

PSCI 3107C
The Causes of War
Lecture: Monday 8:35-11:25

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Office Hours: Wednesday 1600-1730,
B643 Loeb;
also by appointment via e-mail.

Course Description and Objectives

Many have argued that it is necessary to study war — and learn its causes and nature — in order to prevent it. The bloody history of the 20th century should only further impel the student to do so — at least 216 million people died as a consequence of wars, revolutions, genocides and political murder (democides/politicides). The last century is known not only for its tremendous violence, but also for the substantial shifts in the nature of war that occurred during this period. Following the Second World War, the primary casualties of war would no longer be military personnel but civilians — a fact further evident in the low fatality rates of Western conventional armies over the past decade. Currently, inter-state warfare appears anachronistic; civil war and instability seem endemic to parts of the developing world; with terrorism producing a hard-to-define threat to Western societies.

The causes of war is a vast academic subject, riven with serious debates and disputes. Accounts as to the causes of war are woven throughout much of contemporary culture — evident not only in the speeches of government officials but also in newspaper and magazine articles and many popular war films. Many of the included assertions and assumptions go untested. The goal of this course is to equip students with the ability to critically assess and situate accounts as to the causes of war, and also form their own methods and frameworks for analyzing violent conflict. Although the structure of this course primarily focuses on theories and methodological approaches to conflict, key cases are included both in the lectures and in many of the readings. Prominent attention is given to the study of intra-state conflict, including questions of terrorism, civil war and state repression and human security.

Class Format

Weekly classes will involve an in-depth lecture both setting out and questioning the readings and topics for that week. The beginning and the end of the class will involve a review of the previous lecture, as well as a brief overview of the next topic. While the assigned texts will be the primary focus of the lecture, insights from other readings and cases will be included in the lecture. This will be followed by an in-class debate, loosely based around the Socratic method, where the strengths and weaknesses of each approach and reading will be assessed by class members. A class member's participation in this discussion will affect the class participation portion of his/her final grade, and class attendance is mandatory.

A series of films will also be shown after class on weekday evenings (dates and times to be announced) to further assist students in their understanding of key conflicts. Films to be shown include: *The Grand Illusion*, *The Fog of War*, *Thirteen Days*, *Battle of Algiers*, and the BBC documentary *The Power of Nightmares*.

Attendance for the film is not mandatory, but may prove helpful in preparing for the exam and for class discussions.

Seminar Calendar

Class 1 (Jan. 9)	Understanding Violent Conflict and Course Introduction
Class 2 (Jan. 16)	Background and Theories of War
Class 3 (Jan. 23)	Systemic and Structural Approaches to War
Class 4 (Jan. 30)	Leaders and Bureaucracies: Images, Perceptions and Ideologies
Research Proposals Due (due in class)	
Class 5 (Feb. 6)	Case Study: World War One
Class 6 (Feb. 13)	Liberalism and an End to War
Feb. 20 Winter Break	
Class 7 (Feb. 27)	Just Wars and Humanitarian Intervention
Class 8 (March 6)	The Individual in Warfare
Class 9 (March 13)	New and Old Civil Wars?
Class 10 (March 20)	Case Study: The Collapse of Yugoslavia
Class 11 (March 27)	Terrorism
Class 12 (April 3)	State Repression and Human Security
April 7	Research Papers Due
April 5-7	Exam Review Class (date tba)
April 10-29	Final Exam Period

Requirements and Evaluation:

Students will be assessed based on their participation in class, their final research paper, and the final exam. The Undergraduate Calendar states: "To obtain credit in a course, students must meet all the course requirements for attendance, term work and examinations." (Academic Regulation 2.1). This will be interpreted to mean that the grade 'F' will be given where term work is incomplete. Percentages will be used in the computation of grades, with their translation into a final letter grade being governed by the table in the Undergraduate Calendar (Academic Regulation 2.3).

