

**Georgetown University – School for Continuing Studies**  
**WAR and PEACE**  
**BLHS – 110-1 Spring 2019**  
**Thursdays, 10 January – 25 April, 6:30 PM-10:05 PM**  
**SCS, 640 Massachusetts Ave.**

**PROFESSOR:**

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*“So you think you have changed, do you?”*

The Caterpillar to Alice in Lewis Carroll’s *Alice’s Adventures in Wonderland* (1865)

**Course Description/Purpose:**

One of the more unfortunate constants of the human condition is the regularity and frequency of outbreaks of violence related to organized warfare. One cannot study war without reference to some of its practitioners and strategists such as Carl Von Clausewitz, Anton Jomini, and Sun Tzu who sought to understand the nuances related to this phenomenon. In fact, entire courses have been built upon the philosophies and thinking of the great strategists. Clausewitz’s seminal book, *On War*, to include Sun Tzu’s, *The Art of War*, remain the cornerstone of the Naval War College’s seminal graduate course on strategy and policy. Clausewitz’s “trinity” on warfare – the all-important relationship between a people, a state, and its military has formed the basis of national security and foreign policy since the time of Napoleon and has remained fairly consistent until now. However, a newer crop of strategists has risen to challenge the ideas of the elder “masters of war” and ask whether the old saws about war and peace remain as efficacious as they once used to be.

What has changed? For example, the late strategist and U.S. naval officer, Vice Admiral Arthur K. Cebrowski, essentially argued in the late 1990s that technology had progressed to the point where future war would be as different to modern practitioners as it must have seemed to the Aztecs when they were forced to confront the technologically advanced Conquistadors. Cebrowski believed that technology has finally offered the modern-day strategist with an ability to achieve near total “battlefield awareness.” British strategist David Betz of King’s College has taken this argument a step further and stated that technology writ large has fundamentally changed how we should view “art of war” – something that Clausewitz paid little attention to during his time fighting against the likes of Napoleon. Betz, however, does not recommend throwing out the study of Clausewitz and his trinity altogether. Rather, he points out that the “burgeoning of connectivity is historically unparalleled” and this change cannot be ignored when the concepts of war and peace are examined. As a result of exponential change, Betz believes that technology is “causing us to do all sorts of things *differently*” and this is very evident in how 21<sup>st</sup> century powers now view the concepts of war and peace. Indeed, the concept of peace has been especially changed by the modern-day phenomenon of technologically savvy and largely stateless terror organizations. Today, terrorists with an apocalyptic worldview now wage a new form of near constant warfare. Militaries and nations ignore these new potential threats at their own peril. The growth and proliferation of weapons of mass destruction and the possibility of such weapons falling into the hands of terrorists guarantees that true peace will remain as elusive as ever in the 21<sup>st</sup> century.

This course will explore the moral underpinnings of war as expressed by St. Thomas Aquinas. We will focus on the phenomenon of warfare and discuss what defines “just” or “unjust” use of violence by a

people or entire nations. Because nations have engaged in activity such as genocide and the Holocaust we will also study what type of behavior remains clearly beyond the pale of “legalized” violence and has crossed over into the realm of “crimes against humanity.” Accordingly, we will start with an examination of the Thirty Years War and discuss the reordering of rules and international law as they pertain to warfare and how the western world was fundamentally transformed by the Peace of Westphalia (1648). Progressing quickly through the Napoleonic era and wars of the 19<sup>th</sup> century, we will discuss at length the mode and methods of warfare of both World Wars to include some of the literature that emerged from them and that written by eyewitnesses and participants. A discussion of the rise of fascism and human rights will be very important to our understanding of 20<sup>th</sup> Century warfare.

While warfare has been a constant throughout the history of mankind, the phenomenon of extended periods of peace also deserves scrutiny. What factors such as international law, international governmental organizations, non-governmental organizations, human rights, new emerging social mores, and other issues to include even nuclear stalemate during the Cold War have coalesced in a positive way as mechanisms for peace? However, we will also examine how the modern condition of international terrorism has fundamentally altered what we use to understand as the traditional concepts of war and peace.

