Course Description

Course Requirements

1. Students are required to attend every class, including (especially) student presentations at the end of the semester (failure to attend these would be a sign of disrespect), and to complete the assigned readings listed below in advance of each class.

2. Each student must complete a typewritten, analytical response to the reading assignment for each class (if there is more than one reading, pick one), not more than one page in length. Students will be called upon to discuss the readings in class. Well-informed classroom discussion is required of each student. The written assignments are intended to encourage students to approach reading materials thoughtfully and critically, to ensure that students are prepared for class discussions, and to foster improved research and writing skills.

   Students are expected to devote careful attention to the technical quality of their written work, as well as to its substance. All written assignments must be typewritten, double-spaced in 12-point font, with 1.25-inch margins. (This syllabus is in 12-point Times, one of the clearest of all fonts.) Pages must be numbered (top of the page, right side). Your name, the date, and the title of the reading to which you are responding must appear at the top of the first page (left, or right). Assignments must be submitted in class, in hard copy. No electronic submissions will be accepted. Assignments that do not conform to this format will be returned unread. Handwritten or late assignments will be assigned a failing grade.

3. Each student is required to complete a term research paper of not more than 25 pages (including all notes, citations, tables or graphs, etc), on a topic selected with the approval of the instructor. Students must adhere to the following work schedule:

   • Approved topic due September 19 (one paragraph statement of the thesis or hypothesis and strategy for addressing or testing it).

   • Detailed outline due October 10 to consist of an outline of the thesis or hypothesis, basic elements of the argument, the evidence to be used to support each argument, and a full bibliography of the sources being used to construct the paper. The bibliography should include relevant books, journal articles and/or relevant media sources.
• Rough draft of the paper may be submitted for comments and suggestions during the last week of October/first week of November.
• Final paper (along with all graded reading responses) due December 8, between 10 am and 2 pm in Prof. Burg’s office.

4. Each student is required to make an 20-minute oral presentation of his/her paper in class, and to field questions from the class, during one of the last 4 class sessions (schedule of presentations to be determined by lottery in class on October 24).

5. Graduate students are expected to fulfill the same assignments as undergraduates, as well as additional readings (to be determined). There will be separate meetings for grad students to discuss these additional readings.

**Academic Honesty**

[The following is a statement of university policy:] *Students are expected to be honest in all academic work. All written work for this course must include appropriate citation of the sources used. See section 56c ("Avoid Plagiarism") of the Concise English Handbook for guidance. The university policy on academic honesty is distributed annually as part of the Rights and Responsibilities handbook. Instances of suspected dishonesty will, without exception, be forwarded to the Office of Student Affairs for possible referral to the Student Judicial System. Potential sanctions include failure in the course and suspension from the university. If you have any questions about this, please ask.*

**Use of cell phones in class is prohibited.**

If you use your phone in class (e.g., texting), you will be asked to leave. If you wish to leave your phone on, in “silent” mode, because of an ongoing emergency situation to which you may need to respond, please speak to me at the start of class (or email me earlier in the day) to let me know. If you need to respond, please leave the class to do so. If your phone goes off because you forgot to turn it off (we all do it), just apologize and turn it off (and don’t let it happen again!).

**Use of laptops during class is restricted to class-related activity**

This includes, but is not restricted to, note-taking, accessing your annotated version of the assigned reading, source-checking, looking up facts quickly to add to classroom discussion, accessing the latte site in connection with class discussion, etc.

**Using your laptop for non-class related activities is disrespectful to classmates and the instructor, denies us the potentially important contribution you otherwise might make were you paying attention, and is distracting to those around you. Please do not disrespect others. You will be asked to leave class for “inappropriate use of a laptop”.*

**Evaluation**

The one-page reading responses count toward 20 percent of the final grade; they will be reviewed for both content and writing style/technique. Late responses will be penalized for lateness. All responses (graded) must be re-submitted along with the term paper on December 11. The *term paper* counts for 40 percent of the grade; the oral presentation of
the paper counts for 15 percent. Papers will be evaluated in terms of the intellectual substance, technical and stylistic quality of the writing, clarity and organization of the argument and \textit{quality of the research effort}. The term paper must have a clear subject or thesis/hypothesis, be well-organized and well-written, and reflect a serious research effort.

\textit{Classroom participation} counts for 25 percent of the grade. Participation is evaluated in terms of the \textit{preparation} evidenced by it. Students enjoy complete academic freedom in the classroom, within the limits defined by the standards of mutual respect. \textit{Attendance} is mandatory for each class session; an \textit{unexcused} absence from \textit{any} of the presentation sessions at the end of the semester will result in a one-letter-grade reduction in the course grade.