Two grade distribution options are available for a student – one involving an in-class presentation of their findings from their research paper (as part of a thematic group 'syndicate') and another without this option. The student has until 4th Class to determine their grading option. The grade distribution for these two options will be as follows:

Option A (with presentation)

Class participation: 10%
Paper outline: 5%
Research Presentation: 10%
Research Paper: 40%
Final Exam: 35%

Option B (without presentation)

Class participation: 10%
Paper outline: 5%
Research Paper: 45%
Final Exam: 40%

Class participation: Attendance will be taken each week at the beginning of class. Class participation will be based not only on attendance, but also on participation in debate and discussion during class, and the student's ability to display their command of the weekly topic.

Research paper: A research paper of at least 20 pages (1" margins, double spaced, 12 pt font) will be due on the last day of class. For this paper, students are expected to provide an argument as to the cause or causes for a particular conflict or for the emergence of an armed movement, whether inter-state, intra-state, or transnational. Students will also be allowed to explore cross-case themes (gender and war, child soldiers, resources and war, imperialism and war, etc.). Marked papers will be available for pick-up at the department prior to the exam.

Paper Outline: A paper proposal needs to be provided to the instructor in class on January 25. This will include a title and a rough outline of the approach/argument to be adopted (of approx. 1 page).

Final exam: A final exam will assess the degree to which students understand the readings and the lectures. In the exam, students will be assessed on their ability to broadly draw from the readings and lectures to form their own independent arguments and responses to the questions.

Research presentation: Students who decide to present their research in class will be grouped with other students with similar topics, as part of a 'syndicate.' Syndicate members are encouraged to meet outside of class prior to their presentation to share their approach to their research topic. Each student will give a 10 minute presentation of their case, which will be followed by a syndicate and class debate. Presentations will begin on 5th week. Presentations will provide an early opportunity to receive feedback on the approach the student adopts towards their research paper.

Rules:

- All papers must be handed into the department where it will be time-stamped. Papers cannot be faxed to the department under any circumstances. Papers cannot be e-mailed unless under previous arrangement and confirmation. Papers handed in after 4pm will be date-stamped for the next day.
- The same assignment cannot be handed in for other courses.
- A late assignment without documented medical leave or prior arrangement with the instructor (after 4pm) will lose 5% per day (e.g. an essay that received a mark of 80% will receive 75% if a day late).
- Failure to complete all assignments will result in a failing grade.

Course Text and Readings:

The reading list is structured to include a range required texts. Each week, the student will be asked to thoroughly read approximately 70-100 pages of core text, and more informally examine another 40 pages of secondary or supplementary readings. For the exceptional student, additional readings are included to facilitate further inquiry. All assigned volumes and copies of readings will be placed on reserve at the library. Students will also be divided into groups to assist in the further dissemination of course materials (and weekly readings). As much as possible, photocopies of core class readings and articles will be either provided to or e-mailed to groups of students, for further dissemination amongst group members. It is up to the students to ensure the fair and equitable distribution of class readings to all class members. There are two assigned texts for this course — available for purchase at the Carleton bookstore:

Greg Cashman, *What Causes War?: An Introduction to Theories of International Conflict*, (New York: Lexington Books, 2000ed)

Joseph Nye, *Understanding International Conflicts: An Introduction to Theory and History*, (New York: Pearson/Longman, 2005)

A number of other essay compilations and edited volumes may assist the student in their preparations for class, for their research paper and for their final exam, including:

Lawrence Freedman, ed., *War*, (Oxford: Oxford University Press, 1994)(particularly section B on ‘The Causes of War’).

Pamela Aall, Chester Crocker, and Fen Osler Hampson, eds., *Managing Global Chaos*, (USIP: 1996)

Robert J Art and Kenneth N Waltz, eds., *The Use of Force: Military Power and International Politics*, (New York: University Press of America, 1993)

Robert I. Rotberg and Theodore K. Rabb, eds., *The Origin and Prevention of Major Wars*, (Cambridge: Cambridge University Press, 1989); essays also available on-line at the *Journal of Interdisciplinary History*, vol. 18, no. 4 (Spring 1988).

Michael Brown, ed., *Theories of War and Peace*, (Cambridge, MA: MIT Press, 1998).

Course Schedule:

In the following class schedule, (**) denotes mandatory class readings and a (*) denotes additional highly suggested readings. Additional readings are included to further assist class and exam preparation.

