

War in the Twentieth Century

INTA 3012/8803

Habersham 136

Fall 2024

Class Time: Tuesdays & Thursdays, 2:00-3:15 pm

Dr. Lincoln Hines

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Office Hours: By appointment

Syllabus

In the twentieth century, warfare underwent profound transformations, leading to some of the most violent conflicts in world history. In this course, students learn about conceptual and theoretical frameworks about warfare, including its causes, its duration, and deterrence. The course then applies these concepts about the nature of war to some of the most violent interstate wars in the twentieth century. The course concludes by examining contemporary topics and research in the study of war.

This course surveys prominent research on warfare and the use of force, and it applies these concepts to the study of major wars in the twentieth century. The first part of the course focuses on important concepts and theories related to warfare and the use of force. In the second part of the course, students will apply these concepts to prominent wars in the twentieth century, including World War I, World War II, The Korean War, The Cold War, the Vietnam War, the Iraq War, and the Afghanistan War. The third part of the course focuses on contemporary research and topics in the study of warfare.

Course Goals and Learning Outcomes

By the end of this course, students should be able to:

- Evaluate theoretical concepts about the causes of war, its duration, and other concepts in international security.
- Apply and assess theoretical concepts on the causes of war through a series of cases on prominent wars in the 20th century.
- Draw upon concepts and lessons learned from prominent wars of the 20th century to consider elements of continuity and change and the nature and conduct of war, and apply lessons learned to contemporary concepts such as the rise of China.

This is a Core IMPACTS course that is part of the Social Sciences area.

Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help students master course content, and support students' broad academic and career goals.

This course should direct students toward a broad Orienting Question:

- How do I understand human experiences and connections?

Completion of this course should enable students to meet the following Learning Outcome:

- Students will effectively analyze the complexity of human behavior, and how historical, economic, political, social, or geographic relationships develop, persist, or change.
- Course content, activities, and exercises in this course should help students develop the following Career-Ready Competencies:
 - Intercultural Competence
 - Perspective-Taking
 - Persuasion

Course Materials

Most readings for this course are available online through the Georgia Tech Library or are open access. I have uploaded any readings that are not available through the library or online on Canvas. Students are not required to purchase any materials for this course. Reading must be completed before each class. Students are responsible for all assigned readings, even if the material is not explicitly discussed in class.

Course Requirements & Grading

Grading Scale

Assignment	Date	Weight (Percentage)
Class Participation		15%

Assignment	Date	Weight (Percentage)
Weekly Reflections		15%
Midterm Exam		35%
Final Essay	December 3	35%

Your final grade will be assigned as a letter grade according to the following scale:

A 90-100%

B 80-89%

C 70-79%

D 60-69%

F 0-59%

Assignments

Class Participation (25%)

Your success in this course depends on careful preparation for and active engagement in seminar discussions. You are expected to read and study all assigned materials, come to class prepared to contribute to the seminar, and engage in thoughtful and critical discussions with your classmates and instructor. Attendance is a prerequisite for participation.

Midterm Exam (25%)

During Week 8 of the course, students will take a quiz on the course material from the previous week's classes. The exam will include short essays and short-ID questions. Students are encouraged to collaborate with peers in preparing for the midterm exam.

Graduate students will not take the same midterm exam as undergraduate students. Instead, graduate students will have an 8–10-page take-home essay on a topic from the class.

Weekly Reflections (15%)

Starting during week 2, students will write weekly reading reflections. Most importantly, these reading reflections should not simply summarize the readings. These responses should cover multiple readings, but they do not need to cover all the week's readings.

Your reflection papers should be at least 1 page and no more than 2 pages double-spaced. Reflection papers will be uploaded to Canvas no later than midnight before the first class of each week (Tuesday's class).

Your reflection paper may consider unifying themes from the readings, compare and contrast readings in the course, critique an argument made in one or more readings, discuss new questions it raises, or consider its real-world relevance today. The aim of these reflections is for you to creatively and critically engage with the class material to prepare you for an active class discussion.

Final Essay (35%)

For the final assignment, I will provide students with a choice of two essay prompts. The essay will be no longer than 3,000 words. I will provide further details about the final essay later in the semester.

The due date for the final essay is by class time the final day of class (December 3rd).

***Note:** All papers will use Times New Roman 12, double space between sentences, 1" margins all around, insert student Name and Date in the header, and include the page number (i.e., 1 of 3), in the center of the footer.*

Office Hours

I will hold office hours by appointment. Please send me an email if you would like to meet. During office hours, please come to discuss the material, things in the news, questions about assignments, or other topics related to this class. If my regular office hours do not work with your schedule, you can email me to schedule a different time to meet.

