

University of Georgia
INTL 4295: War & Human Security
Fall 2015, TR 12:30-1:45 PM
MLC 253

Instructor: Steven Walter
Email: swalter7@uga.edu
Office: Candler Hall B02
Phone: 706-542-6705 (main office)
Office Hours: 11:00-12:00 PM Tuesdays and Thursdays in the MLC, or By Appointment
CRN: 25377

Course Description and Objectives

“It is well that war is so terrible-otherwise we would grow too fond of it.” -Robert E. Lee

War has innumerable costs. Beyond the obvious ones of men and materials, we must also consider the damage done to the land; the damage done to the psyches of those fighting, and the damage done to those who do not even act as combatants. It is on these arguably indirect costs of war that we will focus our studies this semester. How does war impact *human security*?

To answer this question, we will first examine the concept of human security: what does it mean? What basis does it have in history and law? Next we will look at theories attempting to explain the targeting of civilians in conflict: why is it done and is it ever justified? The following sections of the course will examine more specific examples of how war affects civilians: from types of weapons used, to the creation of conditions of disease and malnutrition, and tactics used by belligerents on all sides. To conclude, we will examine specific case studies of civilian victimization and attempt to apply what we have learned by carrying out a simulation. The path of the semester will take us to some dark places, but at the end, we should all have a greater appreciation for the human face of conflict.

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

- ⌚ Explain the concept of human security and how it applies to modern warfare
- ⌚ Understand the various justifications given for intentional civilian victimization and formulate a unique opinion on its utility and/or morality
- ⌚ Describe the impacts war and conflict have on a civilian population
- ⌚ Explore historical examples of civilian victimization and relate them to theories discussed in class readings and discussions

Required Reading

We will be reading large sections of these books, so it is recommended that you purchase or rent them. Some copies may be available in the Main Library, but it is better not to take chances. As of this writing, both of these books are available for under \$20 a piece on Amazon.

- ⌚ Michael Walzer. *Just and Unjust Wars* (4th Edition). New York, NY: Basic Books. 2006
- ⌚ Hugo Slim. *Killing Civilians*. New York, NY: Columbia University Press. 2008.

Recommended Reading

While not necessary for many class assignments, the following books are pertinent to the subject matter and may prove useful for generating ideas related to the final paper. Take note, however, that all topics should be original and not simply re-stating ideas published in the works below.

- ⌚ Zaryab Iqbal. *War and the Health of Nations*. Stanford, CA: Stanford University Press. 2010.
- ⌚ Peter Schrijvers. *The Unknown Dead: Civilians in the Battle of the Bulge*. Lexington, KY: University Press of Kentucky. 2005.
- ⌚ Burke Davis. *Sherman's March: The First Full-Length Narrative of General William T. Sherman's Devastating March through Georgia and the Carolinas*. New York, NY: Random House. 1980.
- ⌚ Timothy Snyder. *Bloodlands: Europe Between Hitler and Stalin*. New York, NY: Basic Books. 2010

Course Expectations

Attendance (10%):

The greatest tip I ever received for doing well in college was simple: go to class. Every day. That being said, some days you simply cannot make it for whatever reason. If you have an excused absence (detailed policy listed below), you will not be penalized. If you have an unexcused absence, you will be allowed one freebie, no questions asked, without losing points here. Each additional unexcused absence beyond the freebie will deduct a point off your grade, up to the full 10%.

In addition, frequent tardiness may also impact the attendance grade. Late entrance to the class is disruptive and will cause you to miss important announcements made at the start of each lecture. I will contact you individually if this becomes a problem.

Participation (10%):

Regular and active participation are essential to doing well in this course. Showing up is important, but proving you are engaged with the material is how you indicate that you are learning. Speaking in class, making informed comments, asking probing questions, and responding thoughtfully to prompts are all good ways to participate, but I understand they are not comfortable for everyone. While I encourage you to step outside of your comfort area, I will consider several other options for participation: coming to talk to me before or after class or during office hours; writing out-of-class response papers; e-mailing me questions or comments relevant to the material; volunteering for extra presentations; etc. If you do **none** of the above, but still show up every single day, the best you can hope for is a 5 out of 10 in this section. Please come and talk to me if you anticipate this will be an issue.