Class 1 Understanding Violent Conflict: History, Memory and Representation

(Jan. 9) Review of Course Syllabus and Structure

**Paul Brass, Paul Brass, “Introduction: Discourses of Ethnicity, Communalism, and Violence,” in Paul Brass, ed., *Riots and Pogroms*, (London: Macmillan, 1996): 1-46.

*Michael Howard, “The Use and Abuse of Military History” in *The Causes of War and other essays*, (Cambridge, MA: 1984): 188-.

**Jean Seaton, “Why do we think the Serbs do it?: The New ‘Ethnic’ Wars and the Media,” *The Political Quarterly*, (1999): 254-270.

*Lynette Finch, “Psychological Propaganda: The War of Ideas on Ideas During the First Half of the Twentieth Century,” *Armed Forces & Society*, 26:3 (Spring 2000): 367-386.

*Philip Lawrence, “War and Exclusion: The Aesthetics of Modernist Violence,” *Global Society*, 12:1 (1998).

Class 2 Background and Theories of War

(Jan. 16)

**Nye, “Is there an Enduring Logic of Conflict in World Politics?,” and “Origins of the Great Twentieth Century Conflicts,” in *Understanding International Conflicts*, 1-8; 33-51.

**Jack Levy, "Contending Theories of International Conflict," in Aall, Crocker and Hampson, *Managing Global Chaos*, 3-24.

Hideo Suganami, "Bringing Order to the Causes of War Debates," *Millennium*, 19:1 (1990): 19-35

Statistical Overview of War:

**Kalev J. Holsti, *The State, War, and the State of War*, 19-40

*Michael Eriksson, Peter Wallensteen and M. Sollenberg, "Armed Conflict, 1989-2003," *Journal of Peace Research* 40 (September 2003): 629-644.

Lawrence Freedman, "The Changing Forms of Military Conflict," *Survival*, (Winter 1998-1999).

A. Classical Realism

**Michael Doyle, "Realism," in *Ways of War and Peace: Realism, Liberalism and Socialism*, (New York: Norton & Company, 1997): 41-111.

B. 'English' School and Constructivist Approaches

*Hedley Bull, "War", in *The Anarchical Society: A Study of Order in World Politics*, (New York: Columbia University Press, 1995): 178-193.

C. Economics and Scarcity Theories

*Cashman, "The International System: Cyclical Theories and Historical Structural Theories of War," p 254-278.

*Doyle, "Socialism," in *Ways of War and Peace*, 322-364.

**Thomas Homer-Dixon, "Environmental Changes as Causes of Acute Conflict," in Richard K. Betts, ed., *Conflict After the Cold War: Arguments on Causes of War and Peace*, (New York, Macmillan Publishing Co., 1994).

Astri Suhrke, "Environmental Change, Migration, and Conflict: A Lethal Feedback Dynamic?," *Managing Global Chaos*, Chapter 7.

Johan Galtung, "Violence, Peace and Peace Research," *Journal of Peace Research*, 6:3 (1969).

Class 3 Systemic and Structural Approaches to War

(Jan. 23)

**Cashman, and Ch. 5, "The State and International Conflict," 124-160; Ch. 8, "The International System: Anarchy and Power," 224-253.

**Kenneth Waltz, "The Origins of War in Neo-Realist Theory," and Robert Gilpin, "Hegemonic War and International Change," in Robert I. Rotberg and Theodore K. Rabb, eds., *The Origin and Prevention of Major Wars or Journal of Interdisciplinary History*.

**Doug Gibling, "Alliances: Why Some Causes War and Others Causes Peace," in John Vasquez, *What Do We Know About War?*, Chapter 6, 172-186.

**Henk Houweling and Jan G. Siccama, "Power Transitions as a Cause of War," *Journal of Conflict Resolution* 32 (March 1998): 87-102.

**Patrick James, "Structural Realism and the Causes of War," *Mershon International Studies Review*, 39 (1995): 181-208.

*Stephen Van Evera, "Offense, Defense and the Causes of War," *International Security*, vol. 22, no. 4 (Spring 1998): 5-43.

Benjamin Miller, "Between War and Peace: Systemic Effects and Regional Transitions from Cold War to the post-Cold War," *Security Studies* 11 (Autumn 2001); 1-35.