Academic Integrity

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards.

For information on Georgia Tech's Academic Honor Code, please visit

<http://www.catalog.gatech.edu/policies/honor-code/>

Or visit: <http://www.catalog.gatech.edu/rules/18/>.

Any student suspected of cheating or plagiarizing on an assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, contact the Office of Disability Services at (404) 894-2563 or <http://disabilityservices.gatech.edu/>, as soon as possible to make an appointment to discuss your special needs and to obtain an accommodations letter.

Student-Faculty Expectations Agreement

At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. See <http://www.catalog.gatech.edu/rules/22/> for an articulation of some basic expectation that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.

Electronics Policy

You may use laptops or other similar electronic devices during classes, but only for notetaking purposes. However, I reserve the right to forbid these items in class should they become a nuisance or distract from class discussion. Students cannot record lessons unless they have written permission from the Office of Disability Services. Students with this permission are only permitted to use these recording for their personal academic use and cannot infringe on the privacy concerns of their peers and the instructor, or the copyright interests of the instructor by sharing the materials outside the class. At the end of the semester, any such recordings should be deleted.

Inclusion

This class seeks to foster an inclusive and welcoming space for individuals with a diversity of ideas, identities, and life experiences. Everyone in this class will treat each other with dignity and respect, regardless of differences in ethnicity, race, gender, sexual orientation, religion, socioeconomic background, origin, or any other difference in identity.

I am provided with each student's legal name through the Georgia Tech educational platform. However, I encourage students to contact me at the beginning of the semester if they prefer to be addressed differently (e.g., gender pronoun or name).

Absences

In-person student attendance is expected and necessary for classroom participation. However, there are several valid reasons why students may not attend class, e.g., illness, death of a friend or family member, disabilities, etc. If you anticipate that you are unable to attend class, I ask that, when possible, you notify me prior to class.

In addition, I ask that if you are feeling sick, *do not come to class*. In the interest of everyone else's health and safety, stay home and rest.

Appeals

It is rare that students need to contest a grade, but if you believe your given grade is not reflective of your quality of work, you may write 1-2 page memo explaining why your assignment deserves to be re-graded. In writing this memo, please provide as much detail as possible. After receiving this, I will re-evaluate your work, though please note that during the re-grade, your grade may be equal to, higher, or lower than your original grade.

Mental Health and Wellness Resources

If you or someone you know needs assistance, you are encouraged to contact the Center for Mental Health Care & Resources at 404.894.2575 (or 404.894.2575) or visit <https://mentalhealth.gatech.edu>. Georgia Tech has several resources for a student seeking mental health services (<https://mentalhealth.gatech.edu/about/scheduling-appointment>) or crisis support (<https://mentalhealth.gatech.edu/seeking-help/get-help-now>). Students experiencing an immediate life-threatening emergency on campus, call the Georgia Tech Campus Police at 404.894.2500. For more resources on managing stress, anxiety, relationships, sleep, etc., please visit <https://mentalhealth.gatech.edu/mental-health-resources/self-help> for a list of free online resources compiled by the Center for Mental Health Care and Resources.

Course Schedule

Week 1: Causes of War and the Use of Military Force

August 20: Introduction

Read the Syllabus

August 22: Defining War and Explaining its Causes

Skim and Explore the Correlates of War dataset and codebook:
<https://correlatesofwar.org>

Jack S. Levy, "The Causes of War and the Conditions of Peace," *Annual Review of Political Science*, Vol. 1: 139-165.

Greg Cashman. 2013. *What Causes Wars? An Introduction to Theories of International Conflict*. Rowman & Littlefield. All Read Ch.1 "Empirical Theory and the Causes of War."

In addition, everyone can choose 1 of the 3 following chapters (though of course are encouraged to read all of them if time permits): Chapter 2 "The Individual Level of Analysis, Part 1"; Chapter 5, "The State Level of Analysis, Part 1." Chapter 10, "The International System Level of Analysis, Part 1":

Book available online through the library:

<https://ebookcentral.proquest.com/lib/gatech/detail.action?docID=1273782>

Week 2: War Duration, Military Effectiveness

August 27: Causes of War Continued and War Duration

James Fearon. 1995. Rationalist Explanations for War. *International Organization* 49(3): 379-414.

Zachary C Shirkey. 2018. Introduction: The Puzzle of War Duration. *Polity* 50(2): 162-167.

