THE CAUSES AND PREVENTION OF WAR: REVISED SYLLABUS (2/2/11)

Course topic: the causes and prevention of interstate war. Course goal: discovering and assessing means to prevent or control war. Hence we focus on manipulable or controllable causes. Covered topics include the dilemmas, misperceptions, crimes and blunders that caused wars of the past; the origins of these and other war-causes; the possible causes of wars of the future; and possible means to prevent such wars, including short-term policy steps and more utopian schemes.

Covered historical cases include the Peloponnesian and Seven Years wars, World War I, World War II, Korea, the Arab-Israel conflict, and the U.S.-Iraq and U.S.-al-Qaeda wars.

This is an undergraduate course but is open to graduate students.

Format and Requirements. Class format: two 1.5-hour general meetings and one 1-hour discussion section meeting per week. Class starts promptly at 3:05, ends at 4:30. Grades are based on section participation (15 percent), two 8-page papers (40 percent), a final exam (30 percent), and two quizzes (15 percent).

Discussion sections. Students are required to attend section meetings. Unexcused absence from section will be penalized. We need you to come to section to help make the class work! Help us out!

Two student-led debates on responsibility for World War I and World War II will be organized in section when those wars are covered in April.

Papers. Students are required to write two short ungraded response papers that react to course readings and lectures, and two longer papers on questions arising from the course material. The two response papers each will be two pages long (double spaced--not 1.5 spaced, please). The longer papers will total 16 pages. Your 2-page response papers should advance an argument relevant to the course. Specifically, your argument can dispute an argument or arguments advanced in the reading or lectures; can concur with argument(s) advanced in the reading or lectures; can assess or explain policies or historical events described in the reading and lectures; or can address current events that are relevant to course materials or issues. In other words, your choice of topic is quite open. Evaluation of policies or ideas covered in the reading or lecture is encouraged. Somewhere in your papers--preferably at the beginning--please offer a 1-2 sentence summary of your argument. These papers will not be graded but are mandatory and must be completed to receive full credit for class participation.

The response papers will be due on Thursday February 24 and Thursday March 3. The longer papers will be due on Friday March 18 and Thursday May 5. We require that you submit a finished draft of at least one of your longer papers a week before its due date in order to get comments for rewrite from your TA and/or Diane Hendrix or Bob Irwin, the 17.42 Writing Advisors. You are wise to submit all longer papers to your TA early for comments--you'll learn from it! So please leave yourself time to get comments on drafts of your longer papers from your TAs before you submit final drafts.

Before writing your papers, please familiarize yourself with the rules of citing sources and make sure you follow them. Failure to cite sources properly is plagiarism.

Quizzes. Two short (15 minute) quizzes will be given. They will occur on Tuesday March 1 and Tuesday April 26. Three short define-and-identify questions will be asked on each quiz.

Final exam. A 2.5 hour final will be given in May. I will circulate a list of study questions before the final. The final exam questions will be...
drawn from this list. Students are encouraged to study together to prepare
their answers. The final will also include short-answer questions that will
not be distributed in advance.

* Readings. Assigned readings total about 1650 pages, for a 14-week
average of 118 pages per week, but they vary markedly in amount, so try to
budget your time to be able to cover heavy weeks (e.g. the two World Wars,
which together cover 770 pages in 4 weeks--i.e., nearly 200 pages per week.)
Students are expected to do the readings before section meeting. This is
important! (You may be called on in section from time to time.)

Students should buy these books at the MIT COOP:

Saburō Ienaga, The Pacific War, 1931–1945 (Pantheon, 1979)
Fred Iklé, Every War Must End, rev. ed (Columbia U. Press, 2005)
Thucydides, History of the Peloponnesian War, trans. Rex Warner (Penguin,
1972)
Steven E. Miller et al., eds., Military Strategy and the Origins of the
Sean M. Lynn-Jones, ed., The Cold War and After: Prospects for Peace,
Martin Rees, Our Final Hour: A Scientist's Warning: How Terror, Error,
and Environmental Disaster Threaten Humankind's Future in this Century--

Most other assigned readings will be will be available online through Stellar.
They are denoted with an "S". A few assigned readings will be handed out in
class. These are denoted with an "H". Readings in books available in the
COOP bookstore are denoted with a "BK".

