

# **POLS 325-05: INTERNATIONAL CONFLICT**

Fall 2012 semester

MWF 10:20-11:20 in Carnell Learning Center (LC) 372

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Office Hours: Mondays 8:10-9:10, 11:20-11:50, 1:45-2:15 Tuesdays 11:15-11:45  
Wednesdays 8:10-9:10, 11:20-11:50 Thursdays 11:15-11:45  
Fridays 8:10-9:10, 11:20-11:50

*For appointments only: Mondays & Wednesdays, 2:15-3:15*

*I am happy to make individual appointments with students. If I am not in my office, please leave me a voicemail message or send me an e-mail. Feel free to ask me questions about assignments and expectations. Students should bring the syllabus and the day's required readings to each class.*



## **COURSE DESCRIPTION**

This course focuses on conflict in world politics, specifically the study of war and the use of force. Topics include military transformations related to technology, weapons of mass destruction (WMDs), and ethnic conflicts and humanitarian disasters. The course also examines the modern science and technology of nuclear weapons since 1945 as well as terrorism in contemporary world politics.

*\*fulfills global issues/non-western studies general education requirement*

## **RATIONALE FOR THE COURSE**

You may be taking this course for one of four reasons:

- to complete the three hour General Education requirement in global issues
- as an elective course for your major in political science
- as an elective course for your minor in political science or international studies
- to learn about world politics, engage as a citizen, and/or develop your personal orientation toward politics.

This course is part of Lander's General Education program, designed to expose students to a wide variety of course content. The goals are for students to develop:

- university-level knowledge and comprehension shown specifically through identifying key nation-states, individuals, groups, organizations, and/or events in war and other forms of international conflict
- the ability to apply the information to specific situations and policy problems;
- the ability to analyze the information in comparative situations; and,
- the ability to communicate effectively and appropriately about the information.

## **COURSE OBJECTIVES**

After taking this course, the student will be able to:

- *Describe* the major forms of international conflict and their history in world politics as well as the U.S. role in modern international conflict.
- *Recognize* how different theoretical perspectives explain conflict in world politics.
- *Apply* current events to the concepts and ideas developed in the course.
- *Evaluate* major problems in international conflict and assess arguments about policy debates by applying your own considered orientation toward world politics.

## LANDER UNIVERSITY POLICIES

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### **STUDENTS' CLASSROOM RESPONSIBILITIES:**

All Lander students will...

- read and follow their professors' syllabi, including course guidelines and procedures, to be prepared for class
- check their Lander e-mail accounts daily and check Blackboard daily for class announcements, assignments, etc.
- be aware of each professor's absence and tardy policies
- communicate concerns about classes to their professors, including asking for clarification if the student does not understand an assignment or expectations
- be courteous to peers, professors, and the learning environment, avoiding the following disruptive classroom behaviors: sleeping, inappropriate talking, inappropriate laptop use, rudeness, doing homework for other classes, text messaging, or answering cell phones
- not give, use, or receive unauthorized aid in academic activities because these are serious violations of academic integrity
- know and accept the consequences of committing plagiarism, which could include receiving a failing assignment grade, failing the course, or being suspended from the University.

**CELL PHONE POLICY:** Cell Phones are to be turned off before entering the class and shall remain off for the duration of the class. If there is an extenuating circumstance which requires the cell phone to be on during a class, the student must obtain permission prior to the class from the instructor to leave the phone on vibrate. Cell phones are not to be visible or used at any time, especially during quizzes or exams. Each instructor reserves the right to further restrict use of cell phones in class and to determine the consequences of not following this policy.

**ACADEMIC HONOR CODE AND PLAGIARISM:** Lander University is reliant upon all members of its academic community to maintain proper standards of honesty. You are responsible for understanding the possible consequences of violating Lander's Academic Honor Code. I will strongly uphold the Academic Honor Code and any evidence of academic dishonesty or plagiarism will result in my pursuit of the *strongest* punishment—i.e. failing the course—under the guidelines explained in the *Lander University Student Handbook*.

**STUDENTS WITH DISABILITIES:** If you have now or develop during this semester a physical or learning disability and you want me to make reasonable accommodations for that, you must contact the Lander University **Student Wellness Center** at 388-8885 or [studentwellness@lander.edu](mailto:studentwellness@lander.edu). Once the Wellness Center has received appropriate documentation, they will inform your instructors. *Students with documented disabilities are required to meet with the instructor to review their requests for accommodation so that both parties can be clear.*

**INCLEMENT WEATHER:** I encourage you not to risk traveling to campus if weather conditions are hazardous and prevent safe travel. If you miss a class due to travel conditions and the University is not closed you are responsible for all material covered in class during your absence. Whenever classes are canceled, Lander will inform local TV and radio stations. In addition information will be posted at the Lander website, <http://www.lander.edu>. A recorded message will also be provided at 864-388-8000.