It should also be noted that attendance and participation are highly correlated. You cannot participate if you are not in class. Thus, if you miss several days but participate frequently when you are present, you still should not expect full credit in this area.

Discussion Leadership (10%):

To better appreciate the material, and help your studies, each student will be required to serve as a discussion leader at least once during the semester. As discussion leader, you will be responsible for working with a partner (or max, 2 others) to generate a brief summary of the day's readings for class-wide distribution, and for coming up with two discussion questions per person regarding the day's readings. The summaries and discussion questions should be e-mailed to me by midnight the day before the class you are leading. More details, including sign-ups, will be provided after the first week of class.

Midterm Exam (30%):

There will be one in-class, closed-book exam on Thursday, October 8th. All material covered up to that point will be fair game. The precise format of the exam will be announced closer to time, but will likely consist of several multiple choice, short answer, and essay questions. You will have the full class period to complete the exam; a portion of the class on the Tuesday prior will be spent reviewing for the exam.

Final Paper (40%):

In lieu of a final exam, the main component of this course will be a 3000 word research paper on an instance of civilian victimization of your choice. The word count must consist of body text only, NOT headers, footers, or works cited. The formatting is up to you, but the font should be clearly legible and the citation scheme must be consistent throughout (Whether you use footnotes, end notes, or in-text citations, please use one of the generally acknowledged formats such as APA or Chicago style for your works cited page). More specific details will be announced as the semester progresses. In short, the paper should examine a situation where civilians

were victimized during conflict and apply the theories we have discussed during class to explain why it happened. Conversely, you could show how current theories fail to explain your situation and provide a theory of your own. Or, you could examine two similar instances of conflict – one with victimization and one without – and attempt to explain why it occurred in one and not the other. I am open to alternative proposals, but the paper MUST answer a question and not simply provide a summary. You must also choose an example case(s) we have not covered extensively in class.

You will be expected to prepare a one-page summary of your topic for class on Tuesday, October 6th. At that time, we will go more in depth with expectations for good collegiate writing. You will also share your topic with several others in your group and will be expected to receive and provide feedback. A rough draft of your paper will be due in class on Tuesday, December 1st. At that time, we will exchange anonymous copies for critique by your peers. Your final project must include a brief memo showing how your paper addressed the concerns of your peers. The final version, including the memo, will be due 11:59PM on Sunday, December 6^h.

Course Policies

Attendance:

I follow the university's guidelines for excused absences: any class period missed due to a University-sanctioned event (conference/sport/trip), a documented medical reason (e.g. doctor's note), or death or serious injury to a direct relative (mother, father, child, sibling, grandparent) will be counted as excused. These absences will not count against your grade, and you will be allowed to make up any assignment, presentation, or exam that happened to fall on the excused date.

All other absences will count as unexcused: illnesses without a doctor's note provided within a week of the absence, sleeping through class, forgetting class, or missing for any other reason will count against your final grade. In addition, you will *not* be allowed to make up any assignment, presentation, or exam that falls on the date of an unexcused absence. No exceptions. The missed assignment grade will count as a zero. However, I understand some days you simply feel too lousy to go to class, but not lousy enough to go the doctor, so every student will get one freebie unexcused absence which will not count against the attendance/participation grade. To repeat, though, any assignments missed due to an unexcused absence (even a “freebie” absence) will be counted as a zero. Use the freebie wisely.

Grades:

This class will use the standard plus/minus grading system. Grades will be rounded to the nearest point.

A= 93-100	B+ = 87-89	C+ = 77-79	D= 60-69	F= Below 60
A- = 90-92	B= 83-86	C= 73-76		
	B- = 80-82	C- = 70-72		

Extra Credit and Grade Appeals:

As an upper-division course, extra credit will generally NOT be available. Please refrain from asking. If you are concerned with your grade, please come and talk to me during office hours. In addition, if you feel that a grade you received does not accurately reflect your achievement, please contact me no sooner than 24 hours after the grade has been posted. Please have a valid argument for why you feel you deserve a higher grade; “I need a B to graduate/keep HOPE” or “I’m an A-student” are not valid arguments. If, however, I made a mathematical error in calculating your grade, please contact me immediately so that I can remedy it.