### **Course Methodology:**

This class will occur as a face to face session every Thursday (except for scheduled University break periods during the semester starting on 10 January 2019. Each session will be held in a seminar style so students will be expected to have read the weekly reading assignments prior to class and be fully prepared to discuss them. If students have kept up with the weekly reading, they should have no problem with the class discussion session. There will be no final examination. The research papers will serve as the primary means for assessing student outcomes. However, we will on occasion conduct a pop quiz in class and the quizzes will also form a portion (30 percent) of your final grade. The quizzes will be based upon the readings scheduled for that particular class session. **CLASS ATTENDANCE WILL BE TAKEN EACH WEEK** and will count toward each class participation grade.

### **Course Learning Objectives:**

- 1.) To acquaint students with the theoretical foundations of the modern concepts of war and peace to include “Just War” theory.
2. To understand how and why the Peace of Westphalia was so transformative to the concepts of war and peace in the years that followed.
3. To understand the rise of Napoleon and new thinking on warfare as an extension of foreign policy.
4. To understand the strategic thought behind the Clausewitzian trinity and the contributions of other classic scholars such as Sun Tsu and determine why war occurs as a consistent phenomenon of the human condition.
5. To describe and understand the strategies (past and present) for achieving and maintaining lasting periods of peace to include an increased appreciation for the recognition of human rights and international law and institutions designed to control and delineate the limits of what constitutes acceptable behavior in both war and peace.

6. To understand how and why the rise of international terrorism has fundamentally altered our 21<sup>st</sup> Century definitions of war and peace.

7. To provide students with enhanced critical thinking skills.

8. To provide students with the skills to write clear, concise, papers on our changing understanding of what constitutes the twin theoretical concepts of war and peace.

**Learning Outcomes:**

At the conclusion of this course, students should have a thorough understanding of the theoretical basis the twin concepts of war and peace. These outcomes will be assessed by student performance on their midterm and final papers and thoughtful, active classroom participation. Student understanding of all required course reading will be assessed by a series of in-class pop quizzes. Finally, by the end of the course, students will be able to understand and analyze and how the concepts of war and peace have changed since the Peace of Westphalia.

**Texts:**

**Author: Ronald G. Asch**

**Title: *The Thirty Years War: The Holy Roman Empire & Europe, 1618-1648***

**ISBN-10: 0312165854**

**Publisher: Palgrave MacMillan, 1997**

**REQUIRED**

**Author: Peter Paret, ed.**

**Title: *Makers of Modern Strategy***

**ISBN-10: 0691027641**

**Publisher: Princeton University Press, 1986**

**Edition: Reprint**

**Author: James M. Dubik**

**Title: *Just War Reconsidered***

**ISBN- 978-0-8131-7501-0**

**Publisher: University Press of Kentucky, 2016**

**REQUIRED**

**Author: Samuel B. Griffith, Translator**

**Title: *Sun Tzu: The Art of War***

**ASIN: B004LNTHIS**

**Publisher: Oxford University Press, 1971**

**REQUIRED**

**Course Requirements:**

1.) Students must read the weekly assigned reading and participate in classroom discussion. Failure to participate or ANY unexcused absence from class will affect a student's overall final participation grade. The more thoughtful answers you provide in class discussions, the better your final participation grade will be. This grade is fairly subjective and is based solely upon my estimate of how well an individual student understands the course material. During the course of the semester, students will also be given 4 in-class pop quizzes. The quizzes will assess how well students understand the required

reading for that particular class session. I will drop the lowest of your 4 quiz scores. **One of your quizzes will occur within the first two weeks of class.**

2.) **Student Papers/Citation System:** All students will be required to submit two research papers (at least **7 pages of text, double spaced, 12-point font with one-inch margins all around**) and use a **SCS recognized method of citation**. An important aspect of academic integrity is using an acknowledged system of bibliographic references to document the sources of ideas and quotations in one's work. **Students must use the Georgetown SCS approved citation method (APA style of citation)**. Please include a balanced number of primary and secondary sources in your footnotes or works cited page but at least 3 or four of each type if possible. Remember, this is a research paper so show me some research. **The first research paper proposal is due to the instructor for approval prior to the start of the second class session. The first research paper is DUE NLT 11:59PM on 17 February 2019.** For this paper, students should consider what took place during the Thirty Years War and conduct an analysis on why changes were made regarding international custom and law as they related to the concepts of warfare and peace. In their papers students should also discuss Thomas Aquinas's theories on just and unjust wars as they apply to the 30 Years War. I strongly recommend that students DO NOT totally rely on on-line sources for their papers. Get into the library!

