

Mid Term Exam	October 21	20%	
Course paper*	Prospectus due: 13 Nov cob	5%	
	Finished Paper due: 4 Dec cob	25%	
Final Exam	December 15	30%	

*See Appendix I for undergraduate/graduate course paper requirements

REQUIRED TEXTS/READINGS

Blainey, Geoffrey. *The Causes of War*, 3rd Ed.. Free Press, 1988.

Howard, Michael. *Clausewitz*. Oxford: 1983.

Kegley, Charles W. and Gregory A. Raymond. *From War to Peace*. Bedford/St. Martins: 2002.

Mearshimer, John. *The Tragedy of Great power Politics*. Norton: 2003.

Tuchman, Barbara. *The March of Folly*. Ballantine: 1984.

These books are all required and will be available at the BU Bookstore, are on reserve at Mugar Library (though not necessarily in the current edition) and may be available from various online sources.

E MAIL CONTACT

I respond to all e-mails as promptly as I can, almost always within 24 hours. If I have not responded to your e-mail, you should not assume I have seen it. Though this medium is very good for brief communications, e.g. arranging meetings or asking for a point of clarification on lectures or readings, it cannot substitute for longer discussions we should have in office visits.

DROPPING THE CLASS

Students may drop the class **without** a “W” until Friday October 3 and **with** a “W” until Friday, October 24.

