Political Science 279
War and the Nation-State

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Course Information:
Spring 2005
15:25–18:05 Mon
Meliora 209

This course examines the development of warfare and growth of the state. In particular, we examine the phenomenon of war in its broader socio-economic context between the emergence of the modern nation-state and the end of World War II. Students are required to do all the reading. Every student will make a presentation in class on the readings for one class (25% of the grade), and there will be one big final (75%).

Course Requirements
Participation and a presentation in the seminar comprises 25% of your grade. A final exam counts for 75%. The final exam is given during the period scheduled by the University. In particular instances, students may substitute a serious research paper for the final. Students interested in the research paper option should approach me no later than one week after the mid-term.

Academic Integrity
Be familiar with the University's policies on academic integrity and disciplinary action (http://www.rochester.edu/living/urhere/handbook/discipline2.html#XII). Violators of University regulations on academic integrity will be dealt with severely, which means that your grade will suffer, and I will forward your case to the Chair of the College Board on Academic Honesty.

The World Wide Web
A number of websites will prove useful:

1. General History of the 20th Century
   - http://www.bbc.co.uk/history/war/
   - http://www.fsmitha.com/

2. On the Franco-Prussian War
3. On World War I

- http://www.duke.edu/~hgoemans/WWI.htm
- http://www.lib.byu.edu/~rdh/wwi/
- http://www.bbc.co.uk/history/war/wwone/index.shtml and from there:
  - http://www.bbc.co.uk/history/war/wwone/launch_ani_western_front.shtml

4. On World War II

- http://dobias.web.cz/m_dohoda_de.htm (München Agreements 1938)
- http://www.duke.edu/~hgoemans/WWII.htm
- http://www.bbc.co.uk/history/war/wwtwo/index.shtml and from there
  - http://www.bbc.co.uk/history/war/wwtwo/launch_ani_campaign_maps.shtml
Texts

The following books should be available in the bookstore or—cheaper—at Amazon.com:


Course Outline

Monday January 17

1. Introduction

General Themes

Monday January 24

2. Background of the Napoleonic Wars

- Michael Howard, *War in European History*, chapters 4–5, pp.54–93
- Hew Strachan, *European Armies and the Conduct of War*, chapters 2–4, pp.8–59

Optional:


Monday January 31

3. Nationalism and War

- Clausewitz, *On War*, Books 1, 2 and 8.
Monday February 7

4. Democratization and War


Optional:
- Russett, *Grasping the Democratic Peace*, Chapters 1, 2 and 4.

Monday February 14

5. Industrialization and War

- Howard, *War in European History*, Chapter 6, pp.94–115
- Kennedy, *The Rise and Fall of British Naval Mastery*, introduction and Chapter 7, pp.xiii-xxx, 177-204
- Strachan, *European Armies and the Conduct of War*, Chapter 8, pp.108-129

Monday February 21

6. Bureaucratization

- Samuel Huntington, *The Soldier and the State*, Chapters 1-3
Causes of the World Wars

Monday February 28

7. Causes of World War I
   Military Strategy
   - Terence Zuber, “The Schlieffen Plan Reconsidered.” War in History, 1999 6(3),: 262-305

Domestic Politics
   - Immanuel Geiss, “The Outbreak of the First World War and German War Aims,” Journal of Contemporary History, Vol.1, No.3 (July 1966), pp.75–91
   - Eckart Kehr, “Anglophobia and Weltpolitik,” in his Economic Interest, Militarism and Foreign Policy, pp.22–49

Monday March 7

8. SPRING BREAK

Monday March 14

9. Causes of World War I
   Systemic Explanations
   - A. F. K. Organski, World Politics, Chapter 13
Monday March 21

10. Causes of World War II

Versailles and its consequences

- John Maynard Keynes, The Economic Consequences of the Peace, introduction, Chapter 6

Deterring the Third Reich

- Kennedy, The Rise and Fall of British Naval Mastery, Chapter 10
- Kennedy, Strategy and Diplomacy, Chapter 1
- John Mearsheimer, Conventional Deterrence, Chapters 3-4