## SPECIFIC COURSE INFORMATION

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### REQUIRED READINGS

- Morgan, Patrick M. 2006. *International Security: Problems and Solutions*. Washington, D.C.: CQ Press.
- Stoessinger, John G. 2010. *Why Nations Go to War*. 11th ed. Belmont, CA: Wadsworth/Cengage Learning.
- All assigned articles, essays, and book chapters posted on Lander Blackboard, or sent through Blackboard to student's e-mail accounts.
- *The New York Times*. Sign up for a free e-mail subscription of the NYT "Daily Headlines" at <http://www.nytimes.com>; read major stories related to intl. conflict.

The Morgan and Stoessinger textbooks are available at Lander's Bearcat Shop as well as through many online booksellers. All assigned readings are posted on Blackboard.

### GRADING

▪ Internet Research Assignment	5%
▪ Online Quizzes	10%
▪ Mid-Term Exam	20%
▪ Brief Country Report	5%
▪ Research Paper	25%
▪ Class Participation	10%
▪ Final Exam	25%

Students are graded on the level of understanding they demonstrate. In all written assignments students should answer questions completely, providing facts and evidence, and constructing sound arguments that provide analysis and show critical thinking. Below is a breakdown of grades by percentage of points earned on assignments:

▪ <b>A</b>	90-100%	excellent understanding
▪ <b>B</b>	80-89%	good understanding
▪ <b>C</b>	70-79%	satisfactory understanding
▪ <b>D</b>	60-69%	poor understanding
▪ <b>F</b>	below 60%	marginal understanding

### ASSIGNMENTS

**Four online quizzes** will be given through the *Quizzes* tab on Blackboard. They will usually consist of five questions covering main topics from assigned readings or class discussions and lectures from the previous week. If a student cannot take a quiz on the assigned date, a grade of zero is given.

An **Internet research assignment** asks students to answer questions using official U.S. and other governments' websites, intergovernmental organizations' (IGOs) websites, and others to become more familiar with top-level officials and research on war, terrorism, security studies, and defense policy. This assignment is meant to stimulate students' interest in using the Internet as a research tool and is due on Monday, Sept. 17. A **Brief Country Report** helps you understand more about the country you choose to act as in playing "Cheater's Risk," The Stimson Center's interactive game about attempting to secretly develop nuclear weapons. You must understand your country's government, society and national security issues before playing this game. The report is due in class on Monday, Oct. 29.

A **mid-term exam** and a **final exam** will consist of some multiple-choice questions, short-answer questions and essay-style questions covering course material. Exams will be cumulative and should display a mastery of information and concepts from assigned readings and class discussions. All students are required to take the final exam.

**Research Paper:** Students will write a research paper on a topic related to international conflict of their choosing. Examples of topics are new forms of weaponry, decision-making in war, the role of the media in war, the nuclear issue and Iran or other nation-states, the role of NATO or other regional organizations in conflict; and how to prevent or the problems stemming from humanitarian disasters such as genocide). This paper must be 7 to 10 pages long (double-spaced text) and is due on Monday, Nov. 19. Each student should (1) pick a topic in consultation with the professor (2) learn about its relevant history and application to current world politics (3) investigate relevant scholarly literature and (4) identify ways to solve this issue, develop a policy proposal, relate this to major theories of international relations and/or identify new ways to study this phenomenon or problem. The student *must* back up arguments presented in the letter with evidence from relevant and substantiated research from books, magazines, websites, and other periodicals and scholarly sources. The papers will be graded on their structure and grammar but also on their use of evidence to support the argument presented. More information about this assignment, such as its style and citation methods, will be provided and posted on Blackboard.

I recommend **Lander's Writing Center** for assistance with papers. Visit LC 347 or <http://www.lander.edu/Academics/Colleges-Departments/Arts-Humanities/English-Foreign-Languages/Resources.aspx> for more information. Help may also be received by contacting the **Academic Success Center** at 388-8817. Find the ASC in Genesis Hall.

### **CLASS PARTICIPATION & COURSE EXPECTATIONS:**

Students are expected to be present for all classes and to complete assigned readings prior to class meetings. Students should come to class prepared to discuss all assigned material and are strongly encouraged to participate in class discussions. Since there are many days of dialogue and debate, it is vital that students actively engage in class discussions because it will help you (and others) better understand course material. Participation amounts to 10% of the final grade.

