POL212H1: Understanding War

Course Description
General introduction to the study of war, covering basic concepts and theories and surveying a selection of key topics and debates, from the causes of war to the dynamics of war termination. Sessions revolve around a few essential readings, which must be completed before class and will serve as a basis for various in-class and in-tutorial activities including presentations, case studies, simulations, and games.

Instructor: Professor Dani K. Nedal

Student Hours: Virtual or in-person, by appointment
Delivery: Synchronous in-person unless otherwise noted.

BASICS: Read the whole syllabus. Twice. Come ready for class. Participate. Be courteous. If taking notes on your computer, close all other browser windows and apps. Better yet, take notes by hand. (Science says it's better for you).

Email policy: Before you contact the TAs or instructor, consult the syllabus and the Quercus course page. Emailing me may seem faster and less work, but invariably it ends up being more work for everyone, including yourself. I try to be responsive over email, but due to the number of students in the course, response times will vary greatly depending on volume of emails. Requests for accommodation, notifications regarding absences, and other formal requests should come through email and/or official channels (see the last pages of this document).

Student (Office) Hours: Email is best for some matters and fine for others, but student hours are the best venue to talk about lingering questions, discuss assignments, review material, get academic and professional advice, and so on. I expect students to make use of this time to address their questions whenever possible. Appointments can be made using Calendly. If you want to discuss a draft of an assignment or something else you have written, you should email it to me at least a day in advance. I am generally not able to meet outside of office hours.

Communicate with the TA(s): The TA should be your first point of contact for questions relating to deadlines, how to find things, and other logistical issues, as well as grades.

Table of Contents
Course Description 1

*When in doubt, read the syllabus. Come ready for class. Participate. Be courteous and professional.*
Learning Objectives

Course Format

Evaluations and Course Grades

Evaluation Criteria

Attendance and Participation

Tutorial Activities and Reflection Papers

Final project: Game Design

Late Penalty

Free-Rider Penalty

Class Schedule and Readings

Schoolhouse Rules and Resources

Grading and Assessment

Ouriginal and AI Detection

Class Attendance

Accessibility Services

Other Academic Accommodations

Mental Health and Wellness

Other Mental Health Resources

Code of Behaviour on Academic Matters

Academic Integrity

Group Work and Behaviour

Use of Technology

A note on Generative AI

Additional Recommended Readings

Week I: Introduction, the prevalence of war

Week II: The Purpose and Functions of War

Week III: The Causes of War

Week IV: Leaders

Week V: Domestic Institutions

Week VI: Technology

Week VII: Strategy and Doctrine

Week VIII: Military Effectiveness

Week IX: Friends, Proxies, Allies

Week X: Norms, Laws, and Cooperation

Week XI: Termination

Week XII: Mediation and Intervention

*When in doubt, read the syllabus. Come ready for class. Participate. Be courteous and professional.*
Learning Objectives

The course requirements are designed to exercise and build the four R's of classroom skills: Reading, Reflecting, Researching, and 'Riting. Substantively, the overarching goal of this course is to produce informed consumers of academic and policy debates about nuclear issues. At the end of the semester students should be able to:

- Identify the underlying structure of arguments (assumptions, logical coherence, etc.) regarding different aspects of interstate war;
- Recall and synthesize key concepts and arguments relating to major issues in the study of war;
- Relate concepts and theories to practical applications and cases of conflict.

Course Format

This course convenes in person unless extraneous circumstances force us to switch to a virtual or hybrid format. There's a non-zero chance that will happen. This course will often touch on subjects that are sensitive, politically divisive, and emotionally and normatively charged. My preferred approach is to deal with these topics head-on and to keep it as light as possible, but we will inevitably confront some issues that require a more somber tone and may be upsetting to some. Learning how to deal with these challenges is part of the journey. If at any point you feel uncomfortable and/or need to recuse yourself, do not hesitate to reach out to me discreetly.

Evaluations and Course Grades

General notes on grades:
- The final course grade reflects your level of demonstrated achievement of the course Learning Objectives listed above. Evaluations provide feedback on your progress toward the final course grade. I do not grade on a curve. Your grade should reflect the amount of effort you put into the class. Nothing would make me and the TAs happier than to only hand out As.
- **Ouriginal will be used in this course** and can be done via Quercus.
- Grading errors are normally distributed. Or, in plain English: if you think I made a mistake in grading your assignment, I am open to reviewing it, but be aware that grades can be revised down just as easily as they can be revised up.