Jack Levy, "Declining Power and the Preventive Motivation for War," *World Politics*, vol. 40, no. 1 (October 1986).

Stephen Walt, "Why Alliances Endure or Collapse," *Survival*, vol. 39, no. 1 (Spring 1997).

Jeffrey Morton and Harvey Starr, "Uncertainty, Change and War: Fluctuations and War in the Modern Elite Power System," *Journal of Peace Research* 38 (2001): 49-66.

Class 4 Leaders and Bureaucracies: Images, Perceptions, and Ideologies
(Jan. 30) **RESEARCH PAPER PROPOSALS DUE!**

Policy as Rational

*James Fearon, "Rationalist Explanations for War," *International Organization* 49 (Summer 1995): 379-414.

Cashman, Ch. 6, "International Interaction: Stimulus-Response Theory and Arms Races," 160-192; Ch. 7, "International Interaction: Game Theory and Deterrence Theory," 193-223.

Policy as subject to Misperception, In-Fighting Ideology or Images

**Cashman, Ch.3 "The Individual Level of Analysis: Psychological Examinations of War," 36-76; and Ch. 4, "Governmental Decision-making," 77-123.

**Graham Allison and Philip Zelikow, *Essence of Decision*, 2nd ed., Introduction and Chapter 1.

*Robert Jervis, "Hypotheses on Misperception," *World Politics*, 20:3 (April 1968): 454-479.

**Jack Levy, "Organizational Routines and the Causes of War," *International Studies Quarterly* 30 (1986): 193-222.

Ole R. Holsti, *Crisis, Escalation and War* (Montreal: McGill-Queens Press, 1972): 7-25.

John Stoessinger, *Why Nations Go to War*, Chapter 9.

Irving L Janis, *Groupthink: Psychological Studies of Policy Decisions and Fiascoes*, (Boston: Houghton Mifflin, 1982): 174-97.

**Jack Snyder, *Myths of Empire: Domestic Politics and International Ambition*, (Ithaca, NY: Cornell University Press, 1991): 1-20.

Alexander L. George, Chapter 4, "A Provisional Theory of Crisis-Management," in *Avoiding War: Problems of Crisis Management*, (Westview Press, 1991).

Class 5 Case Study: World War One

(Feb. 6)

**Joseph S. Nye, Jr., "The Balance of Power and World War I" in *Understanding International Conflicts*, 58-84.

**Keith Nelson and Spencer Olin, Ch.4. "Historians and WWI," in *Why War? Ideology, Theory and History* (1979), 92-132.

**Scott Sagan, "1914 Revisited: Allies, Offense and Stability," *International Security*, 11:2 (Fall 1986): 151-176.

**Stephen Van Evera, "The Cult of the Offensive and the Origins of the First World War," *International Security*, vol. 9, no. 1 (Summer 1984).

*Samuel R. Williamson, "The Origins of World War I," in Robert I. Rotberg and Theodore K. Rabb, eds., *The Origin and Prevention of Major Wars*, 225-248; or *Journal of Interdisciplinary History*.

*James Joll, *The Origins of the First World War*, (New York: Longman, 2000): 1-41.

*Peter Gelman, "The elusive explanation: balance of power 'theory' and the origins of World War I," *Review of International Studies*, 15 (1989): 155-182.

Robert North, "Perception and Action in the 1914 Crisis," *Journal of International Affairs*, 21 (1967): 103-122.

Nazli Choucri and Robert North, "The underlying causes of WWI," in Mel Small and David Singer, *International War*, 2nd ed., 249-253.

John Stoessinger, *Why Nations Go to War*, 8th ed., (Boston: St Martins): 1-23

Class 6 Liberalism and the End of War: Democracy, Interdependence, and Civil Society?
(Feb. 13)

**John Mueller, *Retreat from Doomsday: The Obsolescence of Major War* (New York: basic Books, 1989): 17-53, 217-244.

**Doyle, "Liberalism," in *Ways of War and Peace*, 205-301

**John Oneal, "The Classical Liberals Were Right: Democracy Interdependence, and Conflict, 1950-1985," *International Studies Quarterly*, 41 (1997): 267-293.

