War in the Twentieth Century
INTA 3012/8803

Habersham G17
Fall 2023
Class Time: Tuesdays & Thursdays, 9:30-10:45 am

Dr. Lincoln Hines
lincoln.hines@gatech.edu

Office: 212D
Office Hours: 2:30-4:30 pm Tuesdays or 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 into the study of 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.
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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Dates</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td></td>
<td>15%</td>
</tr>
<tr>
<td>Student Presentation</td>
<td>Assigned on the first day of class</td>
<td>15%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>October 17th</td>
<td>30%</td>
</tr>
<tr>
<td>Final Essay</td>
<td>December 5th</td>
<td>40%</td>
</tr>
</tbody>
</table>

Grading Scale

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 (15%)

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 (30%)

During Week 8 of the course, students will take an exam 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. The exam will take place during class on Thursday, October 12th (Week 8).

Student Presentations (15%)

Throughout the course, students will present on modern war in the Twentieth Century and consider how concepts from the course (i.e., war termination, bargaining, or status conflict) apply to the given war. I will provide a signup sheet at the beginning of the course so that students can choose one of the wars on a first come, first serve basis. Students may also propose an alternative topic from those provided after consulting with me and receiving my approval. These presentations will be at most 10-12 minutes and length, and students should prepare slides (with a concluding slide with references used to prepare the presentation).

Final Essay (40%)

For the final assignment, students will write an essay between 3-4,000 words applying a concept or theory from the course to a war discussed in the class or to a contemporary topic in international politics. A paper, for example, might include topics such as: “the difficulties of war termination in Ukraine”; “Is Taiwan an Indivisible Issue?”; “Status Concerns, Power Transition, and the Risks of War Between the United States and China”; “Lessons from World War I for the US-China Relationship for Today.”

If you have a difficult time choosing a topic, we can discuss during office hours about finding an appropriate topic. For this essay, write with policymakers as an intended audience. For ideas of how this might look, you can refer to more policy-oriented journals or outlets such as The Washington Quarterly, Foreign Affairs, War on the Rocks, Texas National Security Review, or Survival.

The due date for the final essay is by class time the final day of class (December 5th). Please send me your paper proposal by class-time September 19th. The proposal will be 1-2 pages double space, discussing your proposed research question, how you plan to research and answer this question, and bibliography with sources informing your topic. The research proposal will count 10% toward your final paper grade.

The requirement for the final essay is different for graduate students, so please consult with me regarding your final essay.

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 regular office hours on Tuesdays from 2:30-4:30 pm. 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/](http://www.catalog.gatech.edu/policies/honor-code/).

Or visit: [http://www.catalog.gatech.edu/rules/18/](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/](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/](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](https://mentalhealth.gatech.edu). Georgia Tech has several resources for a student seeking mental health services ([https://mentalhealth.gatech.edu/about/scheduling-appointment](https://mentalhealth.gatech.edu/about/scheduling-appointment)) or crisis support ([https://mentalhealth.gatech.edu/seeking-help/get-help-now](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](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 22*: Introduction
Read the Syllabus
Skim and Explore the Correlates of War dataset and codebook:
https://correlatesofwar.org

August 24*: Defining War and Explaining its Causes

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:

Week 2: War Duration, Military Effectiveness

August 29*: Causes of War Continued and War Duration

August 31*: Military Effectiveness

Week 3: Deterrence

September 5*: Deterrence, Perception
Watch the following videos:
Deterrence 101 Module 1—Foundations of Deterrence. CSIS, Video: https://www.youtube.com/watch?v=g1th_3vILd4

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 7th: Perception and Misperception


Week 4: Coalitions and Alliances

September 12th: Alliance Cohesion


September 14th: Alliances Continued:


Week 5: Gender, Reputation, and Status

September 19th: Gender and War


September 21st: Reputation and Status


Week 6: World War I

September 26th: World War I


September 28th: World War I Continued


Week 7: World War II

October 3rd: World War II


October 5th: World War II Continued


Week 8: Midterm Exam

October 10th: No Class (Holiday)

October 12th: Midterm Exam
Week 9: The Cold War

October 17th: Cold War


October 19th: Cold War Continued


Week 10: The Korean War

October 24th: Korean War


October 26th: Korean War Continued


Week 11: Vietnam War

October 31st: Vietnam War


November 2nd: Vietnam War Continued


Week 12: 1973 War & Gulf War

November 7th: 1973 War

November 9: Gulf War


Week 13: Iraq War

November 14: Iraq War and Causes


November 16: Iraq War, Casualty Sensitivity and Bargaining


Week 14: Afghanistan War

November 21: Afghanistan War


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

November 28: Ukraine War


November 30*: New Topics in the Study of Conflict


Week 16: Rise of China, Future of Warfare, and Conclusions

December 5*: Rise of China, Future of Warfare, and Conclusions


Hal Brands. 2021. China is a Declining Power—and That’s the Problem. Foreign Policy. 24 September. Available at: https://foreignpolicy.com/2021/09/24/china-great-power-united-states/