<table>
<thead>
<tr>
<th>Evaluations</th>
<th>Weight</th>
<th>Deadline</th>
<th>Submit via</th>
<th>Ouriginal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection Paper 1</td>
<td>18%</td>
<td>Feb 05, 2024</td>
<td>Quercus</td>
<td>Yes</td>
</tr>
<tr>
<td>Reflection Paper 2</td>
<td>18%</td>
<td>Feb 26, 2024</td>
<td>Quercus</td>
<td>Yes</td>
</tr>
<tr>
<td>Reflection Paper 3</td>
<td>18%</td>
<td>Mar 11, 2024</td>
<td>Quercus</td>
<td>Yes</td>
</tr>
<tr>
<td>Reflection Paper 4</td>
<td>18%</td>
<td>March 31, 2024</td>
<td>Quercus</td>
<td>Yes</td>
</tr>
<tr>
<td>Game Design</td>
<td>18%</td>
<td>April 10, 2024</td>
<td>Quercus</td>
<td>Yes</td>
</tr>
<tr>
<td>Attendance &amp; Participation</td>
<td>10%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

*When in doubt, read the syllabus. Come ready for class. Participate. Be courteous and professional.*
Evaluation Criteria

Attendance and Participation

- *Active and substantive participation in classes and tutorials* is a critical component of the learning experience for this class. By active I mean that you are expected not only to attend all sessions but also to do the readings ahead of time, bring questions, and be prepared to answer prompts, quizzes, polls, and all other in-class and in-tutorial activities. By substantive I mean that quality is weighed more heavily than quantity. This means that just showing up and talking a lot will not earn you an A/A+, but also that you can get an A/A+ even if you're not the most outgoing student, as long as you approach the lecture and tutorial proceedings with the right attitude and make your contributions count.

- We will have a variety of activities during the tutorials throughout the semester. The majority of graded components for the class are reflections on those activities (see below). Aside from those, engagement in the activities also counts toward your participation grade. For many of these activities, students will be clustered in groups of 2-3 or 4-5. Free-riding will be penalized.

- All lecture absences must be communicated and justified, preferably in advance. Students who must miss a lecture can make up for their absence by writing a 1-page (single-spaced) reaction paper addressing the day’s required readings. This reaction paper is due before the next lecture.

- Students get one freebie—one lecture they can miss with no questions asked and no reaction paper.

- Students are expected to read all the pieces assigned before the class. This course has a lighter reading load than many other courses. That said, reading effectively and efficiently in university is not about reading word for word, but instead about reading for arguments, evidence, context, and subtext. This means reading less than everything on the page, but also reading more than what's on the page, and taking good notes. Good notes will help you keep track of the different ideas during class and will prove an indispensable resource for other assignments. For resources on effective and efficient reading and note-taking, see Quercus.

Tutorial Activities and Reflection Papers

Participation in the in-tutorial activities will make up the majority of your overall attendance and participation grade. The tutorial activities will also constitute the basis for the four short (1000 words including references) individual papers in which students will reflect on the activities conducted in person during tutorial sessions, connecting those activities with the concepts and theories covered in the readings and the lecture. **ATTENTION:** This means that attendance in tutorials is **obligatory.** Detailed instructions for each set of activities will be posted on Quercus and discussed in class and during the tutorial. Most activities will require little-to-no advance preparation beyond reading the course materials.

*When in doubt, read the syllabus. Come ready for class. Participate. Be courteous and professional.*
Final project: Game Design

For the final project, groups of 4-5 students will design a tabletop game that illustrates at least two core concepts or dynamics of war covered in the course. The game can be entirely original or a sufficiently distinct adaptation of an existing game. It can be as simple or as complex as the group wants it to be. The setting can be abstract or fictional or it can be based on a real-world case or scenario. The deliverables for the project will be the game pieces/elements and rules in digital format, submitted by the entire group, alongside a short (800 word) reflection paper submitted separately by each group member explaining the game and its connection with the course content in their own words. Groups will playtest the game in person during the last tutorial of the semester. Additional details and resources on game design are available on Quercus.

Late Penalty

Written assignments turned in up to 24 hours after the deadline will be eligible for 95% of the grade. Assignments turned in up to 48 hours after the deadline will be eligible for 85% of the grade. Assignments turned in up to 72 hours after the deadline will be eligible for 75% of the grade. Assignments turned in more than 72 hours after the deadline will not be graded. Extensions will be granted if requested AHEAD OF TIME with a properly documented reason. Extensions will only be granted ex post facto in extreme circumstances.

Free-Rider Penalty

For the final group project, in addition to the individual reflection, groups will also submit a game designed by the group. If a student is found to be free-riding (e.g. not responding to their colleagues' messages in a timely manner, not turning in their part of the work, not showing up for meetings, etc.) that student will have their grade penalized at the TA's or instructor's discretion. Group members will fill out individual worksheets at the end of the assignment assessing each others' contributions and reporting free riding.

