

# Peace and War

## PLSC 380(N) / HDEV 345

Instructor: Anessa L. Kimball

LNG77

Class Meeting: T/R 8.30 – 9.55 AM (SW331)

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Office Hours: T/R 11.00 – 12.00 PM & by appointment.

### 1. Course Description

The course is designed to give the student a greater understanding of both the conflict and cooperation processes. Questions explored will include: how can we understand war, why do leaders make decisions that lead to war, when does war stop and negotiation start, how do states make peace, when is peace durable? The course will be generally broken up into several segments. First, we look at systemic reasons/explanations for war as well as specific conflicts with regard to the underlying factors of the conflict. Second, we examine some wars in detail in an attempt to understand the underlying factors that lead to the war's initiation, escalation, expansion (if applicable), and outcome. Third, we analyze how states turn from conflictual relations to peaceful relations and study both negotiation and peace processes. Special attention is paid to cooperative agreements and their impact on conflictual behavior and future state behavior. Fourth, we will do an in-class crisis simulation in an attempt to understand how states in cooperative alignments react to crises.

The course format will be primarily lecture with some discussion. Questions and comments on the material are welcome by students. Students will be required to submit questions regarding the readings periodically. In addition, there will be group presentations before the simulation.

### 2. Reading Material

There are 6 required books for the course. They are available at the University Bookstore and at Mando Books on Vestal Parkway.

Berry, William and Mitchell Sanders. 2000. *Understanding Multivariate Research*.

Betts, Richard. 2002. *Conflict after the Cold War: Arguments on the Causes of War and Peace*.

Nye, Joseph S. 2002. *Understanding International Conflict: An Introduction to Theory and History*.

Russett, Bruce and John Oneal. 2001. *Triangulating Peace*.

Stoessinger, John. 2000. *Why Nations go to War*. (8<sup>th</sup> ed.)

Vasquez, John. 2000. *What do We Know about War?*

Additionally, a number of articles and book chapters will be available for photocopying from me, you must stop by and sign them out, photocopy them, and return them. Further, you are required to remain up-to-date on the current events by reading either a major new magazine (e.g. *Newsweek*, *Time*, *US News & World Report*, *The Economist*) or a major newspaper (e.g. *New York Times*, *Washington Post*) regularly. Finally, the instructor reserves the right to add reading assignments from other sources as necessary.

### 3. Student Responsibilities

You are expected to complete the assigned readings *before* each class, to attend lectures, and to participate actively in class discussion. Moreover, a substantial portion of the course relies on

your contribution to a group project, so attendance and participation are all the more significant. The exam will be multiple choice and short essay format. Material will be drawn from assigned readings and lecture/discussions.

Assignments (short papers, group project, questions) turned in late will be penalized one letter grade per day, including the date originally due (so something turned in later the same day is still a day late). Exam missed without a valid and prearranged excuse cannot be made up. Further, all course work must be completed in order to pass the course. So missing an exam or failing to turn in a paper will result in your failing the course.

*NOTE:* Students are expected to conduct themselves in a manner conducive to classroom learning. This means be on time, keep personal discussions to a minimum, no cell phones or beepers. If your cell phone or beeper rings you will be asked to leave the class and will miss out on any potential quiz given on that day but will still be responsible for the material as it may appear on an exam. In addition, the instructor reserves the right to ask any student who is being disruptive to leave the classroom for the day and perhaps the course altogether.

During the semester you will have the following opportunities upon which your grade will be based:

- Short analytic histories (2) – 10% each, 20% of total grade
- Random in-class quizzes (?) - 15% of total grade
- Questions on Readings (2) – 5% each, 10% of total grade
- Midterm Exam – 15% of total grade
- Final Project – 40% of total grade

(10% Group paper, 20% Individual paper, 5% Class Presentation, 5% Simulation Participation)

You will produce 2 short analytic histories, one on a conflict and the other on a peace agreement or an alliance. In these papers you will provide a short history of the conflict or alliance/agreement and apply the theoretical and empirical findings to your analysis. These papers will require substantial referencing to both course material and outside material and should no more than pages in length. I will provide a list of the conflicts & alliances/agreements on which you may write. You must sign up so as to avoid overlapping and generate a diverse body of information about historical conflicts.

There will be a set of random assigned in-class quizzes. These quizzes will cover assigned readings, previous lecture material, and current events as they relate to the course. In addition, each student is required to submit two sets of questions on the readings to the instructor via email before the class meeting. Question sets should consist of 2 to 3 thoughtful questions about the material read or discussed in the course to this point. Questions should be designed to provoke discussion and greater thinking about the course material. They are due each Monday and Wednesday by 12 noon the day before the class by email. There will be no assigned due date for these questions and students are responsible for turning them in on their own.