CLASS SCHEDULE AND READING ASSIGNMENTS

Week I -

Sep 4 - Introduction and overview

Week II - The Philosopher of War, Carl von Clausewitz

Sep 9 Howard: Introduction and Chapters 1 & 2 - Clausewitz in Context

Sep 11 Howard: Chapters 3-5 - Ends and Means, Clausewitz’s Legacy

Week III - Causes of War: A Clausewitzian and Rationalist Approach

Sep 16 Blainey: Chapters 1 & 2 - The Mystery of Peace

Sep 18 Blainey Chapters 3-5 - The Web of War

Week IV

Sep 23 Blainey Chapters 6-8 - Web of War, continued

Sep 25 Blainey Chapters 9-11 - Warmongers and Blame

Week V

30 Sep Blainey Chapters 13-15 - Varieties of War

2 Oct Blainey Chapters 17 & 18 - Logical Conclusions

3 Oct **Last chance to withdraw from course without a “W.”**

Week VI - Causes of War: Human (Male) Folly

7 Oct Tuchman: Chapters I & II - Self-interest ignored; A Trojan Horse Taken In

9 Oct Tuchman: Chapter IV; Parts 1, 2 & 4 - The British Begin to Lose America

Week VII

14 Oct MONDAY SCHEDULE OF CLASSES

16 Oct Tuchman: Chapter IV; Parts 3-5 - The British Finish Losing America

Week VIII

21 Oct **MID-TERM EXAM**

23 Oct Tuchman: Chapter V; Parts 1-4 - America in Vietnam

24 Oct **Last day to withdraw with a “W.”**

Week IX

28 Oct Tuchman: Chapter V, Parts 5 & 6 and Epilogue - “Great Task, Big Victory”

Decision-making for War or Peace

30 Oct Kegley and Raymond: Chapters 1 & 2 - State Decisions and How We Got Here

Week X

4 Nov Kegley: Chapters 3 & 4 - Emergence of Modern War-making

6 Nov Kegley: Chapters 5 & 6 - The European Civil War, 1914-1945

Week XI

11 Nov Kegley: Chapters 7 & 8 - War and Statecraft after the Cold War

13 Nov Kegley: Chapter 9 - Law and Morality in War **PROSPECTUS DUE**

Week XII **A Realpolitik View of the World And War**

18 Nov Mearshimer: Chapter 1 - Introduction

20 Nov Mearshimer: Chapter 2 - Anarchy in the World

Week XIII

25 Nov Mearshimer: Chapter 3 - Wealth and Power

27 Nov - Thanksgiving

Week XIV

2 Dec Mearshimer: Chapters 4 & 5 - State Strategies

4 Dec Mearshimer: Chapter 6 - Great Powers in Action **PAPER DUE**

Week XV

9 Dec Mearshimer: Chapters 7 & 8 - Balancing Strategies

11 Dec Mearshimer: Chapters 9 & 10 - Great Powers in the 21st Century

15 December - **FINAL EXAMINATION**

APPENDIX I

IR 524 COURSE PAPER INSTRUCTIONS

DESIGN: This paper will be a research on a topic, selected by you and approved by me. There are several possibilities, any of which is acceptable. You may do a paper relating the decision to use war, or not to use, for any case which was NOT assigned in the reading. You may do an assessment of decision making practices with regard to war and peace. Several new areas of international law with regard to war and war crimes are likely to be fruitful. What you may not do is choose a topic that is essentially one we have covered in class, e.g., the security operations in Bosnia.

THE PROSPECTUS: This will be a two to three page paper outlining the direction of your efforts, to date, in preparing your finished paper and the research questions or problems with which you are attempting to deal.

THE FINISHED PAPER: All papers will have **two** parts:

- the paper itself and,
- an acceptable bibliography.

GRADUATE credit requirement for finished paper: **15 to 18 pages**.

UNDERGRADUATE credit requirement for finished paper: **10 to 12 pages**

GUIDANCE ON WRITING PAPERS

(Note: In the interest of maintaining common standards in the Department and by mutual agreement, these the following guidelines are adapted from those first developed and promulgated by Professor Grimes while on the CAS Academic Conduct Committee)

As the requirement states, the length of the paper should be 10-15 pages (16-20 for graduate students), not including the bibliography. Although this may seem long, it still requires that you focus fairly narrowly on a specific topic. Choosing a sufficiently narrow (and interesting) topic is important. Once you have specified a topic, you must consider the case both for and against your thesis. To do this, you must assemble and organize evidence in such a way as to convince the reader (me) that your argument or presentation is sound and that the facts support it. You should have at least 8-10 sources - more if a lot of them are short newspaper or magazine articles. How you choose to make use of your evidence is up to you. Just make sure that you make a clear argument in the paper, and that your evidence supports it better than it supports alternative explanations. (If the evidence supports different conclusions than your own, you should change your conclusions, not the evidence.)

I will not be able to review drafts, although I will be happy to speak with you about your paper at any point along the way. When you do turn it in, please make sure that it is a finished version of which you can be proud. Make sure that you say what you want to say, and that the paper moves along in a logical manner. In particular, read it over carefully (several times if necessary) for misspellings, punctuation and capitalization errors, and grammatical mistakes. You may find it useful to meet with a tutor at the Writing Center.

If you have any questions, come talk to me about them.

MORE INFORMATION ON PAPERS

I. WHAT IS A GOOD PAPER?

First and foremost, a good paper **says something**. This is a chance for you to think through a subject on your own, and then try to prove to me that your interpretation is correct.

Second, a good paper requires a **good argument**. You can be "right" and have a weak argument - if so, you have a weak paper. In general, what is "right" is a matter of dispute, so all you have is your argument. *A statement does not constitute an argument*. This is argument by assertion. An argument requires both logic and evidence. "Logic" means that your thesis makes sense on its own terms - a well-educated reader (i.e. your professor) can understand what connects one assertion to the next. Proper use of "evidence" means that you present the facts that are relevant to your case, including facts that do not support it. It also means that you do not present facts that are not relevant to your case. This sounds like an obvious point, but sometimes you may want to present evidence simply in order to show that you did research. Resist that temptation.

Third, a good paper requires **good research**. As a guideline, a 10-15 page paper should include 8-10 sources, most of which are books or longer articles. A bibliography which includes nothing more than five or six newspaper articles will not suffice. In doing your research, use reputable sources, and make sure to distinguish between facts, hypotheses, and opinions. If you have any questions regarding sources, see me or a reference librarian as soon as humanly possible.