I also recommend--but don't require--that students buy a copy of the
following book that will improve your papers:

Kate L. Turabian, A Manual for Writers of Research Papers, Theses, and
Dissertations, 7th ed., rev. by Wayne C. Booth et al., (Chicago:
University of Chicago Press, 2007)

Turabian has the basic rules for formatting footnotes and other style rules.
You will want to follow these rules so your writing looks spiffy and
professional.

To help you with your writing assignments, our Writing Advisors, Diane
Hendrix and Bob Irwin, will meet with you individually when you think it would
be most useful to you. One of them will come to recitation sections before
you draft your first long paper to share advice on framing arguments. You can
make an appointment with Hendrix before then, if you want, for 20 minute
reviews of your ideas or preliminary drafts. To make an appointment contact
her at dhendrix@mit.edu or 617-699-8881 (cell).

Your papers and public speaking may also be improved by seeking help from
MIT’s Writing and Communications Center (12-132, 253-3090,
http://web.mit.edu/writing). They give good writing advice and have useful
practice facilities for public speaking. Specifically, their advertising
explains that they offer you "free one-on-one professional advice from
lecturers who are published writers about all types of academic, creative, and
professional writing and about all aspects of oral presentations." To
schedule an appointment, go to http://humanistic.mit.edu/wcc and click on
"Appointments." If you cannot find an open appointment slot, do not despair.
There are always cancellations on the day of the appointment (sometimes as
many as 15 cancellations in one day). Click on the Wait List (the blue strip
that says ?Is the time that you want already reserved??). Whenever a
cancellation occurs on that day, you will be automatically notified by email.
Because several people might receive that same message, go online ASAP to
schedule that open spot; 96% of clients who want an appointment end up with
one if they use the Wait List. If you can't find an appointment, you try
dropping in or try the Online Tutor at
http://web.mit.edu/writing/Center/onlinetutor.html. The Center's core hours
are Monday-Friday 9:00 a.m.-6:00 p.m.; evening and Sunday hours vary by
semester--check the website for up-to-date hours information.
Films: the 17.42 film society. A couple of optional evening film-showings will be organized during the term on topics to be chosen by acclamation of the class. Topics could include the current danger of nuclear war, past and present religious conflict, the Cuban Missile Crisis, the Vietnam War, or other subjects. Dates and places TBA.

And here's some boilerplate that MIT authorities ask me to add about this class...

17.42 is a HASS Communications Intensive course, and so helps fulfill the HASS CI requirement. Communications intensive subjects in the humanities, arts, and social sciences require at least 20 pages of writing divided among 3-5 assignments. Of these 3-5 assignments, at least one should be revised and resubmitted. HASS CI subjects further offer students substantial opportunity for oral expression, through presentations, student-led discussions, or class participation. In order to guarantee sufficient attention to student writing and substantial opportunity for oral expression, the maximum number of students per section in a HASS CI subject is 18.

17.42 requires 20 pages of writing, requires early submission of at least one paper, and includes two public speaking exercises in section. Sections will include fewer than 10 students. Thus 17.42 meets all HASS-D communication-intensive course requirements.

Where to find MIT student course evaluations: check the MIT course evaluation website: https://web.mit.edu/subjectevaluation/results.html. Not to boast but Course 17 gets the second-best evaluations among all MIT departments and sections!

On another subject... For information on depression and suicide see the useful MIT medical website: http://web.mit.edu/medical, click on the "Sadness, Loss and Depression--Important Information" link, then the "Depression" and "Suicidal Thoughts" links, which take you to NIH, ULifeline and other informative sites.
CLASS SCHEDULE

I. INTRODUCTION

Feb. 1: The causes of war in perspective. Does international politics follow regular laws of motion? If so, how can we discover them? Can we use methods like those of the physical sciences?

II. 33 HYPOTHESES ON THE CAUSES OF WAR

Feb. 3, 8: 8 Hypotheses on Military Factors as Causes of War.


S 2. Thomas C. Schelling, Arms and Influence (New Haven: Yale, 1966), pp. 221-251 ("The Dynamics of Mutual Alarm.") The classic statement of "stability theory," which frames the dangers the arise with a first-strike advantage.


BK 4. Stephen Van Evera, "Primed for Peace: Europe After the Cold War," in Lynn Jones, Cold War and After, pp. 193-203. Note: these page are 20% of the article; much of the rest (pp. 204-236) is assigned over the next two weeks. But please focus for now on pages 193-203, which discuss the crucial matter of offense, defense, and war.