3.) The second 7-page student research paper should focus on changing trends in the modern concepts of war and peace. Have these concepts been fundamentally altered in the 21<sup>st</sup> Century by the technology revolution and the rise of international, stateless terrorism? If so, in what way have these changes taken place? **Topic selection for the second paper should be submitted and approved by the professor no later than 21 February 2019. The second paper is DUE NLT 11:59PM on 4 May 2019.**

4.) ALL paper topics should be submitted to me for approval by email. ALL LATE PAPERS will cost students **TEN POINTS A DAY** (if a student misses the final deadline for submission) and under no circumstances will a paper be accepted if it is over 6 days past the deadline (ex. If a paper is due at 11:59 on a Saturday night) then it will NOT be accepted if sent in after 11:59PM on the following Friday night). Such papers will be graded as an "F" for that particular assignment. Extensions will only be granted for emergency reasons and with the express approval of the instructor. (Being too busy with other things is not an excuse!!) **The basic rubric for a good research paper is as follows: effective thesis statement – here you point out what you are going to research and hope to prove = 20%; the body of research – where you assemble the facts that supports your thesis = 40 percent%; counterfactual data (if any) that tends to represent an opposing but less valid point of view of other scholars = 5%; conclusion – where you represent in summary form what you had just proven with your analysis and refer back to your thesis = 10%. Student focus upon style, grammar and punctuation is also part of your overall grade and will count toward 25% of the total paper grade.**

5.) Please be advised that if a student incurs more than 2 absences during the course of the semester, this may lead to **a failing grade for the class** and is consistent with BALS program policy. I am required to STRICTLY enforce the two-absence policy so try to not find yourself in the situation of being involuntarily dismissed from class.

6.) Students with disabilities should contact the Academic Resource Center (Leavy Center, Suite 335, 202-687-8354), ([arc@georgetown.edu](mailto:arc@georgetown.edu)); <http://ldss.georgetown.edu/index.cfm> before the start of classes to allow their office time to review documentation and make recommendations for appropriate accommodations. If accommodations are recommended, you will be given a letter from ARC to share

with your professors. You are personally responsible for completing this process officially and in a timely manner. Neither accommodations nor exceptions to policies can be permitted to students who have not completed this process in advance. The Academic Resource Center is the campus office responsible for reviewing documentation provided by students with disabilities and for determining reasonable accommodations in accordance with the Americans with Disabilities Act (ADA) and University policies.

7.) All written assignments can either be turned in as a hard copy during the class that they are due or can be **emailed to me at my Georgetown email address**. All email attachments must be submitted as a **Word document**. Please ensure you place your name on the first page of your attachment.

8.) **Turnitin.com** – Students acknowledge that by taking this course all required papers must be submitted for a Textual Similarity Review to Turnitin.com for the detection of plagiarism. All submitted papers will be added as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers in the future. Use of Turnitin.com service is subject to the terms of use agreement on the Turnitin.com site.

9.) **Extreme weather, Emergencies, and Instructional Continuity** – During inclement weather or other emergencies on a day when we are scheduled to meet face-to-face, check the university's Web site or call (202) 687-7669 for information on whether the university is open. If the university is open, this class will meet. If the university is closed, this class will meet through distance means such as online videoconferencing; check your email for a message from me on how we will proceed in that situation. Due dates for written assignments submitted through Canvas will not be changed due to campus closings.

**Grading:**

Students will be evaluated on the basis of:

- a. The quality of your FIRST research paper = 30 percent
- b. The quality of the SECOND research paper = 30 percent
- c. 3 Quizzes (10 percent apiece) = 30 percent
- d. The quality and level of activity in the weekly classroom discussions = 10 percent
- e. TOTAL = 100 percent

**Grade Scale:**

A final course grade of "A" = 100-93 (total average of the above)

A final course grade of "A-" = 92.99-90

A final course grade of "B+" = 89.99-88

A final course grade of "B" = 87.99-83

A final course grade of "B-" = 82.99-80

A final course grade of "C+" = 79.99-78

A final course grade of "C" = 77.99-73

A final course grade of "C-" = 72.99-70

A final course grade of "D" = 60-69

Any average grades below a 60 is failing or "F"

**Academic Honor Code:**

All students are expected to accept and abide by values of honesty, integrity, and truthfulness in their academic work. Sanctions imposed by course instructors for academic dishonesty – such as plagiarism or cheating – range from failing the work involved to failing the course, to being dismissed.