Cell Phones:

Cell phones, MP3 players, and other noise-making devices (does anyone use a beeper or pager anymore?) must be silenced and put away during class. Also, there is no reason to have head phones on during class time. Frequent or flagrant disruptions may result in a reduction in the participation grade.

Laptops and Tablets:

Laptops and tablets are permitted in class for note-taking and research purposes *only*. If you choose to use a laptop during class, please be courteous to your instructor and your colleagues: turn off the sound and avoid the temptation to tweet, facebook, or whatever else the kids these days are doing online. If these items become a distraction, I reserve the right to discontinue their use.

Academic Honesty:

As a University of Georgia student, you have agreed to abide by the University's academic honesty policy, “A Culture of Honesty,” and the Student Honor Code. All academic work must meet the standards described in “A Culture of Honesty” found at: www.uga.edu/honesty. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor. Any instance of cheating or plagiarism could be grounds for removal from the course with a grade of WF.

Disability Accommodation:

The University of Georgia seeks to provide students with disabilities the opportunity to fully participate in educational programs and services. In keeping with this philosophy, it is University policy that students with documented disabilities receive reasonable accommodation in order to facilitate their full engagement in classroom activities. Any student who requires special accommodations because of a university-documented condition should contact me no later than the second week of the semester in order to facilitate appropriate and timely arrangements with the Disability Resource Center.

Class Discussion and Debate:

At times during the class, we will be discussing controversial and/or sensitive subjects. It is of the utmost importance that all students conduct themselves in a professional, respectful manner. Personal attacks, hateful speech, or general disrespect to the instructor or your colleagues will not be tolerated. This does not mean you have to agree with everything being said: far from it! If you disagree with anything and can back it up, feel free to challenge your classmates, the textbook, or the instructor. Lively, informed, and passionate debate is at the heart of good learning.

Communicating with the Instructor:

The best way to get in contact with the instructor is through e-mail at swalter7@uga.edu. All students will be expected to check their own UGA e-mail addresses for important updates about the course, assignments, etc. ELC will be used to post course content, but e-mail will be the most common means of communication.

If you have any questions you cannot or do not want to address over e-mail, please feel free to visit my office hours. They are scheduled for 11:00-12:00 PM Tuesday and Thursday in the second floor study area in the MLC, or by appointment in my office in Candler Hall B-02. If you want to guarantee your time, please send me an e-mail before you plan on stopping by.

Late Work and Make-up Exams:

Late work will be not be accepted, nor any extensions granted, except in the case of a *severe* medical or family emergency. Any paper turned in after the assigned date and time will receive a zero unless cleared through me. **It is always better to send me what you have by the deadline and explain why you did not finish than to email me after the deadline telling me why it will be late.** This policy applies to various stages of writing the final paper and to the final paper itself. Save yourself the stress and drama of an inevitable technical malfunction or 24-hour bug: turn in your paper early!

As noted above, however, students with an excused absence will be allowed to take a make-up assignment or exam so long as the excuse is provided in a timely fashion: no more than a week after returning to class. Date and time of the make-up will be worked out between the student and instructor, and the content of the make-up may vary slightly from what was given to the class at large to ensure testing integrity.

Staying Informed:

As an International Relations scholar, it is important to keep up with major events around the world. This course should make you into a better-informed citizen, but a lot of that work falls on you the student. Where you get your news is entirely up to you, but be sure to cite your sources if you try to bring it up as a point in class discussion. Some suggested sites include: [The New York Times](#), [The Washington Post](#), [CNN](#), [NPR](#), or political blogs such as [The Monkey Cage](#), [The Quantitative Peace](#), or [The Duck of Minerva](#).