*Nye, "The Concept of Interdependence," in *Understanding International Politics*, 191-212; 225-229.

Jonathan Schell, *The Unconquerable World: Power, Nonviolence and the Will of the People*, (London: Penquin Books, 2004): 1-63.

*Martin Ceadel, "Pacific-ism" and "Pacifism," in *Thinking About Peace and War*, (Oxford University Press, 1987): 101-165.

*Christopher Layne, "Kant or Cant: The Myth of the Democratic Peace," *International Security* 20 (Summer 1995): 5-38

**Edward D. Mansfield and Jack Snyder, "Democratization and the Danger War," *International Security* 20:1 (Summer 1995).

Feb. 20 Winter Break **NO CLASS**

Class 7 Just Wars and Humanitarian Intervention
(Feb. 27)

*Michael Walzer, *Just and Unjust Wars: A Moral Argument with Historical Illustrations*, (New York: Basic Books, 1992):21-33, 86-108.

**Nicholas Wheeler, *Saving Strangers: Humanitarian Intervention in International Society*, (Oxford, UK: Oxford University Press, 2000): 1-54

*Adam Roberts, "Law and the Use of Force After Iraq", *Survival*, 45:2 (Summer 2003):31-56.

**Susan Fink, "The Trouble with Mixed Motives: Debating the Political, Legal, and Moral Dimensions of Intervention.," *Naval War College Review* 57(Summer-Autumn 2004):19-32. Available on-line at: <http://www.nwc.navy.mil/press/Review/2004/SummerAutumn/rtoc-sa04.htm>

**Nye, *Understanding International Politics*, 153-165.

*Doyle, "International Intervention," in *Ways of War and Peace*, 389-420.

Additional Resources:

International Commission on Intervention and State Sovereignty: <http://www.iciss.ca/>

Kosovo Report: www.reliefweb.int/library/documents/thekosovoreport.htm

Class 8 The Individual in War

(March 6)

**Gordon Tullock, "The Paradox of Revolution," *Public Choice* 9 (1971): 89-99.

**David Lake and Donald Rothchild, "Containing fear: the origin and management of ethnic conflict," *International Security* 21 (Fall 1996): 45-71.

**Ted Robert Gurr, *Why Men Rebel*, (Princeton, NJ: Princeton University Press, 1970): 22-58.

**Bruce Newsome, "The Myth of Intrinsic Combat Motivation," *The Journal of Strategic Studies*, 26:4 (December 2003).

**Dave Grossman, *On Killing: The Psychological Cost of Learning to Kill in War and Society*, (Little, Brown & Co, 1995): 5-29, 99-222

*Christopher Browning, *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland*, (New York: Harper Perennial, 1992): 147-189.

C Fred Alford, "Hitler's Willing Executioners: What does 'willing' mean?," *Theory and Society*, 26 (1997): 719-738

*John Keegan, "Towards a Theory of Combatant Motivation," in Paul Addison and Angus Calder, eds., *Time to Kill: The Soldier's Experience of War in the West, 1939-1945*, (London: Pimlico, 1997).

*John Mueller, *The Remnants of War*, (Ithaca: Cornell University Press, 2004): 1-23, 85-116.

*Michael S. Kimmel, *Revolution: A Sociological Interpretation*, (Philadelphia: Temple University Press, 1990): 145-206.

James Scott, "Revolution in the Revolution: Peasants and Commissars," *Theory and Society*, 7:1&2 (1979): 99-131.

Class 9 New and Old Civil Wars?

(March 13)

**Mohammed Ayoob, "The Security Problematic of the Third World," *World Politics*, 43 (January 1991).

**Thomas A Marks, "The Ideology of Insurgency: New Ethnic Focus or Old Cold War Distortions," *Small Wars and Insurgencies*, 15:1 (Spring 2004).

**Mats Berdal and David Malone, "Introduction," and David Keen, "Incentives and Disincentives for Violence," in Mats Berdal and David Malone, eds., *Greed and Grievance: Economic Agendas and Civil Wars*, (Boulder, CO: Lynne Rienner,): 1-18; 19-42.

