Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and 25 copies. Attach a course syllabus to each.*

1. This request is submitted by the Department of Sociology

2. Course prefix, number and complete title: SOCI 606 War and Democracy

3. Course description (not more than 50 words): Sociological approaches to study of war's effects on democracy control of the military and the use of force, in comparative-historical context.

4. Prerequisite(s) None Cross-listed with None

5. Is this a variable credit course? ☐ Yes ☑ No If yes, from _______ to _______.

6. Is this a repeatable course? ☐ Yes ☑ No If yes, this course may be taken _______ times. Will the course be repeated within the same semester/term? ☐ Yes ☑ No

7. Has this course been taught as a 489/689? ☐ Yes ☑ No If yes, how many times? _______ Indicate the number of students enrolled for each academic period it was taught.

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history) MS, PhD in Sociology

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. Prefix Course # Title (exclude punctuation)
    SOCI 606 War And Democracy

    Lect. Lab SCH Subject Matter Content Code Admin. Unit Acad. Year FICE Code
    0 3 0 0 0 3 4 5 6 6 5 6 7 6 5 6

    Do not complete shaded area.

Approval recommended by:

Head of Department Date

Head of Department (if cross-listed course) Date

Submitted to Coordinating Board by:

Dean of College Date

Director of Academic Support Services Date System Effective Date

* Attach a syllabus according to the guidelines on the Internet site www.tamu.edu/admissions/oaras. To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.

OAR/AS: 0899
Graduate Seminar on
War & Democracy

Instructor: James Burk
Office Hours: Wed. 2:30-5:30 and by appt.
Phone: 845-0813

Office: ACAD 426
Email: jsburk@tamu.edu

Purpose

The purpose of this seminar is to introduce graduate students in sociology to the study of the historical and contemporary relationships between war and democratic societies. The topic is vast so the materials we cover are necessarily selective, at best representative of a much larger whole.

We begin by clarifying what we mean by the terms “war” and “democracy.” While both are commonly used terms, as we shall see, what precisely they refer to is a matter for debate. Even before getting into a discussion of concepts, we reflect on the experience of war, an experience which happily most of us (me included) have had only vicariously, if at all.

With this preliminary work aside we spend the rest of the semester considering three substantive themes: how war affects democracy, how democracies control their militaries and the use of force, and how democracies adapt to the challenge of chronic war. Underlying these themes is an empirical claim and an empirical question. The claim is that wars of certain kinds have promoted the rise of democratic states. The claim suggests that wars of other kinds may be detrimental to democratic states. The empirical question, then, is how modern democracies will fare given the kinds of wars they presently face—wars within rather than between states, wars relying on highly trained professional militaries using technologically sophisticated weapons, and wars against non-state terrorist movements.

Requirements

Everyone is expected to do the readings assigned before class begins and to be ready to discuss the major arguments of the assigned readings during class. It is a good idea to take notes on your reading. Do not hesitate to read ahead.

In addition, you are required to complete the following writing assignments:

(a) Write topical reviews of the required readings for two of the topics assigned for the course, incorporating additional readings if you think it would be helpful. These topical reviews will be due at the beginning of class before the readings are discussed. Each topical review should be 4 to 5 pages in length (double-spaced, using a font size of 12). The aim of the review is to identify a key issue at stake, to describe major alternative ways to address the issue, and to evaluate the quality and/or progress of the debate. (Only one student per weekly topic please, so stake your claim early.)

(b) Prepare a research paper on one of the topics covered in the seminar other than a topic on which you have written a topical review. The paper should be 15 to 20 pages in length (double-spaced, using a font size of 12). I expect you to work on the paper during the course of the semester, in consultation with one another and me. Some time will be provided during seminar to discuss paper topics, sources, arguments, etc. At the last meeting of the seminar you will have the opportunity to present a summary of your paper’s argument for comment, before turning the in
the final version of your paper. The final version of your paper will be due one week after the seminar ends.

Grading

You will be graded on the quality of your participation in class discussions (based on a two point scale—acceptable or unacceptable) as measured by the substantive relevance of your interventions, demonstrating knowledge of the readings and an ability to use that knowledge to forward discussion of an issue. To receive a grade, of course, you must be present in class. Participation will count 10% toward your final grade.

Each topical review will count 20% toward your final grade.

Presentation of your research paper in class will count 10% of your final grade and the final draft of your research paper will count 40% of your final grade.

