

The University of Texas at Austin
War and Global Political Change
Government 355M (37980)
T/TH 12.30-1.45
PAR 203

Canvas page: <https://utexas.instructure.com/courses/1328247>
Zoom link for virtual sessions: <https://utexas.zoom.us/j/91305554287>

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DESCRIPTION

War is a fundamentally destructive process that has long played a transformative role in the structure of human organization. Periodically, extended wars remake the territorial and demographic composition of states, the domestic institutions that regulate political participation within states, political orders among states, and global market-based relationships while stimulating social revolution and significant technological innovations.

This class examines how war has remade the larger global order since the onset of the twentieth century. It begins with a brief overview of foundational models developed in political science to explain the origins and termination of war. It then uses World I and its extended aftermath as an empirical case to illustrate and evaluate these theoretical foundations. We then build on these theoretical and empirical foundations to examine some of the broader political, social, economic, and ideational consequences of war. Among others, we will look at how war contributes to: imperial collapse and national self-determination movements; democratization; economic recessions and recovery; refugee flows; and humanitarian catastrophes associated with famine, the targeting of civilians, and genocide.

OMICRON: JANUARY RETURN TO CAMPUS/CLASSES

We will follow the return to campus guidelines specified by President Hartzell [here](#). This means that we will hold our first four class sessions over Zoom (link at the top of this page) and then return to in-person sessions in our assigned room (PAR 203) unless University administrators issue revised instructional guidelines.

COURSE COMMUNICATION AND SUPPORT:

I will post regular updates about the course via the Announcements function on Canvas. Make sure you check that tab on our Canvas page regularly.

Please reach out to me in office hours or over email with questions about the course.

All office hours will be held over Zoom.

COURSE REQUIREMENTS

There will be three sets of requirements for this course. First, you will be expected to keep up with the assigned readings and participate in our discussions. I will track this participation through graded online discussions in the classroom. Sometimes these classroom discussions will begin with short writing assignments posted in advance of class. ***Please note that you must be able to access your Canvas account via an electronic device during class to participate in these discussions.*** Second, you will complete two mid-term essay assignments (1000 to 1500 words) that will be due at **9 am on February 28 and April 11**, respectively. (Please note that these **Monday** due dates are designed to give you the weekend to work on the paper, if you wish). Third, you will complete a final essay assignment that will be due at noon on Saturday, May 14 (the end of our assigned final examination time). The prompt for the final essay assignment will be distributed on the final day of class. These requirements contribute to your final grade as follows:

Participation in graded chat during class	25%
Two midterm essays (20% each)	40%
Final Essay	35%

READING MATERIALS

We have four required books for this course. They are available through the University Coop. You might also be able to find lower prices for digital versions on Amazon.com. You may use printed or electronic versions for this course. We will also add a few digital article readings that will be made available to you through Canvas.

Peter Gatrell. 2015. *The Making of the Modern Refugee*. Oxford.

Margaret MacMillan. 2021. *War: How Conflict Shaped Us*. Random House.

Samantha Power. 2013. *"A Problem from Hell:" America in the Age of Genocide*. Basic.

David Stevenson. 2004. *Cataclysm: The First World War as Political Tragedy*. Basic.

COURSE GOALS

I want to use the subject material of our course to get you thinking (i.e. criticizing, applying, extending) about explanatory "models" of international politics that generate intellectual leverage, or quite simply can explain broad patterns of social behavior with just a few variables or concepts. This might be new for many of you. This is not going to be a class designed to get you to memorize a bunch of facts about international relations. It is not about giving you the answers. Instead I will raise challenging questions that have been debated (sometimes quite ineffectively) for centuries and then teach one style by which you can generate your *own* answers. You will be asked to evaluate arguments, draw implications from them, and write effective statements of your ideas. You will be graded on the effectiveness of your arguments—not on whether you can regurgitate what you have read or what I have said.

Build on this broad teaching approach, here is a set of more specific goals for our semester.

1. Enhance your understanding of the big questions in the study of international politics. Why do wars occur? How do wars stop? What political, economic, or social conditions help sustain peace? How have extended, multilateral wars remade the structure of international politics since the start of the twentieth century?
2. Enhance your ability to think in the abstract i.e. theoretically. All of our discussions and your written assignments will be oriented around this.
3. Sharpen your reading skills. The goal of your reading should not be to finish the article or the chapter. Instead, it should be to prepare yourself to think critically and originally about the questions, theoretical claims, evidence, and implications of the material you have read. To this end, I encourage you to take a brief three to five-minute break after you finish a reading to collect your thoughts. Jot down your answers to these questions: How can I summarize the main claims or evidence in my own words? How does this reading illustrate central concepts from class or lead me to reexamine them?
4. Practice generating implications (theoretical, empirical, policy) from theoretical priors/concepts.

