The objective of this class is to examine the historical and contemporary effects of war on democratic society. We consider three substantive themes: how war and democracy affect one another, how democracies control their militaries and the use of force, and how democracies adapt to the waging of chronic war. Underlying these themes is an empirical claim and an empirical question. The claim is that wars of certain kinds have promoted the rise of democratic states. The claim suggests that wars of other kinds may be detrimental to democratic states. The empirical question, then, is how modern democracies will fare given the kinds of wars they presently face—wars within rather than between states, wars relying on highly trained professional militaries using technologically sophisticated weapons, and wars waged against non-state terrorist movements.

Requirements

First, everyone is expected to do the readings assigned before class begins and to be ready to discuss the major arguments of the assigned readings during class. It is a good idea to take notes on your reading. Do not hesitate to read ahead.

Second, I expect you to write three papers, three to five pages in length. Each paper will assess your mastery of the readings in one of the three major sections of the course. Your essay will address one of several topic questions that I will distribute one week before the paper due date. Each essay should clearly state its thesis, offer reasons why the thesis should be believed, and give evidence from the readings to back up the reasons.

Students taking the course for graduate credit will be required to do additional work worth an additional fifty points. See the instructor for further information.
Grading

Class attendance and participation count for 10% of your final grade. If you come to class on time (when roll is called), you receive full credit. Latecomers and early goers receive half-credit.

Paper grades count for 90% of your final grade. Each essay will earn a maximum of 30 points. I will assess the clarity of your prose (yes, grammar, spelling and composition “count”) and the persuasiveness of your argument (that is, the quality of your thesis, the aptness of the reasons you give for it, and the thoroughness of your evidence). These papers must be the product of your own thought, not the product of collaboration with others. Final grades on each paper are subject to an oral examination. Note Well: I do not accept late papers.

The final grade is calculated based on a 100-point scale in the usual fashion (90-100=A; 80-89=B; etc.).

(For graduate students the final grade is calculated based on a 150-point scale, also in the usual fashion, so 135-150=A; 120-134=B; etc.)

Required Texts


Assigned texts not listed above are available through the library’s electronic reserves (or e-resources).

A Reminder from the Faculty Senate

The Faculty Senate advises that the following reminder be included in the course syllabus:

Handouts in this course are copyrighted. By “handouts,” I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams,
in-class materials, etc. Because these materials are copyrighted, you do not have the right to copy them, without express written permission to do so.

As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc. which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot safely be communicated.

If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.”

**Aggie Honor Code**

“An Aggie does not lie or cheat or tolerate those who do.”

We expect our actions in this class to embody the spirit as well as the letter of the Aggie Honor Code. If you have any questions about the code or Honors Council Rules and Procedures, please consult the “Know the Code” website found at http://www.tamu.edu/aggiehonor/.

**Americans with Disabilities Act**

The Americans with Disabilities Act is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Support Services for Students with Disabilities in room 126 of the Student Services Building. The telephone number is 845-1637.
Outline

Aug 30 - Sep 2

Introduction: The Experience of War

Aug 30 — Why is the experience of war something we want to remember?

Readings:


Sep 1 — If war is hell, can the experience of war be attractive?

Readings:


*How War & Democracy Affect One Another*

Sep 6-8

When Do Wars Create Democratic States?

Sep 6 — How democratic national states emerged in Europe

Readings:


Sep 8 — Do similar processes help us understand the emergence of a democratic United States?

Readings:


Sep 13-15

What Kind of Democracies Might Wars Create?

Sep 13 — How revolutionary wars affect democratic political settlements?

Readings:

Sep 15—How do various forms of the citizen-soldier emphasize different democratic values and when is one form more likely to be found than another?

Readings:


Sep 20-22  Do Democracies Create a Peaceful World? Yes

Sep 20—The argument for a democratic peace—even in Ancient Greece

Readings:


Sep 21—Empirical evidence for a democratic peace since World War II, extending from nonindustrial societies into the future

Readings:


Sep 27-29  Do Democracies Create a More Peaceful World? No

Sep 27—A critical (and negative) analysis of the democratic peace hypothesis

Readings:


Sep 29—An empirical analysis against the democratic peace hypothesis

Readings:

Oct 4  First paper due

**Social Control of War**

Oct 6  When Democracies Initiate Wars?

Readings:


Oct 11-13  How Are Military Interventions Justified?

Oct 11—A choice between the just war tradition or the legalist paradigm

Readings:


October 13—How well do these traditions apply to contemporary warfare?

Readings:


Oct 18-20  Who Decides When America Goes to War? Congress

Oct 18—The Constitutional framework and early experience

Readings:


Oct 20—How world wars tested early experience

Oct 25-27 Who Decides When America Goes to War? The President

Oct 25—President Truman’s justification of “police action” in Korea

Readings:


Oct 27—Vietnam and the War Powers Resolution

Readings:


Nov 1-3 What Affects Public Support for War?

Nov 1—The casualties hypothesis: no tolerance for casualties in war?

Readings:


Nov 3—Why the casualties hypothesis is mistaken and what else matters

Readings:


Nov 8th Second paper due.
Does Chronic War Weaken Democratic Institutions?

Nov 10  Why the Founders Feared Standing Armies and Should We as Well?

Readings:

*Federalist Papers* Nos. 8, 25, 26, 46
http://thomas.loc.gov/home/histdoc/fedpapers.html

Nov 15-17  Does Terrorism Affect the Rule of Law?

Nov 15—How vulnerable are democracies to terrorist threats?

Readings:


Nov 17—Dealing with terrorist emergencies and maintaining the rule of law

Readings:


Nov 22 & Nov 29  How Do Democracies Evaluate the Danger of Terrorist Threats?

Nov 22—Balancing the risk of and response to terrorist threats

Readings:


Nov 29—Variations in types of terrorism affect the strength of the terrorist threat

Readings:

Dec 1 & Dec 6

Can We Avoid Nihilism and Armageddon?

Dec 2—The temptation to overreact, to do too much rather than too little

Readings:


Dec 7—Confronting terrorists who possess weapons of mass destruction

Readings:


Final Paper Due: December 12th