Class Schedule and Readings

All required readings are accessible digitally, either through the UofT library by clicking on the link in the syllabus or, in the case of certain book chapters and articles, by downloading them from Quercus. I also included a few suggestions for movies and TV shows that pair well with each week's theme. Students are encouraged to contribute their own suggestions by posting on the Quercus discussion board. NOTE ON MOVIE LINKS: All movies linked in the syllabus are available on the link itself or using the Criterion-on-Demand service to which UofT subscribes. If the link doesn't work for you, try searching for the movie on the UofT library website.

*When in doubt, read the syllabus. Come ready for class. Participate. Be courteous and professional.*
<table>
<thead>
<tr>
<th>Session</th>
<th>Topic, Key Questions, and Concepts</th>
<th>Required Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction(s)</strong>&lt;br&gt;Week 1 (Jan 10 2024)</td>
<td>When is a war not a war? Is war becoming more or less common?</td>
<td><strong>READ THIS SYLLABUS!</strong></td>
</tr>
<tr>
<td></td>
<td>United Nations, “A New Era of Conflict and Violence”</td>
<td>NO TUTORIAL THIS WEEK.</td>
</tr>
<tr>
<td></td>
<td>&quot;Warfare is the greatest affair of state, the basis of life and death, the Tao to survival or extinction. It must be thoroughly pondered and analyzed.&quot; Sun Zi, &quot;Bingfa/Art of War&quot;.</td>
<td>• Brodie, Bernard. War and politics. Macmillan. (1973). p.1-11.</td>
</tr>
<tr>
<td></td>
<td>&quot;Imagine a field of potatoes and two starving tribes. There are only enough potatoes to feed one of the tribes, who in that way will get the strength to cross the mountain and reach the other slope, where there are potatoes in abundance. But, if the two tribes peacefully divide up the potatoes from the field, they won’t derive sufficient nourishment and will die of starvation. Peace, in this case, is destruction; war is preservation. One of the tribes will exterminate the other and collect the spoils. This explains the joy of victory, anthems, cheers, public recompense, and all the other results of warlike action. If the nature of war were different, those demonstrations would never take place, for the real reason that man only commemorates and loves what he finds pleasant and advantageous, and for the reasonable motive that no person can canonize an action that actually destroys him. To the conquered, hate or compassion; to the victor, the potatoes.&quot; - Machado de Assis, &quot;Quincas Borba&quot;.</td>
<td><strong>In-tutorial activity: Gaming War</strong>&lt;br&gt;<strong>Additional recommended readings</strong></td>
</tr>
</tbody>
</table>

*When in doubt, read the syllabus. Come ready for class. Participate. Be courteous and professional.*
**Why War?**

Why do states/people fight? What do they fight about? Who's doing all this fighting? Why do some states seem to fight all the time? How do we think about "causation"? Can we predict war?

"The chief reason warfare is still with us is neither a secret death wish of the human species, nor an irrepressible instinct of aggression, nor, finally and more plausibly, the serious economic and social dangers inherent in disarmament, but the simple fact that no substitute for this final arbiter in international affairs has yet appeared on the political scene. Was not Hobbes right when he said: 'Covenants, without the sword, are but words'?"

- Hannah Arendt, "On Violence"

"The human tendency to expansion, thus inflamed by the suggestions of public opinion and the press, may, at any moment, take an aggressive direction, even against the will of the present governing classes. And it will not be denied that the simplest way to the setting aside and easy ejection of the rightful authorities by European governments is just this way of financial interventions—as might be shown by many examples."

- Luis Maria Drago, Argentinian Foreign Minister, "letter to the Government of the United States, 1902."

**Everyone reads:**


Remaining readings to be divided among students for **in-class (lecture) activity** (see Quercus).


**In-tutorial activity:** Change the payoffs, change the game.

Movie night recommendation:

---

*When in doubt, read the syllabus. Come ready for class. Participate. Be courteous and professional.*
## Leaders and War

Are some leaders more likely to go to war? Are "bad leaders" necessary to produce war? Are leaders constrained in what they can do? Do domestic institutions create opportunities or constraints for leaders?

"A righteous king carries out punitive expeditions, but does not initiate wars of aggression. He does not lay siege to cities or fight cornered troops. He does not sow dissent among rival states or massacre defenders of cities. He does not stage ambushes or oppressive occupations. His campaigns do not outlast the season."

- Xunzi, "Debate on Military Affairs" (edited translation).

"Well, because he thought it was good sport. Because some men aren't looking for anything logical, like money. They can't be bought, bullied, reasoned, or negotiated with. Some men just want to watch the world burn."

