



## COURSE UNIT DESCRIPTION

| Course Unit Title | Code |
|-------------------|------|
| ANATOMY OF WAR    |      |

| Lecturer(s)                                                      | Department(s)                                                                                                                                                       |
|------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Coordinator:</b> doc. dr. Deividas Šlekys<br><b>Other(s):</b> | Institute of International Relations and Political Science, Vilnius university, Vokiečių str. 10, LT-01130, Vilnius, tel. +370 52514130, e-mail: tspimi@tspmi.vu.lt |

| Study cycle | Type of the course unit |
|-------------|-------------------------|
| First       | Elective                |

| Mode of delivery | Course unit delivery period | Language (s) of instruction |
|------------------|-----------------------------|-----------------------------|
| Face-to-face     | 6 (spring) semester         | English                     |

| Requirements for students |                                  |
|---------------------------|----------------------------------|
| <b>Pre-requisites:</b> -  | <b>Co-requisites (if any):</b> - |

| Number of credits allocated | Total student's workload | Contact hours | Self-study hours |
|-----------------------------|--------------------------|---------------|------------------|
| 5                           | 135                      | 32            | 103              |

| Purpose of the course unit: programme competences to be developed                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                |                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
| The course aims to provide comprehensive knowledge related to concepts and arguments concerning perception and practices of war in 21 <sup>st</sup> century, putting more emphasizes on conflicts, where Western powers is less involved; to develop abilities to analyze military conflicts from variety of perspectives; as well as analytical and critical thinking, interpersonal and communication skills. |                                                                                                                                |                                                       |
| Learning outcomes of the course unit                                                                                                                                                                                                                                                                                                                                                                            | Teaching and learning methods                                                                                                  | Assessment methods                                    |
| Students will be able to analyze contemporary conflicts by using different conceptual approaches.                                                                                                                                                                                                                                                                                                               | Seminar discussions; individual work, use of online teaching tools (Perusall)                                                  | Seminar assessment, examination                       |
| Students will be able to explicate various socio-economic, legal debates concerning conduct of war and post-war situation.                                                                                                                                                                                                                                                                                      | Seminar discussions; problem-based learning, world café discussions, individual work, use of online teaching tools (Perusall)  | Seminar assessment, examination, interactive exercise |
| Students will be able to draw on current research data when providing analyses of modern military conflicts and their consequences.                                                                                                                                                                                                                                                                             | Seminar discussions, individual work, use of online teaching tools (Perusall), problem-based learning, world café discussions, |                                                       |
| Students will be able to search for material / information about the indicated event, to critically analyze and ethically evaluate it, to present it in systematic and original way.                                                                                                                                                                                                                            | Problem based learning, world café discussions, individual work                                                                | Seminar assessment, interactive exercise              |
| Students will be able to define major conceptual debates in the field of war studies; understand how military theory has evolved through time.                                                                                                                                                                                                                                                                  | Seminar discussions; problem-based learning, world café discussions, individual work                                           | Seminar assessment, examination, interactive exercise |
| Students will be able to explain, interpret dynamics of various conflicts and their consequences in accordance with theories of war and warfare.                                                                                                                                                                                                                                                                | Seminar discussions; problem-based learning, world café discussions, individual work, use of online teaching tools (Perusall)  |                                                       |
| Students will be able to present their results; will be able to apply respectful interpersonal dialogue and practice constructive collaboration, to participate and engage in discussions, debates and to provide concise and measured answers.                                                                                                                                                                 | Problem-based learning, world café discussions, individual work                                                                | Seminar assessment                                    |