This article is assigned partly to clue you to my thoughts on the causes of war. You needn't agree.

Feb. 10, 15, 17, 24: Misperception and War; Religion and War. Discussed here: 10 Hypotheses on Misperception and the Causes of War. Hypotheses from Psychology; Militarism; Nationalism; Spirals and Deterrence; Religion and war; Defects in Academe and the Press.

S 1. Daniel Gilbert, "He Who Cast the First Stone Probably Didn't," New York Times, 7/24/06. Wars start because each side thinks the other provoked them, while they were behaving will.


S 3. Robert Jervis, Perception and Misperception in International Politics (Princeton: Princeton U. Press, 1976), pp. 58-84. Some say conflict is best resolved by the carrot, while using the stick merely provokes; others would use the stick, warning that using the carrot ("appeasement") emboldens others to make more demands. Who's right? Probably both--but under what circumstances? and how can you tell which circumstances you are in?

BK 4. Van Evera, "Primed for Peace," pp. 204-211.
S 5. Chris Hedges, "In Bosnia's Schools, 3 Ways Never to Learn From History," New York Times, November 25, 1997, p. A1. It was once said that "war begins in the classroom." Is it still such a silly notion? Do the Balkans' separate realities, and the Balkan wars of the 1990s, stem from separate and divergent teaching of the past?

S 6. Daniel Benjamin and Steven Simon, The Age of Sacred Terror (NY: Simon and Schuster, 2002): 38-55, 61-68, 91-94, 419-446. Pages 38-55, 62-68, 91-94 describe the Islamist currents of thinking that spawned Osama Bin Laden's Al Qaeda. Al Qaeda's violence stems from a stream of Islamist thought going back to ibn Taymiyya, a bellicose Islamic thinker from the 13th century; to Abd al-Wahhab (1703-1792), the harsh and rigid shaper of modern Saudi Arabian Islam; to Rashid Rida (1866-1935) and Hassan al-Banna (?-1949); and above all to Sayyid Qutb (?-1966), the shaper of modern Islamism. Taymiyya, al-Wahhab and Qutb are covered here. Covered also (pp. 91-94) is the frightening rise of apocalyptic thinking in the Islamic world. What causes the murderous thinking described here?

S 7. Irshad Manji, "Is Islam to Blame? Despite Claims of Moderate Muslims, a Literal Reading of the Koran Offers Cover for Acts of Terrorism," Los Angeles Times, July 22, 2005. The Koran contains hateful passages and passages that incite to violence. What to do about them? Does it cut it for Muslims to continue to declare that the entire Koran is the sacred word of God? What about Manji's suggestion that Muslims confess some "sins of Scripture"?


international relations says his colleagues are gutless wonders who won't tell the state or society when they are wrong.


March 1, 3: 14 More Causes of War and Peace: Culture, Gender, Language, Democracy, Social equality & social justice, Minority rights & human rights, Prosperity, Economic interdependence, Revolution, Capitalism, Imperial decline and collapse, Cultural learning, Emotional factors (revenge, contempt, honor), Polarity of the international system; Causes of civil war.


S 4. James R. Lee, "Global Warming is Just the Tip of the Iceberg," Washington Post, January 4, 2009, p. B03. Global warming will cause war. Specifically, warming will create vast flooding and desertification, which will create hordes of refugees, who will clash with those in their new host-countries. Warming will also open new conflicts between states, who will quarrel over newly-valuable mineral rights in the now-ice-free arctic. What fun! And another happy thought: will warming create a new rationale for anti-western WMD terror by societies that are destroyed by warming and blame the industrial west for causing it?

BK 5. John Mearsheimer, "Back to the Future: Instability in Europe After the Cold War," in Lynn-Jones, Cold War and After, pp. 147-155, 165-167, 176-187; five theories of war-causation are discussed there. Note: you might skim the rest of the Mearsheimer article as well, to get his whole drift.

BK 6. Van Evera, "Primed for Peace," pp. 211-236. On the democracy and polarity questions, who is more persuasive, Mearsheimer or SVE?

S 7. Lotta Harbom and Peter Wallensteen, "Armed Conflicts, 1989-2009," Journal of Peace Research, Vol. 47, No. 4 (May 2010): 501-509. A portrait of recent wars. The war business remains pretty good. Wars are fewer than in 1992 (when 53 wars were ongoing), but more than 2003 (29 wars ongoing) and far more than 1946. Nearly all wars today are civil wars--in fact zero international wars were underway in 2009. This is a huge change from the centuries before 1945, when most war was inter-state. Will these trends continue?