- Alfred Pennyworth, "The Dark Knight"

"Shoot the dictator and prevent the war? But the dictator is merely the tip of the whole festering boil of social pus from which dictators emerge; shoot him and there'll be another one along in a minute. Shoot him too? Why not shoot everyone and invade Poland? In fifty years’, thirty years’, ten years’ time the world will be very nearly back on its old course."

- Terry Pratchett, "Lords and Ladies".

### Additional recommended readings

### In-tutorial activity: Change the players, change the game?

Movie night recommendation:
- *The Great*, 2020-2022

### Additional recommended readings
**What kinds of states make war?**

Are some types of states more likely to fight each other? Are democracies generally peaceful? Why don't democracies fight each other? Or do they? Is the so-called democratic peace conditional or contingent on other factors?

"[E]verything being computed, I believe that in cases in which there is urgent danger, some stability will be found more in republics than in princes. For although republics have the same intent and the same wish as a prince, their slow motion will make them always have more trouble in resolving than the prince, and because of this have more trouble in breaking faith [...] I do not speak of breaking pacts for some cause of nonobservance, an ordinary thing; but I do speak of those that are broken for extraordinary causes, in which I believe, because of the things said, the people makes lesser errors than the prince, and because of this can be trusted more than the prince."

-Niccolo Machiavelli, "Discourses on Livy"

"Now the republican constitution [...] has also the prospect of attaining [...] perpetual peace. [If] the consent of the subjects is required to determine whether there shall be war or not, nothing is more natural than that they should weigh the matter well, before undertaking such a bad business. For in decrewing war, they would of necessity be resolving to bring down the miseries of war upon their country. This implies: they must fight themselves; they must hand over the costs of the war out of their own property; they must do their poor best to make good the devastation which it leaves behind; and finally, as a crowning ill, they have to accept a burden of debt which will embitter even peace itself, and which they can never pay off on account of the new wars which are always impending."

- Immanuel Kant, "To the Perpetual Peace"

**Week 5**

(Feb 7

2023)

- **Readings to be divided among the students** for in-class activity, see Quercus for details.

**In-tutorial activity:** TBD

**Additional recommended readings**

*When in doubt, read the syllabus. Come ready for class. Participate. Be courteous and professional.*
### Technology and War

How does it affect the practice of international security and the conduct of war? Does technology dictate/shape/constrain policy? Is technology "neutral"?

"Thus far the chief purpose of our military establishment has been to win wars. From now on its chief purpose must be to avert them. It can have almost no other useful purpose." - Bernard Brodie, *The Absolute Weapon*.

"But wisdom born of experience should tell us that war is obsolete. There may have been a time when war served as a negative good by preventing the spread and growth of an evil force, but the destructive power of modern weapons eliminated even the possibility that war may serve as a negative good. [...] In a day when vehicles hurtle through outer space and guided ballistic missiles carve highways of death through the stratosphere, no nation can claim victory in war. A so-called limited war will leave little more than a calamitous legacy of human suffering, political turmoil, and spiritual disillusionment. A world war – God forbid! – will leave only smoldering ashes as a mute testimony of a human race whose folly led inexorably to ultimate death. So if modern man continues to flirt unhesitatingly with war, he will transform his earthly habitat into an inferno such as even the mind of Dante could not imagine."

- Martin Luther King, *Nobel Peace Prize Lecture*


### Military Strategy and Doctrine

How do actors try to get what they want? What does it mean to have a strategy? Do all actors have strategies? Are states "strategic actors"? How do they adjust to other actors' preferences and behavior?

"The object in war is to attain a better peace-even if only from your own point of view. Hence it is essential to conduct war with...


### In-tutorial activity: Calculating the costs of war

**Movie night recommendations:**
- *The Mouse That Roared 1959*
- Battlestar Galactica (Miniseries), 2003.

**Additional recommended readings**

### In-tutorial activity: TBD

**Movie night recommendations:**

---

*When in doubt, read the syllabus. Come ready for class. Participate. Be courteous and professional.*
<table>
<thead>
<tr>
<th>When POL212H1: Understanding War</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 8 (Mar 6 2024)</strong></td>
</tr>
<tr>
<td><strong>The (Domestic) Sources of Military Effectiveness</strong></td>
</tr>
<tr>
<td>How do states build, organize, and pay for war? Do certain types of institutions afford advantages in warfighting? Why are some states better at fighting than others?</td>
</tr>
<tr>
<td>&quot;When you see danger and hardship, do not forget the masses. Within the state be generous and foster good faith. Within the army be magnanimous and martial. When the blades clash, be decisive and adroit. Within the state there should be harmony; within the army there should be standards. When the blades clash, investigate [the battlefield situation]. Within the state display cooperation; within the army display upright; in battle display good faith.&quot;</td>
</tr>
<tr>
<td><strong>Additional recommended readings</strong></td>
</tr>
<tr>
<td><strong>In-tutorial activity: TBD</strong></td>
</tr>
<tr>
<td><strong>Movie night recommendations:</strong></td>
</tr>
<tr>
<td>- Rome, Open City, 1945.</td>
</tr>
<tr>
<td>- Da 5 Bloods, 2020.</td>
</tr>
<tr>
<td><strong>Additional recommended readings</strong></td>
</tr>
</tbody>
</table>