Fourth, a good paper requires **structure**. I expect you to organize your argument and evidence in a way that is logical and clear. To be a good writer, structure is even more important than word choice. Your paper should have an **introduction**, with a clearly-stated thesis; a **body**, in which you clarify your argument and consider the evidence; a **conclusion**, in which you demonstrate why the evidence and analysis you have presented actually prove your point; and a **bibliography**.

Fifth, I expect good **proofreading**. Not everyone is a great writer, but a paper that is filled with misspelled words, grammatical mistakes, and sentence fragments is simply not acceptable for a college student. You must take the responsibility for proofreading your paper, or for consulting with the Writing Center, *before* you turn it in.

Finally, I expect **academic honesty**. This means proper citation of all sources, no fabrication of evidence, and not turning in the same paper for two classes. All three of these points are covered in the Academic Code. As you know, I am a member of the Academic Conduct Committee, and am obligated to turn over any cases of suspected plagiarism to that committee.

II. HINTS

1. *Use an outline*. Without an outline, it is likely that you will forget something important. A good outline will give you a logical roadmap, laying out the steps that you need to prove your case. It is an essential place to work out the logic of your argument. Finally, it is useful for figuring out exactly where you will put specific evidence.

2. *Read it over several times*. Ernest Hemingway once said, "I am not a writer, I am a re-writer." I am not expecting Nobel Prize-level prose, but I do expect you to have read over the paper several times in order to make sure that you are saying what you think you are saying. The only way to do that is to finish your first draft well before you turn it in. My suggestion is that you not look at it for a few hours or overnight, then read it as if it were someone else's. Ask yourself the following questions: Are you convinced by the argument? How could it be more clear? The answers to those questions might be the difference between an A and a B, or a B and a C, etc.

3. *Don't take chances with plagiarism*. Plagiarism is a serious offense in an academic community, and can get you expelled. If you are not sure whether or not to cite a fact or analysis, you should cite it - better safe than sorry. The other alternative is to check with a tutor at the Writing Center.

4. *Eliminate grammatical and spelling errors.* Just thought I'd remind you.

III. SOURCES

1. **Independent research.** I expect you to rely primarily on sources that are **not** in the syllabus.

2. **Foreign-language sources.** You are allowed to use foreign language sources to obtain information that is not readily available in English. However, you must use English-language sources as well. You are responsible for citing foreign-language sources in the same way as English-language sources, whether you paraphrase them or use a direct translation. Please do not use foreign-language sources as cover for fabrication - if something seems suspicious, I *will* verify it, even if it means finding a translator.

As with all research papers, you must use acceptable scholarly practice on attributing your sources. You may use any citation method you wish but I prefer the use of parenthetical citation. Consult a good style sheet for the proper practice of the method you select. Whichever method you choose, you must be consistent. The number of sources will depend on your topic but you must have enough in order to insure that you are not merely doing a book report on one or two works. Familiarize yourself with the CAS Standards of Academic Conduct regarding plagiarism.

FINAL THOUGHTS:

Almost everyone can write well if they will take time for re-writing. I've been at this a long time and I know a first draft when I see it.

If you don't know Strunk and White's Elements of Style, I recommend you get to know it. The main message of this work is that simplicity is the best "style."

Anything you write will be improved by laying it aside, then returning to it and removing extraneous matter, reorganizing it for greater impact, and checking to see that all ideas are clearly expressed. Last minute work always looks like what it is. I am your grader, not your editor. My "fee" for editing is substantial and adverse to your interests.

Specific points:

Format: 1" side margins, double space, Courier 12 or similar size type.

Do not use slang or colloquial expressions.

Avoid extended historical narratives and chronologies.

Use standard source citation practice (e.g., Chicago Style Manual)

Submit finished work.

Final reminder: Know and observe the CAS Academic Conduct Code on plagiarism.