**Frances Stewart, "Horizontal Inequality as a Source of Conflict," in F.O Hampson and D.M. Malone, eds., *From Reaction to Conflict Prevention, Opportunities for the UN System*, (Boulder, Colorado: Rienner, 2002).

*Stathis N. Kalyvas, "New' and 'Old' Civil Wars: A Valid Distinction?," *World Politics* 54 (October 2001).

*James Goldgeier and Michael McFaul, "A Tale of Two Worlds: Core and Periphery in the Post-Cold War Era," *International Organization* 46 (Spring 1992): 467-492.

*William Reno, "The Politics of Insurgency in Collapsing States," *Development and Change*, 23:5 (November 2002): 837-858.

Harry Eckstein, "Introduction: Toward the Theoretical Study of Internal War," in Ekstein, ed., *Internal War*, (New York: Free Press, 1964): 1-32.

"Failed States Index," *Foreign Policy*, (July/August 2005).

Additional Resource:

International Crisis Group: www.crisisweb.org/

Global Witness: <http://www.globalwitness.org/>

Crisis States Program, London School of Economics: <http://www.crisisstates.com/>

Class 10 Case Study: The Collapse of the former Yugoslavia

(March 20)

**Franke Wilmer, *The Social Construction of Man, The State and War: Identity, Conflict and Violence in the Former Yugoslavia*, (New York: Routledge, 2002): 25-58, 83-114.

**Anthony Oberschall, "The manipulation of ethnicity: from ethnic cooperation to violence and war in Yugoslavia," *Ethnic and Racial Studies*, 23:6 (November 2000): 982-1001.

**Stoessinger, *Why Nations Go to War*, Ch. 5.

**Susan Woodward, *Balkan Tragedy: Chaos and Dissolution After the Cold War*, (Washington, DC: The Brookings Institution, 1995): 1-20, 333-373.

*David Turton, "War and ethnicity: global connections and local violence in North East Africa and Former Yugoslavia" *Oxford Development Studies* 25 ((1997).

*John Mueller, "The Banality of "Ethnic War": Yugoslavia and Rwanda," available at: <http://psweb.sbs.ohio-state.edu/faculty/jmueller/apsa2000.pdf>

Julie Mertus. Kosovo: How Myths and Truths Started a War (Berkeley: University of California Press, 1999): 1-16, 227-268.

Peter Andreas, "Clandestine Political Economy of War and Peace in Bosnia" *International Studies Quarterly* 48:1 (2004): 29-52.

Additional resource:

Institute for War and Peace Reporting <http://www.iwpr.net>

PBS Frontline: <http://www.pbs.org/wgbh/pages/frontline/shows/karadzic/bosnia/>

Class 11 Terrorism

(March 27)

**Robert Pape, "The Strategic Logic of Suicide Terrorism," *American Political Science Review* 97:3 (August 2003).

**Martha Crenshaw, "The Causes of Terrorism," *Comparative Politics* 13:4 (July 1981): 379-99.

**Bernard Lewis, "What Went Wrong?" *Atlantic Monthly* 289 (January 2002).

*Adam Roberts, "Terrorism and international order," in *Terrorism and International Order*, (Royal Institute for International Affairs and Routledge).

Martha Crenshaw, "Theories of Terrorism: Instrumental and Organizational Approaches," *Journal of Strategic Studies*, 10: 4 (Dec., 1987), pp. 13-31

Graeme C.S. Steven and Rohan Gunaratna, *Counterterrorism: A Reference Handbook*, (Santa Barbara, Ca: ABC-CLIO, 2005): 1-29

The Sociology and Psychology of Terrorism: Who Becomes a Terrorist and Why?, (Washington, DC: Federal Research Division, Library of Congress, September 1999): available on-line at: www.loc.gov/r/frd/pdf-files/Soc_Psych_of_Terrorism.pdf

Ken Booth and Tim Dunne, eds., *Worlds in Collision: Terror and the Future of Global Order*, (Palgrave-Macmillan: 2002).