*When in doubt, read the syllabus. Come ready for class. Participate. Be courteous and professional.*
**- Methods of Ssu-ma**

"The general public became wary of the excesses of his unconventional and hedonistic lifestyle and of the huge ambition apparent at every turn in all areas of his involvement: they thought he was aiming at tyranny, and turned against him. So, even though in the public sphere his command of strategy was unrivalled, on a personal and individual level the people took exception to his behaviour, and replaced him with others: by so doing they caused the city’s downfall not long afterwards"

- Thucydides, *The Peloponnesian War*

---

**Friends, Allies, Partners, Proxies**

Why do actors help each other in a world of "self-help"? What are alliances? What are the challenges in building and maintaining security partnerships? Do "birds of a feather flock together"? Is it always better to fight with friends than on your own?

"Amity with a more powerful monarch carries great danger for kings, except when one is actually at war with an enemy. A king shall seek the protection of one who is stronger than the neighbouring enemy. Should a king seek the help of a king who loves him or a king who is loved by him? The best alliance is that made with one who loves him"

- Kautilya, *Arthashastra*

"And here it is to be noted that a prince must beware never to associate with someone more powerful than himself so as to attack others, except when necessity presses [...] For when you win, you are left his prisoner, and princes should avoid as much as they can being at the discretion of others."

- Niccolò Machiavelli, *The Prince*

---

- **Watch:** *Interview with Marina Henke on European Security and German Foreign Policy* (minutes 15:38-39:00)
- **SKIM:** *Treaty of Friendship, Cooperation and Mutual Assistance* (Warsaw, 14 May 1955)

---

**In-tutorial activity: Alliance Dilemmas in War and Peace**

**Movie night recommendations:**
- The Quiet American, 2002.
- Star Wars (original trilogy, 1977, 1980, 1983)
- In the Loop, 2009.

**Additional recommended readings**

---

*When in doubt, read the syllabus. Come ready for class. Participate. Be courteous and professional.*
**Norms, Laws, and War**

What are some of the legal constraints on whether and how states fight? What is the role for principles of legality and justice in matters of war?

"War ought not to be undertaken except for the enforcement of rights; when once undertaken, it should be carried on only within the bounds of law and good faith. Demosthenes well said that war is directed against those who cannot be held in check by judicial processes. For judgements are efficacious against those who feel that they are too weak to resist; against those who are equally strong, or think that they are, wars are undertaken. But in order that wars may be justified, they must be carried on with not less scrupulousness than judicial processes are wont to be." Now war is of the utmost importance, seeing that in consequence of war a great many sufferings usually fall upon even innocent persons, Therefore in the midst of divergent opinions we must lean towards peace."

- Hugo Grotius, "The Law of War and Peace"

What is the relationship between crime and war beyond "war crimes"? Does criminality fuel war? Does war fuel criminality? How do states "weaponize" black and gray markets, illicit and informal economies, and transnational criminal organizations in the service of "national security"?

"The greatest damage to [Athenian] morale was caused by the unexpected prolongation of the siege, when they had thought that it would only take a few days to reduce a group of men on an uninhabited island with nothing but brackish water. The reason was that the Spartans had put the word out for volunteers to get food to the island—milled grain, cheese, any other foodstuff suitable for men under siege—with a substantial reward attached and the promise of freedom to any Helot who successfully made the run. And they did get

<table>
<thead>
<tr>
<th><strong>In-class exercise: Readings divided among students</strong></th>
</tr>
</thead>
</table>

**In-tutorial activity: TBD**

**Movie night recommendations:**

- Beasts of No Nation, 2015.
- Once Upon a Time in America, 1984.

**Additional recommended readings**

*When in doubt, read the syllabus. Come ready for class. Participate. Be courteous and professional.*
food in. Prominent among those taking this risk were the Helots, who set off from wherever they were in the Peloponnese and sailed by night to the seaward side of the island, watching particularly for a wind to carry them in. It was easier for them to evade the triremes’ guard when the wind was blowing from the sea, as a full blockade was impossible under those conditions, and they themselves would sail in quite recklessly: the boats they ran ashore had an agreed monetary value set on them, and the Spartan hoplites kept guard round the landing-places of the island. Any who took the risk when it was calm were caught. And divers would make their way across from the harbour, swimming underwater and pulling on a cord behind them skins filled with honeyed poppy-seed and crushed linseed: at first they got through undetected, but then a watch was set. The two sides employed every ingenuity, either to send food across or to intercept it.”
- Thucydides, "The Peloponnesian War".