**Georgetown Honor System:**

All students are expected to follow Georgetown's honor code unconditionally. We assume you will have read the honor code material located at [www.georgetown.edu/honor](http://www.georgetown.edu/honor), and in particular have read the following documents: Honor Council Pamphlet, What is Plagiarism, Sanctioning Guidelines, and Expedited Sanctioning Process. Papers in this course will be submitted to turnitin.com for checking.

Submitted material in fulfillment of the requirements of this course means that you have abided by the Georgetown honor pledge:

*In the pursuit of higher ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown University Honor System: To be honest in any academic endeavor, and to conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.*

**The first class is on 10 January and the last one takes place on 25 April 2019. There is NO CLASS during the Spring or Easter breaks (see the class schedule below).**

**Class Reading Schedule:**

**Week One** (10 Jan) – Course Intro - Wars, Unjust Wars, and Thomas Aquinas, Read emailed hand-out and Dubik, Chapt. 1-2.

**Week Two** (17 Jan) – The Art of War – Sun Tzu – All. **FIRST RESEARCH PAPER TOPIC APPROVAL DUE PRIOR TO CLASS – email to the professor**

**Week Three** (24 Jan) – The Start of the 30 Years War – Asch, Chapters 1-3.

**Week Four** (31 Jan) – The Peace of Westphalia and the Emergence of the Modern State System – Asch, Chapters 4-6; Dubik, Chapt. 4.

**Week Five** (7 Feb) – Machiavelli and Early Modern Warfare – Paret, Chapters 1-2.

**Week Six** (14 Feb) – The Meaning of Strategy, Paret, Chapter 4, Strachan, Chapters 2 -3.  
**First Research Paper DUE NLT 11:59PM 17 Feb 2019. Second Research Paper topic approval due on 21 Feb 2019. Email to the professor.**

**Week Seven** (21 Feb) – Napoleon and Clausewitz – Paret, Chapters 5 - 7.

**Week Eight** (28 Feb) – 19<sup>th</sup> Century War, Marx and Engels – Paret, Chapters 8 – 10.

**Week Nine – Spring Break – Enjoy!**

**Week Ten** (14 Mar) – Age of Industrial War – WWI – Paret, Chapters 17 -18. Show clip of 1930 version of All Quiet on the Western Front.

**Week Eleven** - (21 Mar) – WWII, The Holocaust, Nuremberg, and Crimes Against Humanity – Paret, 21, 23-24.

**Week Twelve** – (28 Mar) – Nuclear Weapons and Strategy – Paret, Chapter 25.

**Week Thirteen** – (4 April) – Mao and Che – Guerrilla Warfare and Loco Focoism. Paret, Chapt. 27.

**Week Fourteen** – (11 April) – Rise of Terrorism and Terrorist Strategies - Guest lecturer/instructor handouts.

**Week Fifteen** – (18 April) – EASTER BREAK – ENJOY

**Week Sixteen** (25 April) – Course Recap – Dubik, Chapt 6 - epilogue

**FINAL PAPERS DUE NLT 11:59 PM ON 4 May 2019.**

**General Information:**

**A. Academic Honesty:** Students at Georgetown University shall abide by the highest standards of academic integrity. Cheating and plagiarism cannot be tolerated and are contrary to the mission of the University. Transgressions shall be investigated by the professor and appropriate punitive action taken (including expulsion from the course) if found culpable of such offenses.

**B. Classroom Decorum:** Students at Georgetown University are expected to treat each other and their opinions with mutual respect and civility at all times. This is especially important when dealing with each other online in emails, blogs, etc. Please turn off all pagers and cell phones prior to the start of class. Students may use laptops or tablets to take notes but should not go online (unless directed by the professor) during the course of class discussion sessions. Students who cause disruptions may be referred to their Associate Dean or Office of Student Conduct and may be withdrawn from the course/program (without a refund).