Students are also expected to keep up with major news about world politics through regular reading of *The New York Times*. Other sources are strongly encouraged such as (a) watching an evening news program, (b) reading news magazines in print or online, and (c) listening to National Public Radio (NPR). For a global perspective, I highly recommend BBC News, <http://news.bbc.co.uk/>. Other resources are available online and at the Jackson Library. I will occasionally send e-mails via Blackboard and to students' Lander e-mail accounts with reminders about assignments and suggested articles to read. Therefore, students should check their Lander e-mail accounts *regularly*.

### **ATTENDANCE**

- Class begins promptly at 10:20am and students are accountable for all learning that takes place. Students are expected to attend all classes and are responsible for all coursework, lectures, announcements, and assignments whether present or not.
- After missing 15% of classes (6 classes or two weeks), a student's final grade will be penalized by a loss of two points off their final grade with each absence thereafter. *Students are responsible for keeping up with their absences.*
- Students who engage in behavior disruptive to the learning process will be asked to leave the classroom. Depending upon the nature of the offense, students may be required to see a member of the student affairs staff before returning to class. Any absence due to the obstruction of academic instruction results in a student being counted *absent*.
- Students with one absence or less may drop their two lowest quiz grades.

**LATE POLICY & MAKE-UP ASSIGNMENTS:**

- Students are not allowed to take make-up exams *or* turn in assignments late without either (1) an excuse pre-approved by the professor or (2) an extraordinary circumstance such as an illness or family emergency. Students should make every effort to inform the professor about such circumstances *before* the day of the scheduled exam or when assignment deadline. In these causes, the burden of proof rests with the student, and the decision to give a make-up exam or accept a late assignment is within the professor’s discretion.
- Written assignments will be collected in class, typically after the role is called.

**SPECIAL EVENTS & SPEAKERS:** Lander periodically offers special events and speakers discussing topics related to international conflict or security studies. When events arise, I will make the class aware of them and offer some *extra credit* points for response papers.

**MY TEACHING PHILOSOPHY**

International conflict (labeled as the study of war, terrorism, defense policy, or security studies) is a topic constantly in the news, but not always adequately understood. An appreciation for its history and the actors and processes involved in war and peace will build a greater understanding for what international conflict is and how and why it occurs. We will confront many challenges and controversies about world politics. I seek to create an environment in which students rigorously examine the readings and apply current events to course topics.

While reading assigned material, students should constantly ask themselves these questions:

- *What is the major theme or purpose of this writing?*
- *What is the argument and how compelling is it?*
- *What relevant historical events, concepts and information apply?*
- *How can the readings be related together?*

Lectures will be used to explain material and raise questions to consider, but I hope students will generously participate in discussions to provide new insights about how international politics works and why various decisions are reached. Active learning can increase our general interest and understanding. With class discussions, I hope students will leave the course with the ability to think critically about the challenges faced by policymakers.

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**IMPORTANT DATES TO REMEMBER**

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|--|-----------------------------|
| ▪ Online quizzes                                 | Announced by professor      |
| ▪ Internet research assignment due               | Monday, Sept. 17            |
| ▪ Deadline for approval of research paper topics | Monday, Oct. 8              |
| ▪ Mid-Term Exam                                  | Wednesday, Oct. 17          |
| ▪ Brief Country Reports due                      | Monday, Oct. 29             |
| ▪ Research Paper due                             | Monday, Nov. 19             |
| ▪ Final Exam                                     | Monday, Dec. 10, 11:00-1:00 |

*The Course Schedule provides the main topics we will consider and all assigned readings. Students are expected to have read materials and bring questions and examples of how current events relate.*

**COURSE SCHEDULE** *\*Subject to change with prior notice by the professor.*

**(BB)** = posted on Blackboard

*Students are divided into **two reading groups** (Groups A and B) at the beginning of the semester, so please pay attention to your assigned readings so that you can participate in discussions.*

**PART I: FOUNDATIONS FOR STUDYING CONFLICT & SECURITY**

**Week 1: Introduction to the Course and the Study of International Conflict**

- Sept. 3           Syllabus Overview
- Sept. 5           Introduction to the Course  
                   What is Security Studies? How Should “Security” Be Defined?  
                   Stephen M. Walt. 1991. “The Renaissance of Security Studies.”  
                   *International Studies Quarterly*, Vol. 35, No. 2, pp. 211-239. (BB)
- Sept. 7           International Relations Theories and How they View Conflict  
                   Barry Buzan, 1997. “Rethinking Security After the Cold War.”  
                   *Cooperation and Conflict*, Vol. 32, No. 1, pp. 5-28. (BB)

**Week 2: How Should We Study International Conflict?**

- Sept. 10          Frameworks for Studying International Conflict  
                   Morgan, Chapter 1 – An Introduction to Security in International  
                   Relations, pp. 1-16
- Sept. 12          Frameworks for Studying International Conflict  
                   Morgan, Chapter 2 – The Problem of War in International Politics, pp.  
                   17-34