<table>
<thead>
<tr>
<th>Ending War(s)</th>
</tr>
</thead>
</table>

How do wars end? When does the fighting stop? Do wars end when the fighting stops?

"[i]t must be a peace without victory. [...] Victory would mean peace forced upon the loser, a victor's terms imposed upon the vanquished. It would be accepted in humiliation, under duress, at an intolerable sacrifice, and would leave a sting, a resentment, a bitter memory upon which terms of peace would rest, not permanently but only as upon quicksand. Only a peace between equals can last. Only a peace the very principle of which is equality and a common participation in a common benefit. The right state of mind, the right feeling between nations, is as necessary for a lasting peace as is the just settlement of vexed questions of territory or of racial and national allegiance".

- Woodrow Wilson, "Peace without Victory"

- Browse the Korean War Armistice collection in the Wilson Center Digital Archive.

In-tutorial activity: Applying the lessons of the Korean War to Ukraine

Movie night recommendations:
- The Front Line, 2011.

Additional recommended readings

---

*When in doubt, read the syllabus. Come ready for class. Participate. Be courteous and professional.*
Mediation and Intervention

*Peacemaking, Peacekeeping and Humanitarian Intervention.* Why do states stick their noses in "other people's" conflicts? What are the consequences?

"The true denial of freedom is not that of the enslaving power, but rather that of the people who have the ability to end the subjection but choose to do nothing about it—yet more so if they make a virtue of their reputation as the liberators of Greece."

- Thucydides, "The Peloponnesian War".

"The road to hell is paved with good intentions"
- Unattributed proverb.

"Fiat justitia, et pereat mundus (justice be done, the world may perish)"
- Philip Melanchthon (probably).

### In-class activity

### In-tutorial activity: Playtesting your game

**Movie night recommendations:**
- The Constant Gardener, 2005.
- Shake Hands with the Devil, 2007.
- The Siege of Jadotville, 2016.

### Additional recommended readings

---

*When in doubt, read the syllabus. Come ready for class. Participate. Be courteous and professional.*
Schoolhouse Rules and Resources

Grading and Assessment
Final Grades in the course are given as letter grades. They reflect your overall performance in achieving the stated course learning objectives. Assessment on interim evaluations can take many forms and are intended to give you an indication of where you stand relative to others. This will allow you to make adjustments to your approach, your expectations, and your performance.

Ouriginal and AI Detection
Normally, students will be required to submit their course essays to the University’s plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool’s reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University’s use of this tool are described on the Centre for Teaching Support & Innovation website (https://uoft.me/pdt-faq). Essays and reports may also be subjected to AI detection software (see the section below on AI and academic integrity).

Class Attendance
Students are expected to attend every class. Those who miss more than one-sixth of a course due to illness or personal circumstances should inform their instructor immediately. Students who are regularly absent from class will be referred to their registrar.

Accessibility Services
Academic accommodations and resources are available should you experience disability-related barriers that prohibit the demonstration of the knowledge and skills required to complete your academic program. These accommodations and resources are designed to provide equitable opportunities for students with disabilities to achieve their academic goals.

Disability-related accommodations are available through registration with the University of Toronto’s Accessibility Services. This helps maintain privacy and confidentiality and provides students with support when requesting and accessing accommodations. Students who register with Accessibility Services may also be eligible for disability-related services/equipment.

Instructors will direct students who make disability-related accommodation requests to register with Accessibility Services. Once you complete the registration process, you will work with an Advisor who can set you up with reasonable, disability-related accommodations and/or resources.

*When in doubt, read the syllabus. Come ready for class. Participate. Be courteous and professional.*
Students with accommodations have access to Letters of Accommodation that should be provided to course instructors outlining specific accommodations they can request within that course. For example, if a student is given more time to work on an assignment this would be outlined in their Letter of Accommodation. Any accommodations not outlined in the letter from Accessibility Services are up to the instructor’s discretion. Students can connect with their Accessibility Advisor to discuss their accommodations throughout the year.

Information about registering with Accessibility Services is available on the website and in the office’s Program Handbook: https://studentlife.utoronto.ca/task/read-the-handbook/ There’s also a short video: https://www.youtube.com/watch?v=hAq62lF4IPg&t=2s If you’re unsure whether you have a disability, please don’t hesitate to connect with the office to discuss: accessibility.services@utoronto.ca

Other Academic Accommodations
Students may need to apply for academic accommodations due to a disability, illness, religious observance, or personal emergency.