\textbf{Accommodation of Disabilities}

If you are a student who needs academic accommodations because of a documented disability, please contact me and present your letter of accommodation as soon as possible. If you have questions about documenting a disability or requesting academic accommodations, you should contact Beth Rodgers-Kay in Academic Services (x6-3470 or brodgers@brandeis.edu.) Letters of accommodation should be presented at the start of the semester to ensure provision of accommodations. Letters must be presented in advance of any exam or test. Accommodations cannot be granted retroactively.  
\texttt{<http://www.brandeis.edu/acserv/disabilities/faculty.html>}

\textbf{Books Recommended for purchase (But also on reserve)}

J. L. Holzgrefe and Robert O. Koehane, eds. \textit{Humanitarian Intervention}  
Cambridge University Press 2003

Simon Chesterman, \textit{Just war or just peace? Humanitarian Intervention and International Law}  
Oxford University Press 2002

Independent International Commission on Kosovo, \textit{The Kosovo Report: Conflict, International Response, Lessons Learned}  
Oxford University Press 2000  

International Commission on Intervention and State Sovereignty, \textit{The Responsibility to Protect}  
The International Development Research Centre, Ottawa, Canada (2001)  


\textbf{Schedule of Class Discussion Topics and Assigned Reading}

Friday, August 29

\textbf{Introduction to the Course}
Tuesday, September 2
**Principles of (non)intervention before 1945**
Chesterman, *JWJP?*, chapter 1

Friday, September 5
**The UN and International Law (before Kosovo)**
Chesterman, *JWJP?*, chapters 2 & 3

Tuesday, September 9
**The Debate over HI**
Holzgrefe & Koehane, chapter 1

Friday, September 12
**Post-Cold War Interventionism**
Chesterman, *JWJP?*, chapters 4 & 5

Tuesday, September 16
**Deciding to intervene**

Friday, September 19
**Intervention in Somalia**

Tuesday, September 23 – Brandeis Thursday, No class session
BE SURE TO START READING BURG & SHOUP (SEE BELOW)

Friday, September 26 – Rosh Hashonah, No class session

Tuesday, September 30
**Intervention in Bosnia: Ethnic conflict and the Dynamics of multilateral intervention**
Burg & Shoup, *The War in Bosnia-Herzegovina* (chapters 1,2, 5-8; pp. 3-61, 189-418)

Friday, October 3
**US Secret Inteligence and the decision to intervene in Bosnia**
Burg, “Analytical Intelligence and Bosnia Policy Making in the Clinton Administration,” chapter five in pdf of book draft: Walton, *The Role of Intelligence in Ending the War in Bosnia in 1995* [on Latte]
Tuesday, October 7

**Intervention in Kosovo: The Lawyers Debate**

“Editorial Comments” in *Am J of Int'l Law* 93 (October 1999) [on Latte]

“Special Project: Humanitarian Intervention and Kosovo” in
*Wm & Mary Law Rev* 41 (May 2000) [on Latte]

Friday, October 10

**Kosovo: The American decision process**


Tuesday, October 14

**Kosovo: Politics Trumps Law, and Ethics**

The Independent International Commission on Kosovo, Report (2000) (see list of required books, above, for link)

Friday, October 17

**The Liberal case for Intervention**

Holzgrefe & Koehane, chapters 2 & 3

International Commission on Intervention and State Sovereignty, *Responsibility to Protect* (2001) (see list of required books, above, for link)

Tuesday, October 21

**HI and International Law**

Holzgrefe & Koehane, chapters 4-6, 8

Friday, October 24

**HI and International Law**

Chesterman, *JWJP?*, chapter 6

Holzgrefe & Koehane, chapter 2

Tuesday, October 28

**The Decision to Invade Iraq: Politicization of Intelligence**

James P. Pfiffner, “Did President Bush Mislead the Country in His Arguments for War with Iraq?” *Presidential Studies Quarterly* 34, 1 (March 2004), pp. 25-46 [on Latte]

Paul R. Pillar, “Intelligence, Policy, and the War in Iraq” *Foreign Affairs* 85, 2 (Mar-Apr 2006), pp. 15-27 [on Latte]

Friday, October 31

**Intervention in Iraq: Consequences for Iraq**


Tuesday, November 4

**The Costs of Intervention – “Blood,” even more than “Treasure”**

Stiglitz and Bilmes, *The Three Trillion Dollar War* [Chapters 1-4 (3-113) and “Afterword” (207-243)]

Friday, November 7

**Moral and other Hazards of Intervention**


Tuesday, November 11

**Toward a new Standard for Intervention?**


Friday, November 14

Tuesday, November 18

**Student Presentations of Research Findings**

Friday, November 21

**Student Presentations of Research Findings**

Tuesday, November 25

**Student Presentations of Research Findings**

Friday, November 28, Thanksgiving Break, no class session

Tuesday, December 2

**Student Presentations of Research Findings**

Friday, December 5, Last Class Session

**Student Presentations of Research Findings**

Monday, December 8 – Term Research paper (along with all graded reading responses) due in Prof. Burg’s office between 10 am and 2 pm.