

COURSE SYLLABUS



War Studies

Course code: IRS 378

Semester and year: Fall 2021

Day and time: Tuesday 14:45-17:30

Instructor: G. Hays II

Instructor contact: george.hays@auuni.edu

Consultation hours: Immediately before or after class or by appointment in Microsoft Teams (Hays Office Hours) or in room 402

Credits US/ECTS	3/6	Level	Advanced
Length	15 weeks	Pre-requisite	IRS 200
Contact hours	42 hours	Course type	Bachelor Required/Elective

1. Course Description

The course offers an introduction and a basic orientation in the IR theoretical thinking about war. While being based in IR theory, the course is more concerned with concepts and conceptualizations of "war," and as such also makes use of works from other fields including literature and literary analysis. The themes of the ever evolving nature and understanding of war are stressed, and this evolution will be used as a means to introduce and explore post-Westphalian concepts regarding political order and political action.

2. Student Learning Outcomes

Upon completion of this course, students should be able to:

- Orientate themselves within the wide-ranging concepts, philosophies, and arguments regarding war
- Distil the content of an argument
- Provide meaningful and objective critique of that argument
- Analyze a wide spectrum of arguments as part of a single work
- Propose, develop, present, and defend a research project engaging with the main scholars of war as well as with primary data

3. Reading Material

Required Materials

- Allison, Graham (2005) Conceptual Models and the Cuban Missile Crisis. In: Diehl, Paul F., ed., War, vol.III. London: Sage, 137-186.
- Aron, Raymond (2003) Peace and War. A Theory of International Relations. London: Transaction Publishers. 150-173.
- Clausewitz, Carl von (2005) What is War? In: Diehl, Paul F., ed., War, vol. I. London: Sage, 25-40.
- Coker, Christopher (1998) War and the Illiberal Conscience. Boulder: Westview Press, 1-63.
- Fearon, James D. (2005) Rationalist Explanations for War. In: Diehl, Paul F., ed., War, vol. II. London: Sage, 229-263.

- Gray, Collin (2004) A Defence of The Heartland. In Gray, Collin et al., Contemporary Essays. London: Strategic and Combat Studies Institute, 25-44
- Henderson, Errol A. and J. David Singer (2005) "New Wars" and Rumours of New Wars. In: Diehl, Paul F., ed., War, vol. I. London: Sage, 398-425.
- Kaldor, Mary (2005) New and Old Wars: Organized Violence in a Global Era. In: Diehl, Paul F., ed., War, vol. I. London: Sage, 365-397.
- Lanoskza, Alexander (2016) Russian Hybrid Warfare and Extended Deterrence in Eastern Europe. International Affairs 92:1. 175-195.
- Lindsay, Jon (2013) Stuxnet and the Limits of Cyber Warfare. Security Studies, 22. 365-404.
- Mackinder, H. (2004) The Geographical Pivot of History. The Geographical Journal, Vol. 170, No.4 298-321.
- Mansfield, Edward and Jack Snyder (2005) Democratization and Danger of War In: Diehl, Paul F., ed., War, vol. IV. London: Sage, 1-30.
- Sun Tzu (1993) The Art of War. Hertfordshire: Wordsworth Editions, 100-134.
- Tolstoy, Leo War and Peace. London: Penguin Books, 911-917, 1096-1101, 1145-1150, 1188-1195.
- Vasquez, John A. (2000) The War Puzzle. Cambridge: Cambridge University Press, 14-111 and 292-308.

4. Teaching methodology

The course consists of a mix of lecture and discussion based on weekly readings and research presentations provided by the students. Each of the students is expected to read the required documents and literature and be actively involved in the class discussions. In the second half of the semester, each student will present their preliminary research as they work towards writing their final term paper. At the end of the semester, students submit a term paper based on research attached to one of the syllabus topics.

5. Course Schedule

Date	Class Agenda
1 8/31	Topic: Course Introduction Description: Going over the syllabus, course requirements, expectations, and beginning the course discussion on War Reading: Assignments/deadlines:
2 9/7	Topic: The Classical Concepts of War Description: Reading: Clausewitz and Sun Tzu Assignments/deadlines:
3 9/14	Topic: Two Philosophies of War Description: Reading: Coker and Tolstoy Assignments/deadlines:
4 9/21	Topic: War and the Study of War Description: Reading: Aron and Vasquez (Chapter 1) Assignments/deadlines: First Seminar Work
5 10/5	Topic: Typologies of War Description: Reading: Vasquez (Chapters 2 and 3) Assignments/deadlines:

6 10/12	Topic: Geopolitics Description: Reading: Mackinder and Gray Assignments/deadlines:
7 10/19	Topic: Rationalist Reasons for War Description: Reading: Fearon and Vasquez (Conclusion) Assignments/deadlines: Second Seminar Work
	Midterm Break
8 11/2	Topic: War, Democracy, and Decision Making Description: Reading: Mansfield/Snyder and Allison Assignments/deadlines: Term Paper Proposal
9 11/9	Topic: New War vs Old War Description: Reading: Kaldor and Henderson/Singer Assignments/deadlines:
10 11/16	Topic: Cyber War and Hybrid War Description: Reading: Lindsay and Lanoszka Assignments/deadlines: Third Seminar Work Due
11 11/23	Topic: Research Presentations Description: Reading: Assignments/deadlines: Research Presentations
12 11/30	Topic: Research Presentations Description: Reading: Assignments/deadlines: Research Presentations
13 12/7	Topic: Research Presentations Description: Reading: Assignments/deadlines: Research Presentations
14 12/14	Topic: Conclusion Description: Culmination of course discussion on War Reading: Assignments/deadlines: Term Papers Due

6. Course Requirements and Assessment (with estimated workloads)

Assignment	Workload (average)	Weight in Final Grade	Evaluated Course Specific Learning Outcomes	Evaluated Institutional Learning Outcomes*
Participation	40	10%	Development of ability with active engagement with the course discussions based on the course readings	
Seminar Work 1	10	10%	Development of critical reading skills, critical writing skills, analytical skills	
Seminar Work 2	10	10%	Development of critical reading skills, critical writing skills,	

			analytical skills	
Seminar Work 3	10	10%	Development of critical reading skills, critical writing skills, analytical skills	
Term Paper proposal	10	5%	Ability to outline and defend a research question and route to answering that question, identify key issues, subject knowledge	
Research Presentation	30	20%	Presentation skills, ability to explain the studied topic to peers, identify key issues, subject knowledge	
Term Paper	40	35%	Research skills, critical reading skills, critical writing skills, analytical skills, ability to form and answer a research question	Critical thinking
TOTAL	150	100%		

*1 = Critical Thinking; 2 = Effective Communication; 3 = Effective and Responsible Action

7. Detailed description of the assignments

Participation:

Attending and participating in class is one of the best ways to gain an understanding of the course topic and material. Participation is premised on having read the assignments for that particular day and actively engaging in the class discussion. Participation does not mean speaking for the sake of speaking, asking questions that are off-topic, criticizing another person for not understanding something, carrying on a private conversation with another student. Participation does mean contributing thoughtfully to the conversation or debate, asking questions if something is not understood, honestly attempting to answer a question even if you are not sure you are correct.

As part of participation, students will be called randomly to the board at the beginning of each class to write the main points of the week's readings. If a student is unable to provide points for the reading, they will lose participation for the day.

Students who are unable to attend "live" are required to arrange at least three one-on-one Microsoft Teams meetings with the lecturer to discuss the content of the course. These meetings must be spread out throughout the semester. The first must take place between weeks 2-5, the second between weeks 6-9, and the final between weeks 10-13.

The student's grade will be based on the quantity and quality of participation.

Assessment Breakdown Assessed area	Percentage
Technical: 1. being present	0%
Substantive: 1. engaging in the class discussion 2. attempting to answer questions 3. asking questions when something is not understood	

<ol style="list-style-type: none"> 4. refraining from talking off topic 5. refraining from talking with individual students outside the bounds of the class discussion 6. refraining from using phones 7. refraining from using computers for non-class purposes 	100%
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Seminar Works:

Every three weeks (as indicated in the course schedule), students must submit a seminar work. The seminar work is based on the student’s selection of three texts from the three weeks of readings, one text from each week. The seminar works should be a **maximum** 900 words long and should be submitted by email before the indicated class.

These are not essays. They are short summaries and analyses about the readings. Do not waste space with Introductions and Conclusions and general essay structure. While you should not use essay structure, **YOU MUST WRITE IN COMPLETE SENTENCES.**

Provide three distinct and separate parts.

Part 1.

Write a single paragraph summarizing the argument of each reading. Note that the argument is not the same thing as the text, and so a summary of the argument is not the same thing as a summary of the text.

Part 2.

Write a brief objective critique of the argument. This critique should analyze the logical structure of the argument, and point out the strengths and/or weaknesses of the argument.

Part 3.

Write a brief subjective critique concerning the texts. What are your personal thoughts? What do you agree with? disagree with? value? Is there something you did not understand? End this section with at least two points/questions for discussion in class.