The group project will be discussed at length after the midterm exam. In brief, students will be placed in groups of 5 and each group will represent a modern European state. Group members will portray cabinet members and be required to write a paper on that state's position over a number of policy issues as it pertains to their cabinet. In addition, the group is required to submit a paper detailing the state's position on various issues. Finally, students are required to act out their roles as cabinet members in a 1-week in-class crisis scenario. Acting as coherent state units, groups should bargain with other states, strike agreements, and pursue measures to ensure the continuation of international peace.

#### 4. Course Outline

##### *Week 1*

##### **READINGS**

Jan. 21 – Introduction

None

Jan. 23 –Actors & Theories

Nye Ch. 1; Betts P.II (p. 42-74)

##### *Week 2*

Jan. 28 – Approaches to Conflict

Nye Ch. 2; Betts P.II (p.75-98), P.III (to p. 127)

Jan. 30 – Other Reasons for Conflict

Betts P.IV (not pgs 170-206); Berry & Sanders 1-50

##### *Week 3*

Feb. 4 – Methods of Understanding

BDM 1985; Vasquez Ch. 1 & 2

Feb. 6 – WWI

Vasquez Ch. 3; Nye Ch. 3; Stoessinger Ch. 1

##### *Week 4*

Feb. 11 - WWII

Nye Ch. 4; Stoessinger Ch. 2

Feb. 13 - Arab-Israeli\***Paper Due (Conflict)\***

Stoessinger Ch. 6; Betts (p. 324-334, 366-373, 483-492); Nye p. 170-180; Vasquez Ch. 4 & 10

##### *Week 5*

Feb. 18 - Vietnam

Morgan & Bickers 1992; Stoessinger Ch. 4; Putnam 1988

Feb. 20 – Iraq/Gulf War

Betts (p. 429-440, 451-462); Vasquez Ch. 8; Stoessinger Ch. 7

##### *Week 6*

Feb. 25 – Summary & Review for Midterm

Betts (p. 400-415, 548-557); Stoessinger p. 251-273; Vasquez Ch. 15 & 17

Feb. 27 - **\*Midterm Exam—Good Luck!!\***

*Week 7*

Mar. 4 – Intervention / Conflict Mgmt. Nye Ch. 6 (to p. 170); Stoessinger Ch. 8; Ross Ch. 5; Betts p. 191-206

Mar. 6 –Negotiation & Enduring Peace Vasquez Ch. 14; Pillar Ch. 2; Russett &Oneal Ch. 1

*Week 8—No Class*

Have a Good Spring Break!!

*Week 9*

Mar. 18 – Democratic Peace I Blainey Book One; Russett & Oneal Ch. 2 & 3

Mar. 20 – Democratic Peace II Pick 2: BDM et. al. 1999; Fearon 1994; Rousseau et. al. 1997; Schultz 1998

*Week 10*

Mar. 25 – Interdependence Russett & Oneal Ch. 4 & 6; Nye Ch. 7

Mar. 27 – Cooperation Axelrod & Keohane 1986; Betts p. 128-140; Nye Ch. 8 & 9

*Week 11*

Apr. 1 – Deterrence**\*Paper 2 due\*** Huth & Russett 1984; George & Smoke 1989; Johanson 1995; Vasquez Ch. 12

Apr. 3 – International Law Vasquez Ch. 13; Starr 1995

*Week 12*

Apr. 8 - Alliances I Russett & Oneal Ch. 5; Vasquez Ch. 6 & 7

Apr. 10– Alliances II Pick 3: Lai & Reiter 2000; Leeds et. al. 2000; Siverson & Tennefoss 1984; Simon & Gartzke 1996

*Week 13*

Apr. 15 – IOs **\*Individual Paper Due\*** Pevehouse 2002; Boehmer et. al. 2002; Rochester 1995; Hughes 1995

Apr. 17—No Class

*Week 14*

Apr. 22 No Topic Yet

Apr. 24 - **\*Group paper due\*** No Topic Yet

*Week 15*

Apr. 29 – Paper presentations groups

May 1 – Paper presentation group

*Week 16*

May 5 – In-class crisis simulation part I

May 8 – In-class crisis simulation part II

5. Guidelines and Information

**Plagiarism & Cheating:** Plagiarism and cheating are serious matters that, should they occur, will be pursued to the limits of University rules. Moreover, academic dishonesty will result in a failing grade for the course. For details regarding the University's policy on cheating and plagiarism and academic dishonesty more generally, see the University Handbook.