Changes to the Syllabus:

This syllabus should be considered a general plan and not a hard and fast guide. All efforts will be made to keep test dates and due dates the same as listed, and any changes will be announced well in advance. This notice applies to policies as well as assignments. With that in mind, be sure to come to class and check your e-mail regularly so that you do not miss out on any new information.

Course Schedule

Week 1: Introduction

August 18: Class Introduction

Assignments Due: Review the syllabus

August 20: What is Human Security?

Assignments Due: United Nations. "Human Security in Theory and Practice" Chapters 1-2 (ELC)

Keith Krause (2007). "Towards a Practical Agenda of Human Security" (ELC)

Hugo Slim, *Killing Civilians*, Introduction

Week 2: Legal Considerations

August 25: International Humanitarian Law

Assignments Due: Howard S. Levie (2000). "History of the Law of War on Land."

Available here: <https://www.icrc.org/eng/resources/documents/misc/57jqhg.htm>

Francois Bugnion (2000). "The Geneva Conventions of 12 August 1949: From the 1949

Diplomatic Conference to the Dawn of the New Millenium." (ELC)

Protocol I Additional to the Geneva Conventions of 12 August 1949, Part IV (ELC)

Protocol II Additional to the Geneva Conventions of 12 August 1949, Parts I, IV (ELC)

August 27: Responsibility to Protect

Assignments Due: "Responsibility to Protect," Office of the Special Adviser on the Prevention of Genocide

Available here <http://www.un.org/en/preventgenocide/adviser/responsibility.shtml>

Kirsten Ainley (2015) "The Responsibility to Protect and the International Criminal Court: Counteracting the Crisis." (ELC)

Alan J. Kuperman (2008) "Mitigating the Moral Hazard of Humanitarian Intervention: Lessons from Economics" (ELC)

Week 3: Moral Considerations

September 1: Is Targeting Civilians Ever Acceptable?

Assignments Due: Michael Walzer, *Just and Unjust Wars*, Chapters 10-11 and 16

September 3: Class Debate - The Decision to Drop Atomic Bombs on Japan

Assignments Due: Henry L. Stimson (1947) "The Decision to Use the Atomic Bomb" (ELC)

Gar Alperovitz (2011) "The Decision to Bomb Hiroshima" (ELC)

Review: <http://old.seattletimes.com/special/trinity/supplement/procon.html>

Week 4: Theories of Intentional Victimization I

September 8: Anti-Civilian Ideologies

Assignments Due: Hugo Slim, *Killing Civilians*, Chapter 4

September 10: Anti-Civilian Ideologies (continued)

Assignments Due: Alexander Downes (2006) “Desperate Times, Desperate Measures” (ELC)

Week 5: Theories of Intentional Victimization II

September 15: Civilian Ambiguity

Assignments Due: Hugo Slim, *Killing Civilians*, Chapter 5

September 17: Regime Type and More

Assignments Due: Alexander Downes (2007) “Restraint or Propellant? Democracy and Civilian Fatalities in Interstate Wars” (ELC)

Barbara Huff (2003) “No Lessons Learned from the Holocaust? Assessing Risks of Genocide and Political Mass Murder since 1955” (ELC)

Week 6: Theories of Intentional Victimization III

September 22: Individual Participation

Assignments Due: Hugo Slim, *Killing Civilians*, Chapter 6

September 24: Child Soldiers

Assignments Due: Vera Achvarina and Simon F. Reich (2006) “No Place to Hide: Refugees, Displaced Persons, and the Recruitment of Child Soldiers” (ELC)

Explore: <https://childrenandarmedconflict.un.org/> especially “Child Recruitment,” and “Root Causes of Child Recruitment,” and “Changing Nature of Conflict”

Week 7: Theories of Intentional Victimization IV

September 29: Sexual Violence

Assignments Due: Elisabeth Jean Wood (2006) “Variation in Sexual Violence during War” (ELC)

Dara Kay Cohen (NP) “Causes of Rape During Civil War: Cross-National Evidence (1980-2009) (ELC)