III. CASES: WARS AND CRISES

March 8: The Seven Years War


S 2. Richard Smoke, War: Controlling Escalation (Cambridge: Harvard University Press, 1977) pp. 195-236 ("The Seven Years War"). Smoke's chapter is a good historical synopses of this war. What general theories of war causes does his account support? How might this war have been prevented? By whom?

March 10: The Wars of German Unification: 1864, 1866, and 1870; and segue to World War I

S 1. Ziegler, War, Peace & IR, Chapter 1, "The Wars for German Unification," (pp. 7-20), a (very) basic history.

March 15, 17, 29: World War I

S 1. Palmer & Colton, History of the Modern World, 7th ed., pp. 695-718 ("The First World War"). This is assigned to provide basic background for non-afficionados of WWI.

S 2. Imanuel Geiss, German Foreign Policy, 1871-1914 (Boston: Routledge and Kegan Paul, 1976), pp. vii-ix, 75-83, 126-181, 206-207; the key pages are pp. 121-127, 142-150, 206-207--focus on these pages and read the rest more lightly. (Make sure not to miss the tale of the War Council of 8 December 1912, including Admiral Müller's notes on the Council, which seems to record a meeting where Germans plotted the war.) This book summarizes the views of the "Fischer School," which argues that Germany aggression was a prime cause of World War I. Others believe Fisher and Geiss blame Germany unduly. Who's right?

S 3. Hew Strachan, The First World War, Vol. 1: To Arms (Oxford: Oxford University Press, 2001): 51 (bottom)-55 (bottom). Strachan, an anti-Fischerite, thinks that the December 8 1912 War Council was no war council at all, but rather an indecisive bull session of sorts. Are his reasons persuasive?


S 5. Martin Kitchen, The German Officer Corps, 1890-1914 (Oxford: Clarendon, 1968), Chapters 5 and 6, pp. 96-142 ("The Army and the Idea of Preventive War," and "The Army and the Civilians."). In Germany the army also purveyed the concept of preventive war, the notion that war was healthy and beneficial, and other exotic ideas; and within Germany it became a law unto itself--a "state within the state," in Gordon Craig's phrase.


Note: there is no class March 22, 24 (Spring break).


BK 1. Fred Iklé, Every War Must End, pp. 1-105. Can war be rationally conducted and controlled? This superb book makes you wonder.

S 2. Ziegler, War, Peace and IR, pp. 221-234 ("The Balance of Terror"). A basic rundown of the issues.

BK 3. Martin Rees, Our Final Hour: A Scientist's Warning: How Terror, Error, and Environmental Disaster Threaten Humankind's Future in this Century--On Earth and Beyond (NY: Basic Books, 2003): 1-24, 41-60, 73-88. The advance of science has a fearsome byproduct: we are discovering ever more powerful means of destruction. These destructive powers are being democratized: the mayhem that only major states can do today may lie within the capacity of millions of individuals in the future unless we somehow change course. Deterrence works against states but will fail against crazed non-state organizations or individuals. How can the spread of destructive powers be controlled?

For more on controlling the longterm bioweapons danger see www.cissm.umd.edu/documents/pathogensmonograph.pdf


For more on controlling the longterm bioweapons danger see www.cissm.umd.edu/documents/pathogensmonograph.pdf (a monograph by John Steinbruner and Elisa Harris).

April 5, 7, 12, 14: World War II

S 1. R.R. Palmer and Joel Colton, A History of the Modern World 7th ed. (NY: Knopf, 1991), pp. 798-799, 822-849. This is a basic standard history of the events leading up to World War II.
BK 2. Sebastian Haffner, *The Meaning of Hitler*, pp. 3-165. Haffner focuses on Adolf Hitler and his striking personal attributes as key causes of the war.


BK 6. Ienaga, *The Pacific War 1931-1945*, pp. vii-152, 247-256. Was the Japanese decision for war a rational response to circumstances, or in some sense "irrational"? Ienaga and Sagan disagree--who's right?


April 21, 26: The Cold War, Korea and Indochina.


April 28, May 3: The Israel-Arab Conflict; the 2003 US-Iraq War.