| Content: breakdown of the topics                                                                                                                                                     | Contact hours |               |          |                    |                       |                 |               | Self-study: hours and assignments |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|---------------|----------|--------------------|-----------------------|-----------------|---------------|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                      | Lectures      | Consultations | Seminars | Practical sessions | Laboratory activities | Internship/work | Contact hours | Self-study hours                  | Assignments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 1. Perceptions of war<br>• How to study war?                                                                                                                                         |               |               | 2        |                    |                       |                 | 2             | 6                                 | Reading and analysis of given literature, primary sources.<br>Assignments given during seminars<br>• Michael Howard, “Military history and the history of war”, Williamson Murray, Richard Hart Sinnreich (sud.) kn. <i>The Past as Prologue: The Importance of History to the Military Profession</i> , Cambridge: Cambridge University Press, 2006, <b>pp 12-20</b> ;<br>• Margaret MacMillan, <i>War: how conflict shaped us</i> . New York: Random House, 2020, <b>pp. 18-41</b> .                |
| 2. Causes of war<br>• To discuss interrelationship between various causes of the wars: geopolitical, economic, cultural, ethnical, religious, etc.                                   |               |               | 4        |                    |                       |                 | 4             | 8                                 | Reading and analysis of given literature, primary sources.<br>Assignments given during seminars<br>• Azar Gat, <i>The causes of war and the spread of peace: but will war rebound?</i> , New York, Oxford: Oxford University Press, 2017, <b>pp. 40-95</b> .<br>• Jack S. Levy and William R. Thompson, <i>Causes of war</i> . London:Wiley-Blackwell, 2010, <b>pp. 28-54</b> .                                                                                                                       |
| 3. Conduct of war I<br>• Conduct of conventional and traditional warfare; state-centric war phase                                                                                    |               |               | 6        |                    |                       |                 | 6             | 10                                | Reading and analysis of given literature, primary sources.<br>Assignments given during seminars<br>• Aaron Edwards, <i>War: A Beginner's Guide</i> . London: Oneworld Publications, 2016, <b>pp. 48-65</b> .<br>• Rob Johnson, „The Changing Character of War“, <i>The RUSI Journal</i> , 2017, 162:1, <b>pp. 6-12</b> ;<br>• David Kilcullen, <i>The Dragons and the Snakes: How the Rest Learned to Fight the West</i> . Oxford: Oxford University Press, 2020, <b>pp. 115-166</b> .                |
| 4. Conduct of war II<br>• Unconventional warfare; elements of new wars paradigm; participation of non-state actors (warlords, tribal groups, terrorists, private security companies) |               |               | 6        |                    |                       |                 | 6             | 10                                | Reading and analysis of given literature, primary sources.<br>Assignments given during seminars<br>• Mary Kaldor, <i>New and old wars</i> . Cambridge: Polity Press, 2006, <b>pp. 1-14</b> ;<br>• Alex de Waal, “The Nazis Used It, We Use It”, <i>London Review of Books</i> , Vol. 39 No. 12, 15 June 2017, <b>pp. 9-12</b> ;<br>• Jeffrey S. Bachman, „Four Schools of Thought on the Relationship Between War and Genocide“, <i>Journal of Genocide Research</i> , 22:4, 2020, <b>pp. 479-501</b> |