**Students with Disabilities:** If you are a student with a disability and wish to request accommodations, please notify the instructor by the second week of class. Students with disabilities should register with the office of Services for Students with Disabilities (777-2686). Their office is in LH-B51. Extra time for exams and other necessary arrangements can be made in conjunction with that office and the instructor. Information regarding disabilities is treated in a confidential manner.

**Classroom Environment:** The Faculty and Staff in the School of Education and Human Development are committed to serving all enrolled students. The intention is to create an intellectually stimulating, safe, and respectful class atmosphere. In return it is expected that each of you will honor and respect the opinions and feelings of others.

**Table 1: List of Wars\***

<b>War</b>	<b>Players</b>
Mexican-American (1846-1848)	US, Mexico
Austro-Sardinian (1848-1849)	Austria, Sardinia, Tuscany, Modena
First Schleswig-Holstein (1848-1849)	Prussia, Denmark
Roman Republic (1849)	Austria, Two Sicilies, France, Papal States
Crimean (1853-1856)	Turkey, UK, France, Italy, Russia
Italian Unification (1859)	Sardinia, France, Austria
Spanish-Moroccan (1859-1860)	Spain, Morocco
Franco-Mexican (1862-1867)	France, Mexico
Ecuadorean-Colombian (1863)	Ecuador, Colombia
Second Schleswig-Holstein (1864)	Prussia, Austria, Denmark
War of the Triple Alliance [Lopez War](1864-1870)	Paraguay, Brazil, Argentina, Uruguay
Spanish-Chilean (1865-1866)	Spain, Peru, Chile
Seven Weeks (1866)	Prussia (& allies), Austria (& allies)
Franco-Prussian (1870-1871)	Prussia (& allies), France
Russo-Turkish (1877-1878)	Russia, Turkey
War of the Pacific (1879-1883)	Chile, Bolivia, Peru
Sino-French (1884-1885)	China, France
Sino-Japanese (1894-1895)	China, Japan
Spanish-American (1898)	Spain, US
Boxer Rebellion (1900)	US, UK, France, Russia, Japan, China
Russo-Japanese (1904-1905)	Russia, Japan
Italo-Turkish (1911-1912)	Italy, Turkey
First Balkan (1912-1913)	Serbia, Bulgaria, Greece, Turkey
Russo-Polish (1919-1920)	Russia, Poland
Lithuanian-Polish (1919-1920)	Lithuania, Poland
Hungarian-Allies (1919)	Czechoslovakia, Rumania, Hungary
Greco-Turkish (1919-1922)	Greece, Turkey
Sino-Soviet (1929)	China, USSR
Manchurian (1931-1933)	Japan, China
Chaco (1932-1935)	Bolivia, Paraguay
Italo-Ethiopian (1935-1936)	Italy, Ethiopia
Sino-Japanese (1937-1941)	China, Japan
Nomohan (1939)	Russia, Mongolia, Japan
Russo-Finnish (1939-1940)	Russia, Finland
Palestine (1948-1949)	Israel, Egypt, Syria, Jordan, Lebanon, Iraq
Korean (1950-1953)	North Korea, China, South Korea, US (& allies)
Russo-Hungarian (1956)	Russia, Hungary
Sinai (1956)	Egypt, Israel, UK, France
Sino-Indian (1962)	China, India
Vietnamese (1965-1975)	North Vietnam, South Vietnam, US (& allies)
Second Kashmir (1965)	India, Pakistan
Six Day (1967)	Israel, Egypt, Syria, Jordan

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\* List compiled by Paul Hensel.

War of Attrition (1969-1970)	Israel, Egypt
Football (1969)	Honduras, El Salvador
Bangladesh (1971)	India, Pakistan
Yom Kippur (1973)	Israel, Egypt, Syria, Jordan, Iraq, Saudi Arabia
Turko-Cypriot (1974)	Turkey, Cyprus
Vietnamese-Cambodian (1975-1979)	Vietnam, Cambodia
Ogaden (1977-1978)	Ethiopia, Somalia
Ugandan-Tanzanian (1978-1979)	Uganda, Tanzania
1 <sup>st</sup> Sino-Vietnamese (1979)	China, Vietnam
Iran-Iraq (1979)	Iran, Iraq
Falklands/Malvinas (1982)	UK, Argentina
Israel-Syrian War in Lebanon (1982)	Israel, Syria
2 <sup>nd</sup> Sino-Vietnamese (1985-1987)	China, Vietnam
Gulf War (1990-1991)	Iraq, Kuwait, USA (& others)
Croatian War (1992-1995)	Serbia, Croatia
Bosnian War (1992-1995)	Serbia, Bosnia-Herzegovina, Croatia
Eritrea-Ethiopia (1998-1999)	Ethiopia, Eritrea