When grading written work, I will reward you when your main thesis is stated in clear substantive terms, your arguments for believing the thesis are clear, warranted and supported by evidence, and when you have anticipated possible objections to your argument and tried to overcome them. If you have any questions about what I mean, consult Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams, *The Craft of Research*, 2nd ed (Chicago: University of Chicago Press, 2003).

I will also reward good composition, proper spelling and the avoidance of obvious grammatical errors. Late papers will be accepted, reluctantly, but they will be downgraded by one letter grade for each day late.

Required Texts


(Assigned texts not listed here will be available through library reserves)
A Reminder from the Faculty Senate

The Faculty Senate advises that the following reminder be included in the course syllabus:

Handouts in this course are copyrighted. By “handouts,” I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, in-class materials, etc. Because these materials are copyrighted, you do not have the right to copy them without express written permission to do so.

As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc. which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot safely be communicated.

If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.”

Aggie Honor Code

“An Aggie does not lie or cheat or tolerate those who do.”

We expect our actions in this class to embody the spirit as well as the letter of the Aggie Honor Code. If you have any questions about the code or Honors Council Rules and Procedures, please consult the “Know the Code” website found at http://www.tamu.edu/aggiehonor/.

Americans with Disabilities Act

The Americans with Disabilities Act is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Support Services for Students with Disabilities in room 126 of the Student Services Building. The telephone number is 845-1637.
Outline

Basic Terms

30 Aug
week 1

Experiencing War

Battle of Algiers (movie)

Readings:


6 Sep
week 2

Conceptualizing Wars: From Interstate War to Wars within (and without) States

Readings:


13 Sep
week 3

Conceptualizing Democracy

Readings:


How War Affects Democracy

20 Sep
week 4

Wars & the Rise of Democratic States

Readings:


27 Sep  
week 5

How Mobilizing for War Affects the Rights of Citizens

Readings:


4 Oct  
week 6

How War Affects Civil Liberties

Readings:


Introduction, chaps. 3-4, and conclusion (pp. 3-14, 135-310, 528-557)

11 Oct  
week 7

Remembering Wars

Readings:


\[\text{Democracy and the Social Control of War}\]

18 Oct  
week 8

The Norm of Civilian Control: Huntington v Janowitz

Readings:


Huntington, Samuel P. 1957. The Soldier and the State (Cambridge, MA: Harvard University Press, chaps 1, 3-4 (pp. 7-18, 59-97)

25 Oct
week 9
Narratives Justifying War

Readings:


1 Nov
week 10
Public Support for War and the Casualties Hypothesis

Readings:


8 Nov
week 11
Conscientious Objection

Readings:


*Confronting Chronic War*

15 Nov
week 12
A Long War on Terror

Readings:


Readings:


December 5, 2006

MEMORANDUM

TO:  James Burk  
    Professor, Sociology

FROM: Walter L. Buenger  
      Professor & Head of Department

SUBJECT: Sociology 606

I have examined the syllabus for your course, Sociology 606—War and Democracy. It does not conflict with any current courses in history, and while it naturally uses some writings and approaches from history it is clearly a sociology course. I support Sociology 606 and recommend that it become a regularly numbered seminar. You have my endorsement and approval for this course.
Dear Jim,

Thank you for revising the syllabus for SOCI 606 (War and Democracy) to address concerns raised by faculty members in the Department of Political Science. I circulated it to faculty in the Department to review just before the winter break.

With these changes the Department is pleased to support your request for catalog approval for this course.

Sincerely,

Pat

Patricia A. Hurley
Professor and Head
Department of Political Science
Texas A&M University
4348 TAMU
College Station, TX 77843-4348
Phone: 979-845-8833  Fax: 979-847-8924
mailto:pat_hurley@polisci.tamu
http://www.polisci.tamu.edu
James S. Burk

From: Kirkpatrick, Sam [skirkpatrick@bushschool.tamu.edu]
Sent: Tuesday, January 16, 2007 1:48 PM
To: jsburk@tamu.edu
Cc: Chilcoat, Dick; Hermann, Charles; Deach, Michael C.
Subject: New course

Jim:

The key parties within the Bush School have reviewed your new course request for a seminar on war and democracy. You have our support to move ahead with formal approvals, but since this course is similar to one in the Bush School, we ask that you coordinate its offering with Chuck Hermann, our international affairs program director, so they are not offered in the same semester.

Sam Kirkpatrick
Executive Associate Dean for Academic Affairs & Mgmt. &
Executive Professor
Bush School of Government and Public Service
Texas A&M University
979-845-7063

1/19/2007