S 5. Ari Shavit, "Survival of the Fittest," Ha'aretz, January 14, 2004. Shavit interviews Benny Morris, one of Israel's leading historians, on the realities and ethics of Israel's expulsion of 700,000-750,000 Palestinians during the 1948 war. In the past Morris led in exposing the expulsion; now he is a prominent defender of it, arguing that sometimes ethnic cleansing is necessary, and that Israel's 1948 expulsion did not go far enough.

S 6. Elisabeth Bumiller, "Was a Tyrant Prefigured by Baby Saddam?" New York Times, May 15, 2004). Saddam Hussein was severely abused as a child and as a result suffered narcissism and other personality disorders. Does this help explain the 1991 and 2003 Iraq wars? Can the U.S. deter or coerce such people if it better understands their personal demons?


May 5: The Peloponnesian War.


IV: THE FUTURE OF WAR

May 10, 12: Testing & Applying Theories of War Causation; the Future of War, Solutions to War.

BK 1. Carl Kaysen, "Is War Obsolete?" in Lynn-Jones, Cold War and After, pp. 81-103. Kaysen says past causes of war are already gone. But if he's right, why does war continue?

S 2. Ziegler, War, Peace and IR, chapters 8, 11 ("World Government," "Collective Security," ) pp. 127-45, 179-203. Many people have offered these answers. Do you think they would work? (Why haven't they been implemented yet?)

nuclear hawks—want to pursue global nuclear disarmament. A radical idea from very establishment people. Should we do this?


B 5. Review again Rees, Our Final Hour, pp. 41-60, 73-88 (assigned above.)

S 6. President George W. Bush 2nd inaugural address, January 20, 2005. President Bush announces a U.S. policy of promoting freedom and liberty, on grounds that "as long as whole regions of the world simmer in resentment and tyranny ... violence will gather and multiply in destructive power, and cross the most defended borders, and raise a mortal threat. ... The survival of liberty in our land increasingly depends on the success of liberty in other lands. The best hope for peace in our world is the expansion of freedom."
I: THE CAUSES OF WAR

The causes of war, general and theoretical works:


Kenneth N. Waltz, Man, the State, and War (NY: Columbia University Press, 1954)


Arms and war:


Misperception:


Irving L. Janis, Victims of Groupthink (Boston: Houghton Mifflin, 1972)


Gender and War:

Joshua S. Goldstein, *War and Gender* (Cambridge: Cambridge University Press, 2001)


Marysia Zalewski and Jane Parpart, eds., *The "Man" Question in International Relations* (Boulder: Westview, 1997)


Militarism:


See also representative writings on war and international affairs by military officers, e.g., Friedrich von Bernhardi, Ferdinand Foch, Giulio Douhet, Nathan Twining, Thomas Powers, and Curtis LeMay.

Nationalism—general works:


*Ingroup-Outgroup dynamics:*


*Nationalist mythmaking:*


*Democratic peace theory, dictatorial peace theory:*


*Human instinct theories of war:*

Dougherty and Pfaltzgraff, *Contending Theories of International Relations* pp. 274-288.

Waltz, *Man, the State, and War*, pp. 16-79.


William James, "The Moral Equivalent of War," in Bramson and Goethals, War, pp. 21-31; William McDougall, "The Instinct of Pugnacity," in ibid, p. 33-43; Sigmund Freud, "Why War?" in ibid, pp. 71-80; and Margaret Mead, "Warfare is Only an Invention, Not a Biological Necessity," in ibid, pp. 269-274.

Religion and war:


Civil war, its control:

Stephen John Stedman, Donald Rothchild, and Elizabeth M Cousens (eds.), Ending Civil Wars: The Implementation of Peace Agreements (Boulder, CO: Lynne Rienner, 2003)  

Negotiation & diplomacy:

Fred Charles Iklé, How Nations Negotiate (Millwood, N.Y.: Kraus Reprint, 1982, first pub. 1964)  

Mediation:


Limited War:

For more references, see Smoke's bibliography.

Arms races:


II: HISTORICAL SOURCES

General surveys of global international history include:


For more sources see the bibliography in Palmer and Colton. Another excellent bibliographic source is Jürgen Förster, David French, David Stevenson and Russel Van Wyk, eds., *War and Society Newsletter: A Bibliographical Survey* (Munich: Militärgeschichtliches Forschungsamt, annual since 1973); it lists articles and book chapters relevant to international relations and war.