Students who require consideration for missed academic work for any non-disability related reason (e.g., COVID, cold, flu and other illness or injury, family situation) should report their absence through the online absence declaration tool via ACORN – until otherwise indicated by the University. A Verification of Illness form is not currently required, but may become required should the public health situation change.

If a non-disability-related accommodation request is made along with an absence declaration on ACORN, a resolution will be determined by the instructor. This may take the form of any alternate deliverable, deadline extension, re-weighted course grade calculation, make-up exam, or another solution deemed appropriate by the instructor. If an accommodation request is not made along with an absence declaration, the missed or late deliverable will be subject to an academic penalty. The extent of the penalty is at the discretion of the instructor.

Note: Students are expected to request accommodations in advance of assignments or tests. Failure to do so may result in a late penalty being applied.

Mental Health and Wellness
The University of Toronto’s Student Mental Health Resource Guide is an online tool where students can access various on-campus and off-campus mental health resources, including those listed below. Appointments may be booked with them by contacting the Health and Wellness Centre at 416-978-8030 or info.hwc@utoronto.ca

Other Mental Health Resources
Feeling distressed? Are you in crisis? There’s help. Call Good2Talk: 1-866-925-5454 (Ontario); text GOOD2TALK to 686868. Free, confidential helpline with professional counselling, information and referrals for mental health, addictions and well-being, 24/7/365. You can also contact My Student Support Program (MySSP) 1-844-451-9700 (North America); 001-416-380-6575 (Outside of North America) or the U of T Employee & Family Assistance Program (EFAP).

*When in doubt, read the syllabus. Come ready for class. Participate. Be courteous and professional.*
1-800-663-1142 (toll-free); 1-866-398-9505 (TTY); 604-689-1717 (collect). Visit “Feeling Distressed?” for more resources.

Are you in immediate danger? For Personal Safety – Call 911, then Campus Community Police*
Centre for International Experience Safety Abroad 416-946-3929.
*24/7/365; Campus Community Police can direct your call to the right service.

**Code of Behaviour on Academic Matters**
Please read the University’s [Code of Behaviour on Academic Matters](#). It applies to all your academic activities and courses. The Code prohibits all forms of academic dishonesty including, but not limited to, cheating, plagiarism, and the use of unauthorized aids. Violating the Code may lead to penalties up to and including suspension or expulsion from the University. You are expected to know the Code and inform yourself of acceptable academic practices – ignorance of the Code or the acceptable academic practices is not a valid defense if you are accused of a violation.

**Academic Integrity**
Case write-ups, papers, assignments, and all other deliverables must be original work, giving credit to the work of others where appropriate. Using work done by others without due credit—this includes the use of AI (Large Language Models etc.)—will be considered a violation of academic integrity. This applies to individual and group deliverables. All members of a group are accountable for the academic integrity of their submissions. You are encouraged to consult the following websites to ensure that you follow the appropriate rules. Ignorance of these rules is not a defense in cases of violations, which can result in very serious academic sanctions. Please visit the [University of Toronto Academic Integrity](#) and the [UofT Writing Centre Resources](#) websites for further details and help on the proper use of citations.

**Group Work and Behaviour**
You are expected to treat teamwork the same way as you would in any professional organization. This includes but is not limited to:

- Contributing substantially and proportionally to each project
- Committing to a standard of work and level of participation agreed upon by the group
- Ensuring familiarity with the entire content of a group deliverable so that you can sign off on it with your name in its entirety as original work
- Accepting and acknowledging that assignments that are found to be plagiarized in any way will be subject to sanctions for all group members under the University’s [Code of Behaviour on Academic Matters](#)
- Ensuring that all team members voice their opinions, thoughts, and concerns openly and in an inclusive and considerate environment
- Taking personal responsibility for voicing your own thoughts to enhance and contribute to team learning

*When in doubt, read the syllabus. Come ready for class. Participate. Be courteous and professional.*
If you encounter difficulties with any group member that cannot be resolved within the group, please contact your instructor for guidance.

**Use of Technology**

Like any professional setting, the University of Toronto expects all of its members to behave responsibly and with courtesy and respect for others when using technology. UofT is committed to equity, human rights, and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another’s differences. Please read the University’s Student Code of Conduct and policy on the [Appropriate Use of Information and Communication Technology](#).

**A note on Generative AI**

In this course, we embrace the integration of AI-enabled tools, like ChatGPT, as valuable components of your professional toolkit. Instead of foreshewing them, we will work together to develop the skills to use them responsibly and effectively. Just like you would utilize statistical software like Stata or R in a statistics course, a calculator in a physics class, or spell-check when writing a paper, AI-powered tools can serve as valuable aids for specific tasks. **However**, while they can enhance efficiency and assist with lower-order tasks, they are not substitutes for the essential higher-order thinking and creative skills that are at the heart of your university journey.