COVID-19 POLICIES AND ADJUSTMENTS

I am going to make every effort to preserve a safe, in-person learning environment for us this spring. After we return to in-person sessions on February 1, I plan on lecturing or leading a discussion (while masked) in our assigned classroom during our assigned class times on Tuesdays and Thursdays this fall.

I will need your help, though, in maintaining a safe classroom environment. **I strongly encourage everyone to wear a mask while you are in our classroom.** This recommendation follows guidelines from [UT-Austin](#) and the [Centers for Disease Control](#), among others; and reflects robust scientific [evidence](#) concerning the effectiveness of masks in preventing the communal spread of the virus causing COVID-19 and all its related diseases.

To help keep everyone at UT and in our community safe, it is critical that students report COVID-19 symptoms and testing, regardless of test results, to [University Health Services](#), and faculty and staff report to the [HealthPoint Occupational Health Program](#) (OHP) as soon as possible. Please see this [link](#) to understand what needs to be reported. In addition, to help understand what to do if a fellow student in the class (or the instructor or TA) tests positive for COVID, see this [University Health Services link](#).

If you get sick during the semester with COVID-19, I will do my best to work with you to ensure that you can complete this course. Please reach out to me as soon as possible so I can facilitate any necessary scheduling adjustments.

COURSE POLICIES

Our class format necessarily creates mutual obligations among students to come prepared to discuss both the readings and the lecture materials. If only a few people in a group or the class are regularly doing the reading, our discussions will stumble as the bulk of students rely on a minority to carry them. Such a situation penalizes those students doing the readings as they are then pushed to shoulder more responsibility in class. To avoid this situation while fostering a

stimulating and productive intellectual environment in class, I have established the following rules to ensure that all students meet these obligations to each other.

*Classroom civility...*As the instructor of record for this course, it is my responsibility to enforce this. Quite simply, I take this to mean that you will respect the right of your colleagues to ask questions and discuss their opinions about the subject matter of our course in class and that you will respect their right to listen undisturbed to the discussion in class. In short, expect to be asked to leave the classroom if you are bothering others by doing such things as: posting trolling messages to our virtual chats, watching videos on your computer, or talking to the person sitting next to you outside of our discussion groups.

*Attendance and participation...*will be tracked and graded daily throughout our online discussion tool accessible through Canvas. You will need to bring a device capable of posting commentary on our Canvas page while you are in class.

Your contributions to our online, synchronous chats will be graded in increments of 25% (i.e. 100, 75, 50, 25, and 0). To earn full credit, you will be expected to *participate* in class discussions *and* demonstrate that you have done the readings by performing such tasks as summarizing the main arguments, posting responses to pre-class assignments, critiquing an author's claims, drawing out policy implications, suggesting how an author's argument may apply to another issue area, or highlighting similarities and differences with other readings.

As a general policy, attendance and participation points cannot be made up. Some exceptions may apply (such as for Covid). However, I will drop your three lowest daily participation grades for the semester (no questions asked) to account for excused and unexcused absences.

*The determination of grades and grade appeals...*This process must be initiated by your written explanation of why the decisions behind the assignment of your grade should be revisited. You will have one week after an assignment has been handed back to submit this written explanation. After that period, all grades will be considered final and any discussion that we might have will be restricted to how you can do better on the next assignment. Once you have submitted your written request, I will decide whether to regrade your entire assignment.

Please keep in mind that your past performance in other classes taken here at the University is not germane to any grading decisions made in my class. Consequently, if receiving a D in my class places you on academic probation, this does not constitute a viable justification for requesting the regrading of any assignment.

Grade appeals also cannot be made on the basis of being “close” to a letter grade. Cutoffs between letter grades will be strictly observed according to guidelines listed below. Note: these already include appropriate rounding:

92.5-100 A; 89.5-92.5 A-; 86.5-89.5 B+; 82.5-86.5 B; 79.5-82.5 B-; 76.5-79.5 C+; 72.5-76.5 C; 69.5-72.5 C-; 66.5-69.5 D+; 62.5-66.5 D; 59.5-62.5 D-; 0-59.5 F

Academic integrity... By taking this class, you agree to abide by the University of Texas regulations concerning cheating.

Each student is expected to maintain absolute integrity and a high standard of individual honor in scholastic work undertaken at the University. At a minimum, you should complete any

assignments, exams, and other scholastic endeavors with the utmost honesty, which requires you to:

- acknowledge the contributions of other sources to your scholastic efforts;
- complete your assignments independently unless expressly authorized to seek or obtain assistance in preparing them;
- follow instructions for assignments and exams, and observe the standards of your academic discipline; and
- avoid engaging in any form of academic dishonesty on behalf of yourself or another student.