General surveys of European international history:


Also pertinent are the relevant books in four series of general histories:

1: The "Langer" series, published by Harper Torchbooks, 15-odd volumes covering western history since 1200, under the general editorship of William Langer (e.g. Raymond Sontag, *A Broken World*, 1919-1939.)
2: The Longman's "General History of Europe" series, covering western history since Roman times, published by Longman, under the general editorship of Denys Hays (e.g. J.M. Roberts, *Europe 1880-1945*).
3: The Fontana "History of Europe" series, published by Fontana/Collins, covering history since the middle ages, under the general editorship of J.H. Plumb (e.g. J.A.S. Grenville, *Europe Reshaped, 1848-78*);
4: The "New Cambridge Modern History" and "Cambridge Ancient History" series, covering western history from the beginning.

The Seven Years War:

Overviews:

Fred Anderson, *Crucible of War: The Seven Years' War and the Fate of Empire in
On the Franco-British conflict in the Seven Years War:


**: Asterisks mean the books/article are on reserve at Dewey Library

On the Prussian-Austrian-Russian-French war of 1756:

Gerhard Ritter, Frederick the Great (Berkeley: U. of California, 1974), pp. 73-148.

The Crimean War:


The Italian Wars of Independence:


The Wars of German Unification:


World War I:

Basic histories include:

D.C.B. Lieven, Russia and the Origins of the First World War (New York: St. Martin's, 1983)
Surveys of debates about the war's origins are:


Other sources on the origins of the war include:

Fritz Fischer, War of Illusions (NY: Norton, 1975)
Keith Wilson, ed., Forging the Collective Memory: Government and International Historians through the Two World Wars (Providence, RI: Berghahn, 1996)

Contemporary descriptions of the political climate in Germany are:

William Roscoe Thayer, ed., Out Of Their Own Mouths (NY: Appleton, 1917)
Wallace Notestein, ed. Conquest and Kultur: Aims of Germans in Their Own Words (Washington: Committee on Public Information, 1917)
J.P. Bang, Hurrah and Hallelujah: The Teaching of Germany's Prophets, Professors and Preachers (NY: Doran, 1917)

Other works on themes pertinent to this course include:

Louis L. Snyder, German Nationalism: Tragedy of a People (Port Washington NY: Kennikat, 1969), esp. chapters 6 ("Historiography") and 10 ("Militarism")
Louis L. Snyder, From Bismarck to Hitler (Williamsport: Bayard, 1935)
Antoine Guilland, Germany and Her Historians (NY: McBride, Nast, 1915)
Wolfgang J. Mommsen, "Nationalism, Imperialism and Official Press Policy in Wilhelmine Germany 1850-1914," in Collection de l'Ecole Francaise de Rome,
Isabel Hull, Absolute Destruction: Military Culture and the Practice of War in Imperial Germany (Ithaca: Cornell U. Press, 2005)
Martin Kitchen, The German Officer Corps, 1890-1914 (Oxford: Clarendon, 1968), Chapter 6, pp. 115-142 ("The Army and the Civilians").

Readable accounts of the war itself include:


On Versailles an introduction is:


World War II in Europe:

Max Weinreich, *Hitler's Professors* (NY: Yiddish Scientific Institute, 1946)
Richard J. Evans, *In Hitler's Shadow: West German Historians and the Attempt to Escape from the Nazi Past* (New York: Pantheon, 1989)
Denis Mack Smith, *Mussolini's Roman Empire* (Harmondsworth: Penguin, 1977)

The Pacific War:

Michael A. Barnhart, Japan Prepares for Total War (Ithaca: Cornell University Press, 1987)

The origins of the Cold War:

The Korean War:
James A. Nathan and James K. Oliver, United States Foreign Policy and World Order, 3rd ed. (Boston: Little, Brown, 1985), pp. 113-156.
Allen Whiting, China Crosses the Yalu: The Decision to Enter the Korean War (Stanford: Stanford U. Press, 1960)
David Rees, Korea: The Limited War (Baltimore: Penguin, 1970)


**The Indochina War:**


Bernard Brodie, *War and Politics*, pp. 113-222.