Assessment Breakdown Assessed area	Percentage
Technical: <ol style="list-style-type: none"> 1. following the page/word limit and other technical guidelines/instructions, etc. 2. having a well structured paper that follows the required format 3. submitting the paper on time and in the required medium 4. putting your name on your work 	50%
Substantive: <ol style="list-style-type: none"> 1. the quality of the accounts/arguments in your paper (logical flow, connections between parts, staying on topic, etc) 2. your ability to critically engage with the arguments of the sources (not just repeating summary) 	50%

3. the degree to which you convey an accurate understanding of the materials/sources you are discussing.	
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Term Paper Proposal:

The term paper proposal should be one page long and briefly outline the topic the student plans to write on for the final term paper, why/how it is relevant to the course, a few points of the argument the student plans to give, and at least 5 quality sources the student plans to use.

The Term Paper Proposal must be submitted to the lecturer via email by the end of the day it is due.

Assessment Breakdown Assessed area	Percentage
Technical: <ol style="list-style-type: none"> 1. using proper citations (citing all the information which should be cited as well as properly using footnotes) 2. providing a proper bibliography 3. following the page/word limit and other technical guidelines/instructions, etc. 4. having a well-structured paper 5. writing on the topic stated in the title 6. submitting the paper on time and in the required medium (digital/paper/both) 7. putting your name on your work 	50%
Substantive: <ol style="list-style-type: none"> 1. the quality of the accounts/arguments in your paper (logical flow, connections between parts, staying on topic, etc) 2. the quality of the sources used in your paper 3. your ability to integrate the sources with your own ideas (not just repeating others' work) 4. the degree to which you convey an accurate understanding of the materials/sources you are using and how they impact your topic 5. quickly and clearly presenting basic information of work and progress of work 6. knowledge of potential problems/omissions and clear thoughts on potential solutions or 	50%

clear and specific questions regarding these areas	
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Research Presentation:

Each Student must present the argument and results of their term paper. This presentation should be approximately 10 minutes long, with up to an additional 5 minutes allowed for questions. **Students who are unable to attend "live" are required to record their presentation and post it to the course Teams site by the Sunday before their presentation date.**

Assessment Breakdown Assessed area	Percentage
Technical: 1. being present 2. being prepared (having main points/problems ready to discuss)	50%
Substantive: 1. quickly and clearly presenting basic information of work and progress of work 2. knowledge of potential problems/omissions and clear thoughts on potential solutions or clear and specific questions regarding these areas 3. demonstration of progress 4. staying on topic	50%

Term Paper:

The 2500-3000 word paper should investigate a topic of interest dealing with War and present an argument. The paper topic will be chosen by the student. The topic may be related to those covered in the syllabus, or the student may propose their own. The topic may be of historical or conceptual interest, or may be about a current hot topic concerning the field.

Students must use Chicago writing style, footnotes, and bibliography. See the following link for examples:

http://www.chicagomanualofstyle.org/tools_citationguide.html

The term paper **must be submitted** to the lecturer **via NEO** by the end of the day (Prague time) it is due.

Plagiarism in any amount, in any form, will not be tolerated. If a student plagiarizes their work, they will receive an automatic failure for the assignment.

Assessment Breakdown Assessed area	Percentage
Technical: 1. using proper citations (citing all the information which should be cited as well as properly using	

<ul style="list-style-type: none"> 2. providing a proper bibliography 3. following the page/word limit and other technical guidelines/instructions, etc. 4. having a well structured paper with an introduction, body, and conclusion (this does not mean that you need to actually label within your paper "introduction," etc.) 5. writing on the topic stated in the title 6. submitting the paper on time and in the required medium (digital/paper/both) 7. putting your name on your work 	50%
<p>Substantive:</p> <ul style="list-style-type: none"> 1. the quality of the accounts/arguments in your paper (logical flow, connections between parts, staying on topic, etc) 2. the quality of the sources used in your paper 3. your ability to integrate the sources with your own ideas (not just repeating others' work) 4. the degree to which you convey an accurate understanding of the materials/sources you are using and how they impact your topic 	50%

8. General Requirements and School Policies

General requirements

All coursework is governed by AAU's academic rules. Students are expected to be familiar with the academic rules available in the Codex and Student Handbook and to maintain the highest standards of honesty and academic integrity in their work.

Electronic communication and submission

The university and instructors shall only use students' university email address for communication. It is strongly recommended that any email communication between students and instructors take place in NEO LMS.

Each e-mail sent to an instructor that is about a new topic (meaning not a reply to an original email) shall have a new and clearly stated subject and shall have the course code in the subject, for example: "COM101-1 Mid-term Exam. Question".

All electronic submissions are carried out through NEO LMS. No substantial pieces of writing (especially take home exams and essays) can be submitted outside of NEO LMS.