Just as you would seek guidance from academic writing labs or collaborate with peers to bounce ideas and refine your work, AI-enabled tools can offer insights, help brainstorm, or assist in proofreading, but you should **not rely on them to do your work for you**. Not only is that considered a violation of academic integrity norms (see above) it is also a terrible idea, since AI can't yet reliably produce quality content at the level that is expected of someone in your position as a student or a professional. Particularly in the realms of summarizing and analyzing existing work or historical data or discussing policy and current events, AI tools exhibit **serious** shortcomings. Their algorithms, though powerful, can sometimes "hallucinate," extrapolating from the data to generate content that may not accurately represent the original context or intention of written work and manufacture facts about people, places, and things. These tools are also limited by the data on which they are trained, which can be constrained by geography and time (content produced in certain languages and certain places are overrepresented, some training data may not include data before or after a certain cut-off point) or be otherwise biased. Language Models will reproduce existing biases and possibly accentuate them. Think of the [Microsoft Twitter bot, Tay](https://tay.microsoft.com/), which was quickly shut down after it became a misogynistic, violent, racist, holocaust denier. Or take a look at [how hard it is for Dall-E and Midjourney to draw human hands](https://tay.microsoft.com/). This highlights the importance of your role as a discerning thinker who understands when and how to leverage AI effectively, while also recognizing when human judgment and expertise are still irreplaceable.

*When in doubt, read the syllabus. Come ready for class. Participate. Be courteous and professional.*
Additional Recommended Readings

Week I: Introduction, the prevalence of war

Watch Deborah Avant on Security Studies, Non-state actors and Multi-stakeholder Governance, esp. first 5 min.

*When in doubt, read the syllabus. Come ready for class. Participate. Be courteous and professional.*

**Week II: The Purpose and Functions of War**


**Week III: The Causes of War**


*When in doubt, read the syllabus. Come ready for class. Participate. Be courteous and professional.*


Hall, Todd H. "We will not swallow this bitter fruit: Theorizing a diplomacy of anger." Security Studies 20, no. 4 (2011): 521-555.


*When in doubt, read the syllabus. Come ready for class. Participate. Be courteous and professional.*
Angell, Norman. The great illusion: A study of the relation of military power to national advantage. GP Putnam's sons, 1913.
Erickson, Jennifer L. "Punishing the violators? Arms embargoes and economic sanctions as tools of norm enforcement." Review of international studies 46, no. 1 (2020): 96-120.

*When in doubt, read the syllabus. Come ready for class. Participate. Be courteous and professional.*
Week IV: Leaders


*When in doubt, read the syllabus. Come ready for class. Participate. Be courteous and professional.*
Week V: Domestic Institutions

Pee, Robert, and William Michael Schmidli, eds. The Reagan administration, the Cold War, and the transition to democracy promotion. Springer, 2018.

Week VI: Technology

Watch Interview with Matias Spektor on Brazil's Nuclear Status, 2020

*When in doubt, read the syllabus. Come ready for class. Participate. Be courteous and professional.*
Brodie, Bernard, and Frederick Sherwood Dunn. The absolute weapon: Atomic power and world order. (1946).

*When in doubt, read the syllabus. Come ready for class. Participate. Be courteous and professional.*

Week VII: Strategy and Doctrine


*When in doubt, read the syllabus. Come ready for class. Participate. Be courteous and professional.*


*When in doubt, read the syllabus. Come ready for class. Participate. Be courteous and professional.*
Week VIII: Military Effectiveness


*When in doubt, read the syllabus. Come ready for class. Participate. Be courteous and professional.*

**Week IX: Friends, Proxies, Allies**


*When in doubt, read the syllabus. Come ready for class. Participate. Be courteous and professional.*


Harrison, Hope M. *Driving the Soviets up the Wall*. Princeton University Press, 2011.


*When in doubt, read the syllabus. Come ready for class. Participate. Be courteous and professional.*

Week X: Norms, Laws, and Cooperation

Tate, Merze. The United States and Armaments. Harvard University Press, 1948.

*When in doubt, read the syllabus. Come ready for class. Participate. Be courteous and professional.*


*When in doubt, read the syllabus. Come ready for class. Participate. Be courteous and professional.*

Week XI: Termination


*When in doubt, read the syllabus. Come ready for class. Participate. Be courteous and professional.*

Week XII: Mediation and Intervention

*When in doubt, read the syllabus. Come ready for class. Participate. Be courteous and professional.*