August 29: Military Effectiveness

Stephen Rosen. 1995. Military Effectiveness: Why Society Matters. *International Security* 19(4): 5-31.

Michael Horowitz and Ryan Grauer. 2012. What Determines Military Victory? Testing the Modern System. *Security Studies* 21(1): 83-112.

Week 3: Deterrence

September 3: Deterrence, Perception

Watch the following videos:

Deterrence 101 Module 1—Foundations of Deterrence. CSIS, Video:
https://www.youtube.com/watch?v=g1th_3vLLd4

Deterrence 101 Module 2 – Theories of Nuclear Use. CSIS, Video:
<https://www.youtube.com/watch?v=BTedg2Ya0ZQ>

Deterrence 101 Module 3 – Strategic Stability, Escalation, and Crisis Management. CSIS, Video:

<https://www.youtube.com/watch?v=NQiuACUggtg&t=580s>

September 5: Perception and Misperception

Robert Jervis. 1976. *Perception and Misperception in International Politics*. Princeton University Press. Chapter 3: Book available online through the library and JSTOR EBOOKS.

Week 4: Reputation and Status

September 10: Reputation and Status

- Daryl G. Press, "The Credibility of Power: Assessing Threats During the 'Appeasement' Crises of the 1930s," *International Security*, Vol. 29, No.2 (2004/05), pp. 136-169.
- Keren Yarhi-Milo, "In the Eye of the Beholder: How Leaders and Intelligence Communities Assess the Intentions of Adversaries," *International Security*, Vol. 38, No. 1 (2013), pp. 7-51.
- Joslyn Barnhart, "Humiliation and Third-Party Aggression," *World Politics*, Vol. 69, No.3 (July 2017), pp. 532-568.
- Allan Dafoe, Jonathan Renshon, and Paul Huth. 2014. Reputation and Status as Motives for War. *Annual Reviews of Political Science*: 371-393.
- Jonathan Mercer, "The Illusion of International Prestige," *International Security*, Vol.41, No.4 (2017), pp. 133-168.

September 12: Reputation and Status Continued

- Shiping Tang. 2005. Reputation, Cult of Reputation, and International Conflict. *Security Studies* 14(1): 34-62.
- Steven Ward, "Race, Status, and Japanese Revisionism in the Early 1930s," *Security Studies* Vol. 22, No.4 (2013).

Week 5: Alliances

September 17: Guest Lecture on NATO

September 19: Alliances

Stephen M Walt. 1997. Why Alliances Endure or Collapse. *Survival* 39(1): 156-179.

Timothy W. Crawford. 2011. "Preventing Enemy Coalitions: How Wedge Strategies Shape Power Politics," *International Security* 34(4): 155-189.

Week 6: World War I

September 24: World War I

Stephen Van Evera. 1984. Civil-Military Relations and the Cult of the Offensive. *International Security* 9(1): 58-107.

Marc Trachtenberg. 1990/1991. The Meaning of Mobilization in 1914. *International Security* 15(3): 120-150.

Etel Solingen. 2014. Domestic Coalitions, Internationalization, and War: Then and Now. *International Security* 39(1): 44-70.

September 26: World War I Continued

Michael R. Gordon 1974. Domestic Conflict and the Origins of the First World War: The British and German Cases. *The Journal of Modern History* 46(2): 191-226.

Week 7: World War II

October 1: World War II

Thomas J. Christensen and Jack Snyder. 1990. Chain Gangs and Pass Bucks: Predicting Alliance Patterns in Multipolarity. *International Organization* 44(2): 137-168.

Dale C. Copeland 2000. *The Origins of Major War*. Cornell University Press. Chapter 5: Online book available through the library:

<https://ebookcentral.proquest.com/lib/gatech/detail.action?docID=3138435>

October 3: World War II Continued

Scott Sagan. 1989. The Origins of the Pacific War. In *Origins and Prevention of Major Wars*, edited by R. Rotberg and T. Rabb. Cambridge University Press.

Jack Snyder. 1991. *Myths of Empire: Domestic Politics and International Ambition*. Cornell University Press. Read Chapter 4: Book available online through the library:

<https://ebookcentral.proquest.com/lib/gatech/detail.action?docID=3138488>

Week 8: Review and Midterm Exam

October 8: Review

October 10: Midterm Exam

Week 9: The Cold War

October 15: No Class (holiday)

October 17: Work on Final Paper

Week 10: The Cold War and the Korean War

October 22: Cold War

John Lewis Gaddis. 1986. The Long Peace: Elements of Stability in the Postwar International System. *International Security* 10(4): 99-142.