Additional resource:

Council on Foreign Relations: <http://www.cfr.org/issue/135/terrorism.html>

Class 12 State Repression and Human Security

(April 3)

**Barry Buzan, *People, States and Fear*, (Boulder, CO: Lynne Rienner, 1991): 35-50, 112-145.

**Michael Nicholson, "Conceptual Problems of Studying State Terrorism," and Ted Gurr, "The Political Origins of State Violence and Terror: A Theoretical Analysis," in Michael Stohl and George Lopez, eds., *Government Violence and Repression: An Agenda for Research*, (New York: Greenwood Press): 27-44, 45-71.

**UN Commission on Human Security, *Human Security Now*, <http://www.humansecurity-chs.org/>

*Charles Tilly, "War Making and State Making as Organized Crime," in Peter B. Evans, Dietrich Reuschmeyer, and Theda Skocpol, eds., *Bringing the State Back In*, (Cambridge: Cambridge University Press, 1985).

Additional resource:

Foreign Affairs Canada and Human Security: <http://www.humansecurity.gc.ca/menu-en.asp>

Human Security Institute, University of British Columbia:

<http://www.humansecuritycentre.org/>

Human Security Network: <http://www.humansecuritynetwork.org/menu-e.php>

GFN-SSR Network: www.gfn-ssr.org

Center for Democratic Control of Armed Forces: www.dcaf.ch

Human Security Gateway: <http://www.humansecuritygateway.info>

April 7 ****RESEARCH PAPERS DUE****

April 5-7 ****Exam Review** (Date tba)**

Academic Accommodations

For Students with Disabilities: Students with disabilities requiring academic accommodations in this course are encouraged to contact the Paul Menton Centre (PMC) for Students with Disabilities (500 University Centre) to complete the necessary forms. After registering with the PMC, make an appointment to meet with the instructor in order to discuss your needs **at least two weeks before the first in-class test or CUTV midterm exam**. This will allow for sufficient time to process your request. Please note the following deadlines for submitting completed forms to the PMC for formally scheduled exam accommodations: **November 7th, 2005** for fall and fall/winter term courses, and **March 10, 2006** for winter term courses.

For Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be

worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

For Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Plagiarism: The Undergraduate Calendar defines plagiarism as: "to use and pass off as one's own idea or product, work of another without expressly giving credit to another." The Graduate Calendar states that plagiarism has occurred when a student either: (a) directly copies another's work without acknowledgment; or (b) closely paraphrases the equivalent of a short paragraph or more without acknowledgment; or (c) borrows, without acknowledgment, any ideas in a clear and recognizable form in such a way as to present them as the student's own thought, where such ideas, if they were the student's own would contribute to the merit of his or her own work. Instructors who suspect plagiarism are required to submit the paper and supporting documentation to the Departmental Chair who will refer the case to the Dean. It is not permitted to hand in the same assignment to two or more courses. The Department's Style Guide is available at: www.carleton.ca/polisci/undergrad/styleguide.pdf

Oral Examination: At the discretion of the instructor, students may be required to pass a brief oral examination on research papers and essays.

Submission and Return of Term Work: Papers must be handed directly to the instructor and will not be date-stamped in the departmental office. Late assignments may be submitted to the drop box in the corridor outside B640 Loeb. Assignments will be retrieved every business day at 4 p.m., stamped with that day's date, and then distributed to the instructor. For essays not returned in class please attach a **stamped, self-addressed envelope** if you wish to have your assignment returned by mail. Please note that assignments sent via fax or email will not be accepted. Final exams are intended solely for the purpose of evaluation and will not be returned.

Approval of final grades: Standing in a course is determined by the course instructor, *subject to the approval of the Faculty Dean*.

Course Requirements: Students must fulfill all course requirements in order to achieve a passing grade. Failure to hand in any assignment will result in a grade of F. Failure to write the final exam will result in a grade of ABS. FND (Failure – No Deferred) is assigned when a student's performance is so poor during the term that they cannot pass the course even with 100% on the final examination. In such cases, instructors may use this notation on the Final Grade Report to indicate that a student has already failed the course due to inadequate term work and should not be permitted access to a deferral of the examination. Deferred final exams are available ONLY if the student is in good standing in the course.

Connect Email Accounts: The Department of Political Science strongly encourages students to sign up for a campus email account. Important course and University information will be distributed via the Connect email system. See <http://connect.carleton.ca> for instructions on how to set up your account.