|                             |  |  |           |  |  |           |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------|--|--|-----------|--|--|-----------|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5. Life in wartime          |  |  | 4         |  |  | 4         | 8          | Reading and analysis of given literature, primary sources.<br>Assignments given during seminars<br>• Alexander B. Downes, <i>Targeting civilians in war</i> . Cornell University Press, 2008, <b>pp. 13-41</b> .<br>• Mark Lattimer, Philippe Sands, <i>The Grey Zone: Civilian Protection Between Human Rights and the Laws of War</i> . Oxford, London: Bloomsbury, 2017, <b>pp. 54-72</b>                                                    |
| 6. Diplomacy in time of war |  |  | 4         |  |  | 4         | 8          | Reading and analysis of given literature, primary sources.<br>Assignments given during seminars<br>• Isabel Bramsen, Poul Poder and Ole Wæver (ed.), <i>Resolving international conflict: dynamics of escalation, continuation and transformation</i> . Abingdon, Oxon; New York, NY: Routledge, 2019, <b>pp. 5-40</b> .<br>• Aaron Edwards, <i>War: A Beginner's Guide</i> . London: Oneworld Publications, 2016, <b>pp. 127-147</b> .         |
| 7. Transitional justice     |  |  | 4         |  |  | 4         | 8          | Reading and analysis of given literature, primary sources.<br>Assignments given during seminars<br>• Marcos Zunino, <i>Justice framed: a genealogy of transitional justice</i> . Cambridge; New York, NY: Cambridge University Press, 2018, <b>pp. 21-58</b> ;<br>• Matthew Talbert & Jessica Wolfendale, <i>War crimes: causes, excuses, and blame</i> . New York: Oxford University Press, 2019, pp. <b>25-48</b> .                           |
| 8. Memory and war?          |  |  | 2         |  |  | 2         | 6          | Reading and analysis of given literature, primary sources.<br>Assignments given during seminars<br>• Wayne E. Lee, "Warfare and Culture", kn. Wayne E. Lee (sud.), <i>Warfare and Culture in World History</i> . New York: New York University Press, 2020, <b>pp. 1-18</b> .<br>• David A. Messenger, <i>War and Public Memory: Case studies in twentieth century Europe</i> . Tucaloosa: University of Alabama Press, 2020, <b>pp. 7-22</b> . |
| Interactive exercise        |  |  |           |  |  |           | 24         | Preparation for interactive exercise                                                                                                                                                                                                                                                                                                                                                                                                            |
| Final exam                  |  |  |           |  |  |           | 15         | Preparation for the final exam                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Total</b>                |  |  | <b>32</b> |  |  | <b>32</b> | <b>103</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

| Assessment strategy       | Weight, percentage | Assessment period | Assessment criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------|--------------------|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Participation in seminars | 40                 | During semester   | For each seminar students will have to read the assigned literature and to prepare to participate in discussions related to this literature. Their participation will be assessed based on the following criteria: ability to critically reflect on the assigned literature, to understand and explain the idea of the author, ability to provide structured and clear arguments, constructive comments, ability to reflect on one's own and colleagues' thoughts, to raise and answer questions. To conduct the tasks assigned by the lecturer during the seminar (e.g., |

|                      |    |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------|----|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                      |    |                            | Impromptu debate, analysis of a particular policy paper individually or in small groups, etc.).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Interactive exercise | 25 | Mid-term                   | <p>Interactive exercise will require from students to read provided texts, analyse visual material. Each part of exercise will require answering some questions in written. After reading and analysis of all material students will be required to write an essay.</p> <p>The assessment will be based on the student's capability:</p> <ul style="list-style-type: none"> <li>• to write in a clear, structured, logical manner (4% of grade);</li> <li>• to identify and reference relevant literature and/or other sources (7% of grade);</li> <li>• to spot issues/ clearly explain arguments (7% of grade);</li> <li>• to provide original personal insights and to base them on reasonable and convincing argumentation (7% of grade).</li> </ul> <p>Students should be aware, that work on this exercise will require some time (3-4 days), therefore they should plan accordingly.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Examination          | 35 | At the end of the semester | <p>During the examination, students must complete two tasks:</p> <p>1) The first task (15% of grade) consists of answering a short open-ended question in written. Students will be given two questions from which they will have to choose one and answer it. Evaluation criteria:</p> <ul style="list-style-type: none"> <li>• Validity of statements and conclusions;</li> <li>• Precise answer to the exam question;</li> <li>• Style: clarity, brevity, simplicity;</li> <li>• Knowledge and use of subject literature.</li> </ul> <p>2) The second task (20% of grade) consists of a critical analysis of an expert comment / article (up to 2 pages) or a TV report (up to 10 minutes). Students will be required to critically evaluate and analyse the material in written by applying particular theoretical insights, ideas they have read, listened to, and discussed during the seminars. The answers will be assessed by following criteria:</p> <ul style="list-style-type: none"> <li>• Response structure: introduction, teaching, conclusions;</li> <li>• Style: clarity, simplicity;</li> <li>• Validity of statements and conclusions;</li> <li>• Direct answer to the examination question;</li> <li>• Ability to analyse, evaluate;</li> <li>• Knowledge and application of subject literature.</li> </ul> |