Assignment: **Due 2/13/03** For this project you are to write a short analytical paper on any conflict from the list above. I must OK your choice before you write your paper. Your paper should pay attention to the following factors/conditions as they have impacted the conflict you are analyzing: systemic circumstances (i.e. alliances, status quo dissatisfaction, etc), the domestic circumstances (i.e. regime changes, leadership turnovers, elections etc.), societal issues (nationalism, self-determination, social-cleavages, ideology etc.), and finally, individual leaders as their perception/misperception of the circumstances influenced the strategy that the state pursued. Be sure to discuss other factors as they impact the conflict you are analyzing such as territory, rivalry, or diversionary-based motives. In addition, you should provide an examination of how this conflict in particular shaped future relations between the players. Your paper should be no more than 5 pages, double spaced, times new roman font and should include a works cited page that indicates research outside of the classroom assignments and the internet. You should let me know of your choice by telling me after lecture within the next week.

**Table 2 Peace Agreements/Alliances**

<b>Agreement/Alliance</b>	<b>Players</b>
Versailles Treaty (1919)	Various European states
Treaty of Locarno (1925)	Britain, Belgium, France, Germany, Italy, Czechoslovakia, Poland
Kellog-Briand Pact (1928)	US, Australia, Canada, Czechoslovakia, UK, India, Germany, France, Irish Free St., Italy, New Zealand, S. Africa, Poland, Belgium, Japan
Anti-Comintern Pact (1936)	Japan, Germany
Axis Pact (1940)	Germany, Italy
Rio Protocol (1942)	Various S. American states
Pact of Union of Arab States (1945)	Egypt, Iraq, Lebanon, Saudi Arabia, Syria, Transjordan, Yemen
Dunkirk Treaty (1947)	UK, France
Brussels Treaty (1948)	Various European states
North Atlantic Treaty (1949)	Various European states w/ US & Canada
ANZUS (1951)	Australia, New Zealand, US
Panmunjom Armistice (1953)	N. Korea, S. Korea, US
Geneva Agreements on Indochina (1954)	Various
South-East Asia Collective Defense Ty. (1954)	Various
Baghdad Pact (1955)	Iran, Iraq, Turkey
Warsaw Pact (1955)	USSR & satellite states
Evian Accords (1962)	France, Algeria
Union of Central African States (1968)	Congo, Chad, CAR
5-Power Arrangement (1971)	Australia, UK, New Zealand, Malaysia, Singapore
Chile-Argentina (1972, 1984)	Chile, Argentina
Vietnam Agreement (1973)	US, N. Vietnam, S. Vietnam
Geneva (1973-1975)	US, Israel, Egypt
Camp David Agreements (1978)	Egypt, Israel
Law of the Sea (1982)	Various
Arab Maghreb Union (1989)	Algeria, Libya, Mauritania, Morocco, Tunisia
Arab Cooperation Council (1989)	Iraq, N. Yemen, Egypt, Jordan
Mercosur Agreement (1991)	Argentina, Brazil, Paraguay, Uruguay
Estoril Accord (1992)	Angola, UNITA
NAFTA (1994)	US, Canada, Mexico
Israel-Jordan Peace Treaty (1994)	Israel, Jordan
Dayton Accords (1995)	Bosnia, Serbia, Croatia
Good Friday Accords (1998)	UK, Northern Ireland
Democratic Republic of Congo Ceasefire (1999)	
Eritrea-Ethiopia (2000)	Eritrea, Ethiopia
Greece-Turkey Agreements (2000)	Greece, Turkey

This list is by no means comprehensive, as you may have noticed it is compiled for mostly after 1940 and there exists a wealth of alliances/agreements before 1940 that you may use as well. You may take a peace agreement/negotiation process from any conflict listed above and do a short analytical history. In addition, you may choose to examine the variety of failed peace agreements between historic rivals like India-Pakistan, Greece-Turkey, Israel-Palestine etc. Furthermore, you may choose some other alliance such as the WEU or OSCE. Regardless, please be sure to inform me of your choice so that I can approve of it.