Deterring the Empire of the Rising Sun


Conduct of the World Wars

Monday March 28

11. Conduct of World War I

The Homefront

- David Kennedy, Over Here, prologue, Chapters 1, 2 and 6

Attrition Warfare
• John Keegan, *The Face of Battle*, Chapter 4

**Monday April 4**

12. **Conduct of World War II**
   **The Ground War on the Eastern Front**
   Or, alternatively:

**Monday April 11**

**Conduct of World War II**
**The Killing Machine and the Eastern Front**

- Christopher Browning, “The Decision Concerning the Final Solution,” in Francois Furet, *Unanswered Questions*, pp.96–118
- Jürgen Förster, “The relation between Operation Barbarossa as an ideological war of extermination and the Final Solution," in *The Final Solution; Origins and Implementation*, pp.85–102
- Christian Streit, “Wehrmacht, Einsatzgruppen, Soviet POWs and anti-Bolshevism in the emergence of the Final Solution,” in *The Final Solution; Origins and Implementation*, pp.103–118
- Omar Bartov, “Operation Barbarossa and the origins of the Final Solution,” in *The Final Solution; Origins and Implementation*, pp.119–136

**Optional:**

**Monday April 18**
13. **Conduct of World War II**
   **War with Japan**
   - Schaeffer, *Wings of Judgment*, Chapters 2, 6–8
   - Kennedy, *Strategy and Diplomacy*, Chapter 7

   **Optional:**

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**The Termination and Consequences of War**

**Monday April 25**

14. **The Termination of War**

**The Consequences of War**

**Highly recommended:**
   - Erich Maria Remarque, *All Quiet on the Western Front*.
   - Robert Graves, *Good-Bye to All That*.
   - Ernest Hemingway, *Farewell to Arms*.
   - Sebastien Japrisot, *A Very Long Engagement*.

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**Monday May 2**

**Exam**
Please give me some information about yourself: Who are you? To that end, hand in one page bio on yourself:

1. Name, e-mail, year, major.

2. Why did you sign up for this course?

3. What are your interests, extra-curricular?

4. What is true about you and no one else?

5. What are your hopes and fears about this course?

6. What are your biggest expectations of a U of R Professor.
Questions to consider in formulating and evaluating social science research

1. *What is the central question?*
   - Why is it important (theoretically, substantively)?
   - What is being explained (what is the dependent variable and how does it vary)?
   - How does this phenomenon present a puzzle?

2. *What is the central answer?*
   - What is doing the explaining (what are the independent variables and how do they vary)?
   - What are the hypotheses, i.e., what is the relationship between independent and dependent variables, what kind of change in the independent variable causes what kind of change in the dependent variable?
   - What are the causal mechanisms, i.e., why are the independent and dependent variables so related?
   - How do the independent variables relate to each other?
   - What assumptions does your theory make?
   - Is the theory falsifiable in concept?
   - What does this explanation add to our understanding of the question?

3. *What are the possible alternative explanations?*
   - What assumptions are you making about the direction of causality?
   - What other explanations might there be for the phenomenon of study, and to what degree do they conflict with the central answer?
   - Could the hypothesized relationships have occurred by chance?

4. *Why are the possible alternative explanations wrong?*
   - What is the logical structure of the alternative explanations (compare 2)?
   - What is the empirical evidence?

5. *What is the relationship between the theory and the evidence?*
   - What does the research design allow to vary, i.e., in this design are the explanations variables or constants?
   - What does your research design hold constant, i.e., does it help to rule out the alternative competing explanations?
   - How are the theoretical constructs represented empirically, i.e., how do you know it when you see it (measurement)?

6. *How do the empirical conclusions relate to the theory?*
   - How confident are you about the theory in light of the evidence?
   - How widely do the conclusions generalize, i.e., what might be the limitations of the study?
   - What does the provisionally accepted or revised theory say about questions of broader importance?