Douglas J. MacDonald. 1995/1996. Communist Bloc Expansion in the Early Cold War: Challenging Realism, Refuting Revisionism. *International Security* 20(3): 152-88.

October 24: Korean War

Shu Guang Zhu. 1992. *Deterrence and Strategic Culture: Chinese-American Confrontations, 1949-1958*. Cornell University Press.

Alexander L George and Smoke, Richard. 1974. *Deterrence in American Foreign Policy: Theory and Practice*. Columbia University Press. Chapters 6 & 7: Online book available through the library.

Week 11: Vietnam War

October 29: Vietnam War

John D. Caverley. 2010/2011. Explaining US Military Strategy in Vietnam: Thinking Clearly about Causation. *International Security* 35(3): 124-143

October 31: Vietnam War Continued

John Gaddis. 1993. Implementing Flexible Response: Vietnam as a Test Case in *The Use of Force: Military Power and International Politics*, edited by Robert J. Art and Kenneth N. Waltz, 4th ed. Rowman and Littlefield Publishers.

Week 12: 1973 War & Gulf War

November 5: 1973 War

Jervis, Robert, Richard Ned Lebow, and Janice Gross Stein. 1989. *Psychology and Deterrence*. Read the first three chapters.

November 7: Gulf War

Janice Gross Stein. 1992. Deterrence and Compellence in the Gulf, 1990-91: A Failed or Impossible Task? *International Security* 17(2): 147-179.

Stephen Biddle. 1996. Victory Misunderstood: What the Gulf War Tells us about the Future of Conflict. *International Security* 22(2): 139-179.

Week 13: Iraq War

November 12: Iraq War and Causes

Joseph Stieb. 2023. Why Did the United States Invade Iraq? The Debate at 20 Years. *Texas National Security Review* 6(3): 12-28.

Chaim Kauffmann. 2004. Threat Inflation and the Failure of the Marketplace of Ideas: The Selling of the Iraq War. *International Security* 29(1): 5-48.

November 14: Iraq War, Casualty Sensitivity and Bargaining

Christopher Gelpi, Peter D. Feaver, and Jason Reifler. 2005/06. Success Matters:

Casualty Sensitivity and the War in Iraq, *International Security* 30(3): 7-46. David A. Lake. 2010/11. Two Cheers for Bargaining Theory: Assessing

Rationalist Explanations of the Iraq War. *International Security* 35(3): 7-52.

Week 14: Afghanistan War

November 19: Afghanistan War

C. William Walldorf, Jr. 2022. Narratives and War: Explaining the Length and End of U.S Military Operations in Afghanistan. *International Security*, 47(1): 93-138.

Sarah Kreps. 2010. "Elite Consensus as a Determinant of Alliance Cohesion: Why Public Opinion Hardly Matters for NATO-led Operations in Afghanistan," *Foreign Policy Analysis*, 6(3): 191-215

November 21: Afghanistan War

Week 15: Ukraine War; New Topics in the Study of Conflict

November 26: Ukraine War

John J. Mearsheimer. 2014. Why the Ukraine Crisis Is the West's Fault. *Foreign Affairs*. 18 August. Available at: <https://www.foreignaffairs.com/articles/russia-fsu/2014-08-18/why-ukraine-crisis-west-s-fault>

Benjamin Jensen. 2022. How Does It End? What Past Wars Tell Us About How to Save Ukraine. CSIS. 4 March. Available at: <https://www.csis.org/analysis/how-does-it-end-what-past-wars-tell-us-about-how-save-ukraine#:~:text=Wars%20that%20end%20within%20a,average%2C%20resulting%20in%20sporadic%20clashes>

Jeffrey Mankoff. 2022. Russia's War in Ukraine: Identity, History, and Conflict. CSIS. 22 April: <https://www.csis.org/analysis/russias-war-ukraine-identity-history-and-conflict>

December 3: New Topics in the Study of Conflict

Allen Dafoe and Devin Caughey. 2016. Honor and War: Southern US Presidents and the Effects of Concern for Reputation. *World Politics* 68(2): 341-381.

Michael Poznansky. 2015. Stasis or Decay? Reconciling Covert War and the Democratic Peace. *International Studies Quarterly* 59(4): 815-826.

Sarah E. Kreps. 2018. Just Put It On Our Tab: War Financing and the Decline of Democracy. *War on the Rocks*, May 28, 2018: <https://warontherocks.com/2018/05/just-put-it-on-our-tab-21st-century-war-financing-and-the-decline-of-democracy/>