**C. Incomplete Grades:** An incomplete grade (I) may be given only for legitimate and extenuating circumstances due to illness or emergencies and shall be given only upon approval by the professor and the SCS Dean. For further details, please refer to current school wide academic regulations.

**D. Student Feedback:** At the end of the course, students will be invited to submit written comments to the professor regarding the conduct and content of the course. These comments are designed to assist the teacher in being a more effective classroom instructor and to be able to adjust the course to better suit the needs of the student – especially concerning course organization and text selection.

**E. Academic Resources:** Georgetown University Writing Center (Lauinger Library, 217A; 202-687-4246; <http://writingcenter.georgetown.edu/> ; Academic Resource Center, Suite 335, 202-687-8354; [arc@georgetown.edu](mailto:arc@georgetown.edu)).

**F. Plagiarism:** The sources for all information and ideas in your assignments must be documented, following the style rules of the American Psychological Association. In addition, all quotations must be identified as quotations, using quotation marks and indicating the source of the quotation, as mandated by the APA style. To do anything less than these standards is plagiarism. APA style is not

taught in this course; a summary of APA style is available at <http://owl.english.purdue.edu/owl/resource/560/01/>

In accord with university policy, all incidents of plagiarism or other Honor Code violations will be reported to the Honor Council without fail. If the Honor Council finds that a student has plagiarized or has violated the Honor Code in any other way, the student will receive a grade of F for the course.

**G. Policy Accommodating Student’s Religious Observances:** The following is university policy – Georgetown University promotes respect for all religions. Any student who is unable to attend classes or to participate in any examination, presentation, or assignment on a given day because of the observance a major religious holiday or related travel shall be excused and provided with the opportunity to make up, without unreasonable burden, any work that has been missed for this reason and shall not in any other way be penalized for the absence or rescheduled work. Students will remain responsible for all assigned work. Students should notify professors in writing at the beginning of the semester of religious observances that conflict with their classes.

#### H. Title IX at Georgetown

<https://titleix.georgetown.edu/>

#### ***Sexual Misconduct***

Title IX of the Education Amendments of 1972 (“Title IX”) prohibits discrimination based on sex in any educational programs, which includes sexual harassment or any acts of sexual misconduct. Title IX requires the University, upon becoming aware of any incident of sexual harassment and misconduct to respond appropriately to protect and maintain the safety of the University community, including students, faculty, and staff.

Georgetown University prohibits sexual misconduct, including sexual harassment, sexual assault, domestic/dating violence, and stalking.

Discrimination based on sex, including sexual misconduct and discrimination based on pregnancy or parenting status, subverts the University's mission and threatens permanent damage to the educational experience, careers, and well-being of students, faculty, and staff.

Please know that as a faculty member I am committed to supporting survivors of sexual misconduct, including relationship violence and sexual assault. However, University policy also requires me to report any disclosures about sexual misconduct to the Title IX Coordinator, whose role is to coordinate the University’s response to sexual misconduct.

Georgetown has a number of fully confidential professional resources who can provide support and assistance to survivors of sexual assault and other forms of sexual misconduct. These resources include:

**Jen Schweer, MA, LPC**

Associate Director of Health Education Services for Sexual  
Assault Response and Prevention  
(202) 687-0323  
[jls242@georgetown.edu](mailto:jls242@georgetown.edu)

**Erica Shirley**

Trauma Specialist  
Counseling and Psychiatric Services  
(CAPS)  
(202) 687-6985  
[els54@georgetown.edu](mailto:els54@georgetown.edu)



More information about campus resources and reporting sexual misconduct can be found at: <https://sexualassault.georgetown.edu/get-help>.

***Pregnancy Adjustments and Accommodations***

Georgetown University is committed to creating an accessible and inclusive environment for pregnant and parenting students. Students may request adjustments based on general pregnancy needs or accommodations based on a pregnancy-related complication. Specific adjustments will be handled on a case by case basis and will depend on medical need and academic requirements.

Students seeking a pregnancy adjustment or accommodation should follow the process laid out at: <https://titleix.georgetown.edu/student-pregnancy>.