Academic dishonesty will not be tolerated in this course. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on academic dishonesty will be strictly enforced.

You are expected to submit your own work on all assignments and you cannot collaborate with other students in the preparation of writing assignments unless otherwise allowed in the prompt. You should expect to fail this course if you violate these policies. At the very least, violations will result in a grade of 0 (zero) on the affected assignment.

Using someone else's work in your own writing without giving proper credit is considered plagiarism, a serious form of academic dishonesty that can result in severe penalties. Copying someone else's work, buying a paper and submitting it as your own, copying and pasting text (even with changes), or borrowing images from an online source, are some examples of plagiarism. Even if you plagiarize accidentally, you can be held responsible and penalized.

Learning to cite sources appropriately is an important part of becoming a professional. When you are unsure about citation, you are encouraged to **ask your instructor** (who is already an expert in the discipline) what is appropriate in the context of your assignment. Consultants at The [University Writing Center](#) can also help you determine whether you are citing sources correctly—and they have helpful guides online for using [direct quotations](#) and [paraphrasing](#). Reviewing those skills will help you feel confident that you are handling sources professionally in your writing.

You can read the University's definition of plagiarism and other forms of academic dishonesty in Sec. 11–402 of the [Student Conduct Code](#). For more information, visit the [Dean of Students' site](#).

Disabilities: The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students (<https://diversity.utexas.edu/disability/contact-us/>) at (512) 471-6259, (512) 410-6644 (video phone). If you have approved accommodations, please contact us through via email to arrange them.

Religious holidays: A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible so that arrangements can be made to complete an assignment within a reasonable period after the absence. A reasonable accommodation does not include substantial modification to academic standards, or adjustments of requirements essential to any program of instruction. Students and instructors who have questions or concerns about academic accommodations for religious observance or religious beliefs may contact the [Office for Inclusion and Equity](#). The University does not maintain a list of religious holy days.

Emergency evacuation: In the event of a fire or other emergency, it may be necessary to evacuate a building rapidly. Upon the activation of a fire alarm or the announcement of an emergency in a university building, all occupants of the building are required to evacuate and assemble outside. Once evacuated, no one may re-enter the building without instruction to do so from the Austin Fire Department, University of Texas at Austin Police Department, or Fire Prevention Services office.

Students should familiarize themselves with all the exit doors of each room and building they occupy at the university, and should remember that the nearest exit routes may not be the same as they way they typically enter buildings.

Students requiring assistance in evacuation shall inform their instructors in writing during the first week of class. Faculty members must then provide this information to the Fire Prevention Services office by fax (512-232-2759), with "Attn. Mr. Roosevelt Easley" written in the subject line.

Information regarding emergency evacuation routes and emergency procedures can be found at <http://www.utexas.edu/emergency>.

Changes to the syllabus... I may make minor changes to the syllabus. These will be announced at least a week in advance.

TITLE IX REPORTING

Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, sexual misconduct, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When sexual misconduct occurs in our community, the university can:

1. Intervene to prevent harmful behavior from continuing or escalating.
2. Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
3. Investigate and discipline violations of the university's [relevant policies](#).

Faculty members and certain staff members are considered "Responsible Employees" or "Mandatory Reporters," which means that they are required to report violations of Title IX to the Title IX Coordinator. **I am a Responsible Employee and must report any Title IX related incidents** that are disclosed in writing, discussion, or one-on-one. Before talking with me, or with any faculty or staff member about a Title IX related incident, be sure to ask whether they are a responsible employee. If you want to speak with someone for support or remedies without making an official report to the university, email advocate@austin.utexas.edu. For more information about reporting options and resources, visit titleix.utexas.edu or contact the Title IX Office at titleix@austin.utexas.edu.

CLASS SCHEDULE

Tuesday, January 18

Course Overview

Note: we will be meeting virtually through Zoom.

Readings: none

Thursday, January 20

The Consequences of War

Note: we will be meeting virtually through Zoom.

Readings: MacMillan, *War: How Conflict Shaped Us*, Introduction, chs. 1, 2

Tuesday, January 25

Modern Warfare

Note: we will be meeting virtually through Zoom.

Readings: MacMillan, *War: How Conflict Shaped Us*, chs. 3, 4, 6

Thursday, January 27

Origins of War (I)

Note: we will be meeting virtually through Zoom.

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

Tuesday, February 1

The Origins of War (II)

Readings: Robert Powell. 2006. War as a Commitment Problem. *International Organization* 60 (1): 169-203.