October 1: Theory Wrap-Up and Library Day

Assignments Due: TBA

Week 8: Exam Week

October 6: Midterm Review and Writing Workshop

Assignments Due: Prepare a one page summary of your paper; bring a hard copy

Come with questions about the midterm

October 8: Midterm Exam

Assignments Due: Study

Week 9: What Happens to Civilians in War? I

October 13: Direct Effects: Small Arms

Assignments Due: UNDP (2002) “Development Held Hostage: Assessing the Effects of Small Arms on Human Development” (ELC)

Explore <http://www.smallarmssurvey.org/about-us/mission.html> especially sections under “Armed Violence-Social and Economic Costs” and “Armed Violence-Conflict Armed Violence”

October 15: Direct Effects: Unconventional Weapons and Landmines

Assignments Due: Jeffrey Goldberg (2002) “The Great Terror” from *The New Yorker* (ELC)

Max Fisher (2013) “9 Questions About Syria You Were Too Embarrassed to Ask” (ELC)

Neil Andersson et al (1995) “Social Cost of Land Mines in Four Countries...” (ELC)

Week 10: What Happens to Civilians in War? II

October 20: Infrastructure and Resources

Assignments Due: Zaryab Iqbal (2010) *War and the Health of Nations*, Chapter 6 (Course Reserves)

Klare et al (2011) “The Public Health Implications of Resource Wars” (ELC)

Explore <http://www.enoughproject.org/conflict-minerals>

October 22: No Class

Week 11: What Happens to Civilians in War? III

October 27: Displacement

Assignments Due: Explore <http://www.unhcr.org/cgi-bin/texis/vtx/home> especially “About Us” & “Who We Help”

Christopher Phillips (2012) “The Impact of Syrian Refugees on Turkey and Jordan” Available:

<https://cjophillips.wordpress.com/2012/10/08/the-impact-of-syrian-refugees-on-turkey-and-jordan/>

Ninette Kelley (2013) “Lebanon, Overrun by Syrian Refugees” Available:

<http://www.nytimes.com/2013/06/20/opinion/lebanon-overrun-by-syrian-refugees.html>

Salehyan and Gleditsch (2006) “Refugees and the Spread of Civil War” (ELC)

October 29: Mental and Physical Health

Assignments Due: Murthy and Lakshminarayana (2006) “Mental Health Consequences of War: A Brief Review of Research Findings” (ELC)

York and Mick (2008): “Last Ghost of the Vietnam War” Available at:

<http://www.theglobeandmail.com/incoming/last-ghost-of-the-vietnam-war/article1057457/?page=all>

Garfield and Neugut (2000) “The Human Consequences of War” (Course Reserves)

Week 12: Case Studies

November 3: Pre-World War II

Assignments Due: Hugo Slim, *Killing Civilians*, Chapter 1

November 5: The Rape of Nanking

Assignments Due: None, movie viewing

Week 13: Case Studies

November 10: Vietnam and the My Lai Massacre

Assignments Due: Kocher et al (2008) "Into the Arms of Rebels? Aerial Bombardment, Indiscriminate Violence, and Territorial Control in the Vietnam War" (ELC)

Time Magazine (1969) "My Lai: An American Tragedy" available via Galileo

November 12: The Democratic Republic of Congo

Assignments Due: Explore: <http://www.responsibilitytoprotect.org/index.php/crises/crisis-in-drc>

John Pendergast (2009) "Can you Hear Congo Now?" (ELC)

Baaz and Stern (2009): "Why Do Soldiers Rape? Masculinity, Violence, and Sexuality in the Armed Forces in the Congo (DRC)" (ELC)

Week 14: Simulation

November 17: Preparation Day

Assignments Due: TBA

November 19: Simulation Day

Assignments Due: TBA

Week 15: Thanksgiving Break

Week 16: Conclusions

December 1: Final Writing Workshop

Assignments Due: Bring two anonymous hard copies of your paper for in-class critique

December 3: Course Wrap-up

Assignments Due: Hugo Slim, *Killing Civilians*, Chapter 7

Week 17: Final Paper and Response Memo due by 11:59PM on Sunday, December 6th