Security

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Political Science 395  
Fall 2004  
MWF 12:10-1:00  
LA 337

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## **International Security**

### **Course Description and Objectives**

The purpose of this course is to acquaint you with and 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, the problem of weapons proliferation, the future of military technology, the rise of new great powers, the problem of 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 about the security challenges and opportunities 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.

- Richard K. Betts, *Conflict After the Cold War*, Updated 2nd edition (New York: Longman, 2004).
- 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 daily 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," "NOW," and "Frontline," 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 "Frontline," 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.

### **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 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 11/12, due 11/22)	30%
Midterm #1 (10/13)	25%	Final	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.

### **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?
- 9.

### **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 | Completely 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 available online. Those marked (\*) are available on reserve. 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.umt.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.umt.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 Adams. 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 immediately 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 (8/30)**

#### **B. Personal, National, International, and Global Security and Insecurity, Part I (9/1)**

Due to my attendance at the American Political Science Association conference in Chicago, class will not meet on 9/1. Instead, you are responsible for reading my lecture notes in the Blackboard "Materials" section for 9/1, filling out the Security Spectra located there, responding to Graded Question #1 on the Blackboard Discussion Board, and responding to at least one other student's answer to that question. These responses, which will constitute part of your quiz grade, must be entered by 11:59 p.m. on Friday, 9/3. For information on how to access Blackboard, see the handout called "Using Blackboard."

If you have problems with Blackboard or questions about the assignment, go to our regular classroom during our regular class time and consult with graduate student Julianna Crowley.

#### **C. Personal, National, International, and Global Security and Insecurity, Part II (9/3; 50 pp)**

Due to my conference, class will not meet today. Instead, go to the "Materials" section of Blackboard and read the "Questions to Consider" for 9/3. Then read the selections listed below. Next, read my lecture notes (posted in the Blackboard "Materials" section) and respond to Graded Question #2 on the Blackboard Discussion Board. You must also respond to the comments of at least one other student. These responses, which will constitute part of your quiz grade, must be entered by 11:59 p.m. on Saturday, 9/4. If you have questions, see Julianna during class time.

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 (9/8; 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 Morganthau (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*, 3<sup>rd</sup> 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 (9/10; 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 (9/13; 22-24 pp)**

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](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 (9/15; 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 (9/17; 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 (9/20; 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 (9/22; 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 (9/24; 9-14 pp.)**

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 (9/27; 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* 4<sup>th</sup> ed., (New York: HarperCollins, 1996), pp. 49-69 (20 pp).

**b. Cases: the World Wars and the Origins of the Cold War (9/29; 22-33 pp.)**

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 (10/1; 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 (22 pp.)

**3. Dependency Theory (10/4; 9 pp.)**

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

**4. Neoliberalism (10/6; 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 (10/8; 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 (10/11; 73 pp.)**

\*Mikhail Gorbachev, "Basic Aims and Directions of the Party's Foreign Policy Strategy," *Political Report of the CPSU Central Committee to the 27<sup>th</sup> 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, 10/13\*\*\***

**III. The Conduct of War**

**A. Doctrine, Strategy, Operations, and Tactics (10/15-10/18; 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*, 3<sup>rd</sup> ed (Upper Saddle River, NJ: Prentice-Hall, 1996), pp. 314-318 (5 pp).

\*Sun Tzu (2<sup>nd</sup> 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* 4<sup>th</sup> ed., pp. 3-11 (8 pp).

**B. Sources and Consequences of Doctrine and Strategy (10/18; 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 (10/22; 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 (10/25; 14 pp.)**

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



**c. World War II, Pacific Theatre (10/27; 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 (10/29; 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 (11/1; 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 (11/3; 15 pp)**

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

**d. Guerilla War and Counter-Insurgency (11/5-11/8; 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 (11/10-11/12; 27 pp.)**

\*\*\*MIDTERM #2 will be handed out in class on 11/12\*\*\*

\*Raymond L. Garthoff, "The Soviet Invasion of Afghanistan," in Art and Waltz, *Use of Force* 3<sup>rd</sup> 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 and The War on Terrorism**

**1. Causes (11/15-11/17)**

Reading assignments will be announced in class and on Blackboard.

**2. Conduct (11/19-11/22)**

\*\*\*MIDTERM #2 is due at the beginning of class on Monday, 11/22\*\*\*

Reading assignments will be announced in class and on Blackboard.

## **B. Proliferation and Counterproliferation**

### **1. Theories (11/29; 28 pp.)**

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*, 4<sup>th</sup> ed., pp. 585-593 (8 pp).

Additional readings may be assigned.

### **2. Case Study: The War in Iraq (12/1)**

Reading assignments will be announced in class and on Blackboard.

## **C. A New Revolution in Military Affairs? (12/3; 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](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/Aug2003), pp. 41+; available through Academic Search Premier (11 pp).

## **D. Great Power: What Will It Take? (12/6; approx. 42 pp.)**

+Stephen Biddle, "Statement Before the Committee on Armed Services ... on Operation Iraqi Freedom," First Session, 108<sup>th</sup> Congress, October 21, 2003; available at <http://armedservices.house.gov/openingstatementsandpressreleases/108thcongress/03-10-21biddle.html> (12 pp).

+Douglas Porch, "Occupational Hazards," *National Interest* 72 (Summer 2003), pp. 35+; available through Academic Search Premier (10 pp).

+Karen Ruth Adams, "Great Power: What Does It Take?," to be posted on Blackboard.

Additional readings may be assigned.

## **E. Humanitarian Intervention (12/8; 42 pp.)**

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 or different readings may be assigned.

## **F. Alternatives to War (12/10; 9+ 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](http://www.humansecurity-chs.org/activities/outreach/ogata_ogden.html)

\*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: In-class exam; Consult university schedule for details\*\*\***