David Halberstam, *The Best and the Brightest* (Greenwich: Fawcett, 1972)


**The Peloponnesian War:**


**The 1990-1991 Persian Gulf War:**


**The Cuban Missile Crisis:**

The Arab-Israel conflict:

Surveys include:


Historiographic debates:


National histories:


Movement histories:

Peter Mansfield, *The Arabs* (Penguin, 1980 or later)
Relevant ancient history:

Yehoshafat Harkabi, The Bar Kokhba Syndrome: Risk and Realism in International Politics (Chappaqua, NY: Rossel, 1983)

Peace negotiations in recent years:

Geoffrey Kemp and Jeremy Pressman, Point of No Return: The Deadly Struggle for Middle East Peace (Carnegie Endowment, 1997). A survey of recent events. Pressman is a recent Ph.D. graduate from the MIT political science department.


U.S. domestic politics / the Christian right and Israel / the Israel lobby.


Tim F. LaHaye and Jerry B. Jenkins, Glorious Appearing: The End of Days (Wheaton IL: Tyndale House, 2004), a picture of the Christian right's vision for the world in its own words. The book describes a mass-murdering Jesus returned to Earth, hurling the religiously incorrect of the world into an abyss of everlasting fire:

"Jesus merely raised one hand a few inches and a yawning chasm opened in the earth, stretching far and wide enough to swallow all of them. They tumbled in, howling and screeching, but their wailing was soon quashed and all was silent when the earth closed itself again."

At a mere word from Jesus other unfortunates saw "their own flesh dissolved, their eyes melted and their tongues disintegrated." The landscape was covered with "splayed and filleted bodies of men and women." Quotes from Nicholas D. Kristof, "Jesus and Jihad," New York Times, July 17, 2004.


Anti-semitism--the root of the evil:


Marvin Perry and Frederick Schweitzer, Anti-Semitism: Myth and Hate from Antiquity to the Present (NY: Palgrave, 2002).


Israel Pocket Library, Anti-Semitism (Jerusalem: Keter, 1974). See also relevant entries in the Encyclopedia Judaica, from which this book is excerpted. In this dark story lies a key to the origins of the Arab-Israeli conflict.

James Carroll, Constantine's Sword: The Church and the Jews: A History (Houghton Mifflin, 2001). A fine account of western Christian persecution of the Jews. If this account is accepted the party most responsible for the Israel-Arab conflict becomes clear: the anti-semitic Christian west.

Excellent press coverage of current events in the Mideast can be found on line
at www.haaretzdaily.com from Israel's Ha'aretz, an outstanding newspaper.

An excellent website that lists valuable readings is: www.allianceforlifelonglearning.org/er/1g/IsraelPalestineK.shtml

On Soviet military policy Western analyses are:


Raymond Garthoff, Soviet Strategy in the Nuclear Age (NY: Praeger, 1958)


Leon Goure, Foy Kohler and Mose L. Harvey, The Role of Nuclear Forces in Current Soviet Strategy (Miami: University of Miami, 1974)

Joseph Douglass and Amoretta Hoeber, Soviet Strategy for Nuclear War (Stanford, Calif.: Hoover Institution Press, 1979)

Translated Soviet writings on this subject include:


The terror war:


Mary Habeck, Knowing the Enemy: Jihadist Ideology and the War on Terror (New Haven: Yale University Press, 2006)


Anonymous, Imperial Hubris: Why the West is Losing the War on Terror (Washington, DC: Brassey's, 2004)


James F. Hoge and Gideon Rose, ed., How Did This Happen? Terrorism and the New
War (NY: Public Affairs Press, 2001)
Kurt M. Campbell and Michèle A. Flournoy, principal authors, To Prevail: An
American Strategy for the Campaign Against Terrorism (Washington, DC: Center for Strategic and International Studies, 2001)
Yonah Alexander and Michael S. Swetman, Usama bin Laden's al-Qaida: Profile of a Terrorist Network (Transnational, 2001)

The US-Iraq War, 2003-


Other major post-1945 wars:

Where to find MIT student course evaluations:
SCHEDULE FOR 17.42: Revised 2/2/11

February:

T 1: First day of class.

R 24: First response paper due (2 pages).

March:

T 1: First quiz (in class).

R 3: Second response paper due (2 pages).

F 11: Draft of first 8-page paper due to TA or to writing tutor Hendrix.

F 18: First 8-page paper due.

M-F: 28-April 1: Debates on WWI responsibility this week.

April:

M April 11-F April 29: Debate on WWII responsibility during these weeks, as scheduled by TAs.

T 26: Second quiz (in class).

R 28: Draft of second 8-page paper due.

May:

R 5: Second 8-page paper due.

R 12: Last day of class.