| Author                                           | Year of publication | Title                                                                      | Issue of periodical or volume of publication | Publishing place and house or web link    |
|--------------------------------------------------|---------------------|----------------------------------------------------------------------------|----------------------------------------------|-------------------------------------------|
| <b>Compulsory reading</b>                        |                     |                                                                            |                                              |                                           |
| Mary Kaldor                                      | 2006                | New and old wars                                                           |                                              | Cambridge: Polity Press                   |
| Hugh Gusterson                                   | 2016                | Drone: Remote Control Warfare                                              |                                              | Cambridge: The MIT Press                  |
| Edward Newman and Karl DeRouen Jr. (ed.)         | 2014                | Routledge handbook of civil wars                                           |                                              | New York: Routledge                       |
| Aaron Edwards                                    | 2016                | War: A Beginner's Guide.                                                   |                                              | London: One world Publications            |
| Dierk Walter                                     | 2017                | Colonial Violence: European Empires and the Use of Force                   |                                              | Hurst Publishers                          |
| Stephen Biddle                                   | 2021                | Nonstate warfare                                                           |                                              | Princeton University Press                |
| Williamson Murray, Richard Hart Sinnreich (sud.) | 2006                | The Past as Prologue: The Importance of History to the Military Profession |                                              | Cambridge: Cambridge University Press     |
| Margaret MacMillan                               | 2020                | War: how conflict shaped us                                                |                                              | New York: Random House                    |
| Azar Gat                                         | 2017                | The causes of war and the spread of peace: but will war rebound?           |                                              | New York, Oxford: Oxford University Press |
| Jack S. Levy and William R. Thompson             | 2010                | Causes of war                                                              |                                              | London: Wiley-Blackwell                   |
| Rob Johnson                                      | 2017                | The Changing Character of War                                              | 162:1                                        | The RUSI Journal                          |

|                                                |      |                                                                                                                            |                         |                                                     |
|------------------------------------------------|------|----------------------------------------------------------------------------------------------------------------------------|-------------------------|-----------------------------------------------------|
| David Kilcullen                                | 2020 | The Dragons and the Snakes: How the Rest Learned to Fight the West                                                         |                         | Oxford: Oxford University Press                     |
| Alex de Waal                                   | 2017 | The Nazis Used It, We Use It                                                                                               | Vol. 39 No. 12, 15 June | London Review of Books                              |
| Jeffrey S. Bachman                             | 2020 | Four Schools of Thought on the Relationship Between War and Genocide                                                       | 22:4                    | <i>Journal of Genocide Research</i>                 |
| Alexander B. Downes                            | 2008 | Targeting civilians in war                                                                                                 |                         | Cornell University Press                            |
| Mark Lattimer, Philippe Sands                  | 2017 | The Grey Zone: Civilian Protection Between Human Rights and the Laws of War                                                |                         | Oxford, London: Bloomsbury                          |
| Isabel Bramsen, Poul Poder and Ole Wæver (ed.) |      | Resolving international conflict: dynamics of escalation, continuation and transformation                                  |                         | Abingdon, Oxon; New York, NY: Routledge, 2019       |
| Marcos Zunino                                  | 2018 | Justice framed: a genealogy of transitional justice                                                                        |                         | Cambridge; New York, NY: Cambridge University Press |
| Matthew Talbert & Jessica Wolfendale           | 2019 | War crimes: causes, excuses, and blame                                                                                     |                         | New York: Oxford University Press                   |
| Wayne E. Lee (sud.)                            | 2020 | Warfare and Culture in World History                                                                                       |                         | New York: New York University Press                 |
| David A. Messenger                             | 2020 | War and Public Memory: Case studies in twentieth century Europe                                                            |                         | Tucaloosa: University of Alabama Press              |
| <b>Recommended reading</b>                     |      |                                                                                                                            |                         |                                                     |
| Robert Johnson, Timothy Clack (ed.)            | 2015 | At the end of military intervention: historical, theoretical and applied approaches to transition, handover and withdrawal |                         | Oxford: Oxford University Press                     |
| Margaret MacMillan                             | 2020 | War: How Conflict Shaped Us                                                                                                |                         | Penguin Random                                      |