Attendance

Attendance, i.e., presence in class in real-time, is expected and encouraged. However, the requirement that students miss not more than 35% of real-time classes is temporarily suspended due to the COVID-19 pandemic.

Absence excuse and make-up options

Should a student be absent from classes for relevant reasons (illness, serious family matters), s/he must submit to the Dean of Students an Absence Excuse Request Form supplemented with documents providing reasons for the absence. The form and documents must be submitted within one week of the absence. If possible, it is recommended the instructor be informed of the absence in advance. Should a student be absent during the add/drop period due to a change in registration this will be an excused absence if s/he submits an Absence Excuse Request Form along with the finalized add/drop form. Assignments missed due to unexcused absences cannot be made up which may result in a decreased or failing grade as specified in the syllabus.

Students whose absence has been excused by the Dean of Students are entitled to make up assignments and exams provided their nature allows for a make-up. Students are responsible for contacting their instructor within one week of the date the absence was excused to arrange for make-up options.

Late work: No late submissions will be accepted – please follow the deadlines.

Electronic devices

Mobile phones are forbidden from being used in class. Use of any of these devices in class will result in the student losing all participation points for the day. Repeated use will result in failure of the participation component for the semester. No electronic devices may be used during tests or exams.

Eating is not allowed during classes.

Cheating and disruptive behavior

If a student engages in disruptive or other conduct unsuitable for a classroom environment of an institution of learning, the instructor may require the student to withdraw from the room for the duration of the activity or for the day and shall report the behavior to the Dean.

Students engaging in behavior which is suggestive of cheating (e.g. whispering or passing notes) will, at a minimum, be warned. In the case of continued misbehavior the student will be expelled from the exam and the exam will be marked as failed.

Plagiarism and Academic Tutoring Center

Plagiarism is “the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one’s own original work.” (Random House Unabridged Dictionary, 2nd Edition, Random House, New York, 1993)

Turnitin’s White Paper ‘The Plagiarism Spectrum’ (available at <http://go.turnitin.com/paper/plagiarism-spectrum>) identifies 10 types of plagiarism ordered from most to least severe:

1. CLONE: An act of submitting another’s work, word-for-word, as one’s own.
2. CTRL-C: A written piece that contains significant portions of text from a single source without alterations.
3. FIND-REPLACE: The act of changing key words and phrases but retaining the essential content of the source in a paper.

4. REMIX: An act of paraphrasing from other sources and making the content fit together seamlessly.
5. RECYCLE: The act of borrowing generously from one's own previous work without citation; To self-plagiarize.
6. HYBRID: The act of combining perfectly cited sources with copied passages—without citation—in one paper.
7. MASHUP: A paper that represents a mix of copied material from several different sources without proper citation.
8. 404 ERROR: A written piece that includes citations to non-existent or inaccurate information about sources
9. AGGREGATOR: The "Aggregator" includes proper citation, but the paper contains almost no original work.
10. RE-TWEET: This paper includes proper citation, but relies too closely on the text's original wording and/or structure.

As the minimum policy the types of plagiarism from 1 through 8 results in the failing grade from the assignment and must be reported to the Dean. The Dean may initiate a disciplinary procedure pursuant to the Academic Codex. Allegations of bought papers and intentional or consistent plagiarism always entail disciplinary hearing and may result in expulsion from AAU.

If unsure about technical aspects of writing, students are encouraged to consult their papers with the tutors of the AAU Academic Tutoring Center. For more information and/or to book a tutor, please contact the ATC at: <http://atc.simplybook.me/sheduler/manage/event/1/>.

Students with disabilities

Students with disabilities are asked to contact their instructor as soon as possible to discuss reasonable accommodation.

9. Grading Scale

Letter Grade	Percentage*	Description
A	95 – 100	Excellent performance. The student has shown originality and displayed an exceptional grasp of the material and a deep analytical understanding of the subject.
A-	90 – 94	
B+	87 – 89	Good performance. The student has mastered the material, understands the subject well and has shown some originality of thought and/or considerable effort.
B	83 – 86	
B-	80 – 82	
C+	77 – 79	Fair performance. The student has acquired an acceptable understanding of the material and essential subject matter of the course, but has not succeeded in translating this understanding into consistently creative or original work.
C	73 – 76	
C-	70 – 72	
D+	65 – 69	Poor. The student has shown some understanding of the material and subject matter covered during the course. The student's work, however, has not shown enough effort or understanding to allow for a passing grade in School Required Courses. It does qualify as a passing mark for the General College Courses and Electives.
D	60 – 64	
F	0 – 59	Fail. The student has not succeeded in mastering the subject matter covered in the course.

* Decimals should be rounded to the nearest whole number.

Prepared by and when: HAYS

Approved by and when: HAYS