Thursday, February 3

The July Crisis and the Origins of World War I

Readings: Stevenson, *Cataclysm*, chapter 1

Tuesday, February 8

Overview of WWI: August 1914-November 1918

Readings: Stevenson, *Cataclysm*, chs. 2-4

Thursday, February 10

Bargaining Failure and War Continuation

Readings: Stevenson, *Cataclysm*, chs. 5-7

Tuesday, February 15

The Domestic Politics of War (I)

Readings: Stevenson, *Cataclysm*, chs. 8-11

Thursday, February 17

Domestic Politics of War (II): The Russian Revolution

Readings: Stevenson, *Cataclysm*, chs. 12-14

Tuesday, February 22

War Termination (I)

Readings: Stevenson, *Cataclysm*, chs. 15-16

Thursday, February 24

War Termination (II): The Armistice of 11/11/18

Readings: Stevenson, *Cataclysm*, ch. 17

Monday, February 28

Essay #1 due at 9 am...be sure to email the paper to Pr. McD

Tuesday, March 1

Peacemaking and the Structure of International Politics

Readings: G. John Ikenberry. 1998. Constitutional Politics in International Relations. *European Journal of International Relations* 4(2): 147-177.

Thursday, March 3

The Treaty of Versailles (I)

Readings: Stevenson, *Cataclysm*, ch. 18

Tuesday, March 8

Treaty of Versailles (II)

Readings: Erez Manela. 2006. Imagining Woodrow Wilson in Asia: dreams of East-West harmony and the revolt against empire in 1919. *The American Historical Review* 111(5): 1327-1351.

Thursday, March 10

War and the State

Readings: Desch, M. C. 1996. War and strong states, peace and weak states? *International Organization* 50(2): 237-268.

Tuesday, March 22

War and Democratization (I), The Weimar Republic

Readings: Gunitsky, S. 2014. From shocks to waves: Hegemonic transitions and democratization in the twentieth century. *International Organization* 68(3): 561-597.

Thursday, March 24

The Fiscal Politics of War (I)

Readings: Scheve, K., and Stasavage, D. 2012. Democracy, War, and Wealth: Lessons from Two Centuries of Inheritance Taxation. *American Political Science Review* 106(1): 81-102.

Tuesday, March 29

The Fiscal Politics of War (ctd), postwar reparations

Readings: chapter 2 (pp. 14-46) in Stephen S. Schuker. 1988. *American 'Reparations' to Germany, 1919-33*. Princeton Studies in International Finance, No. 61. Available at SSRN: <https://ssrn.com/abstract=2551336>

Thursday, March 31

Global Economic Consequences of War (I)

Readings: Barry Eichengreen. 2019. Versailles: The Economic Legacy. *International Affairs* 95(1): 7-24.

Tuesday, April 5

Global Economic Consequences of War (II), The Great Depression

Readings: Wolf, N. (2010). Europe's great depression: coordination failure after the first world war. *Oxford Review of Economic Policy* 26(3): 339-369.

Stevenson, *Cataclysm*, ch. 18

Thursday, April 7

War and Democratization (II), the Weimar Collapse

Readings: King, G., Rosen, O., Tanner, M., & Wagner, A. F. (2008). Ordinary economic voting behavior in the extraordinary election of Adolf Hitler. *The Journal of Economic History*, 68(4), 951-996.

Monday, April 11

Essay #2 due at 9 am...be sure to email the paper to Pr. McD

Tuesday, April 12

Refugees (I)

Readings: Gatrell, *The Making of the Modern Refugee*, Introduction, chapter 1

Thursday, April 14

Refugees (II)

Readings: Gatrell, *The Making of the Modern Refugee*, chs. 2-3

Tuesday, April 19

Refugees (III)

Readings: Gatrell, *The Making of the Modern Refugee*, ch. 4, conclusion

Thursday, April 21

The Human Costs of War (I)

Readings: Power, *A Problem from Hell*, chs. 1-5

Tuesday, April 26

The Human Costs of War (II), SE Europe

Readings: Power, *A Problem from Hell*, chs. 9, 11

Thursday, April 28

The Human Costs of War (III), Rwanda

Readings: Power, *A Problem from Hell*, ch. 10

Tuesday, May 3

The Human Costs of War (IV), Gender and Sexual Violence

Readings: MacMillan, *War: How Conflict Shaped Us*, ch. 5, 7

Nordås, R., & Cohen, D. K. 2021. Conflict-related sexual violence. *Annual Review of Political Science* 24: 193-211.

Thursday, May 5

Conclusions, War and Cooperation?

Readings: MacMillan, *War: How Conflict Shaped Us*, conclusion

Bauer, M., Blattman, C., Chytilová, J., Henrich, J., Miguel, E., & Mitts, T. 2016. Can war foster cooperation? *Journal of Economic Perspectives* 30(3): 249-74.

Saturday, May 14

Final Essay due at 12 pm (noon)