***SPECIAL OPPORTUNITY on Sept. 13 at 7:30pm***

Civil rights expert, award-winning historian, and Greenwood native Dr. Tomiko Brown-Nagin, Professor of Law and History at Harvard, will speak on “Courts and Equality: Yesterday and Today” on Sept. 13 at the Cultural Center Auditorium, 7:30-9:00pm

- Sept. 14          Frameworks for Studying International Conflict  
                   Kenneth N. Waltz. 1959. “Introduction” and “Conclusion” In *Man, the State, and War: A Theoretical Analysis*. New York: Columbia University Press. pp. 1-15 and 224-238. (BB)

**PART II: THE CAUSES OF CONFLICT**

**Week 3: The Individual and Domestic Levels of Analysis**

- Sept. 17          Human Nature, Beliefs, and Perceptions  
                   Thomas Hobbes. [1651] 1962. “The State of Nature and the State of War” from *Leviathan*. London: Macmillan. pp. 47-50. (BB)  
                   Daniel Kahneman and Jonathan Renshon. 2007. “Why Hawks Win.”  
                   *Foreign Policy*, No. 158 (January/February). pp. 34-38 (BB)
- \*\*\****Internet Research Assignment due***
- Sept. 19          Beliefs and Perceptions  
                   Stoessinger, Chapter 2 – “Barbarossa: Hitler’s Attack on Russia,” pp.  
                   31-58
- Sept. 21          The Domestic Level of Analysis: Organizations and Groups  
                   Morgan, Chapter 4 – Seeking Cheap Victories, pp. 61-76

**Week 4: The Domestic Level of Analysis**

Sept. 24 Military Estimates and World War II

Group A Reading:

Fred Charles Iklé. 2005. "The Fog of Military Estimates." In *Every War Must End*. 2nd ed. New York: Columbia University Press. pp. 17-37. (BB)

Group B Reading:

Sir George Sansom [1948] 2009. "Japan's Fatal Blunder." In *The Use of Force: Military Power and International Politics*, Robert J. Art and Kenneth N. Waltz, eds. Boulder, CO: Rowman and Littlefield. pp. 167-178. (BB)

Sept. 26 Regime Types and Leaders

Jack S. Levy. 1988. "Domestic Politics and War." *Journal of Interdisciplinary History*. Vol. 18, No. 4 (Spring), pp. 653-673. (BB)

Sept. 28 Democracies vs. Totalitarian Regimes and War

Group A Reading:

Edward Mansfield and Jack Snyder. 1995. "Democratization and War." *Foreign Affairs*. Vol. 74, No. 3 (May/June), pp. 79-97. (BB)

Group B Reading:

Ivo K. Feierabend. 1962. "Expansionist and Isolationist Tendencies of Totalitarian Political Systems: A Theoretical Note." *Journal of Politics*, Vol. 24, No. 4 (November). pp. 733-742. (BB)

**Week 5: The Systemic Level of Analysis**

Oct. 1 Anarchy and the Security Dilemma

Kenneth N. Waltz. 1988. "The Origins of War in Neorealist Theory." *Journal of Interdisciplinary History*, Vol. 18, No. 4 (Spring), pp. 615-628. (BB)

John J. Mearsheimer. 2001. "Anarchy and the Struggle for Power" In *The Tragedy of Great Power Politics*. New York: W.W. Norton. pp. 29-54. (BB)

Oct. 3 The Balance of Power

Morgan, Chapter 3 – "The Appropriate Distribution of Power," pp. 35-60

Oct. 5 The Great Powers and Alliances

Morgan, Chapter 6 – "The Great-Power Concert," pp. 109-132

Stephen M. Walt. 1985. "Alliance Formation and the Balance of World Power." *International Security*, Vol. 9, No. 4. pp. 3-43. (BB)

**Week 6: Geopolitics, Cultures, and Emotions**

Oct. 8 The Clash of Civilizations and Political Cultures

Group A Reading:

Samuel P. Huntington. 1993. "The Clash of Civilizations?" *Foreign Affairs*, Vol. 72, No. 3 (Summer), pp. 22-49. (BB)

Group B Reading:

Stephen M. Walt. 1997. "Building up New Bogeymen." *Foreign Policy*, No. 106 (Spring), pp. 176-189. (BB)

**\*\*\*Deadline for approval of research paper topics**

- Oct. 10      The Geopolitics of Fear, Humiliation and “The Narrative”  
                 Dominique Moïsi. 2007. “The Clash of Emotions.” *Foreign Affairs*.  
                 Vol. 86, No. 1 (January/February). pp. 8-12. (BB)  
                 Dominique Moïsi. 2009. “The Culture of Humiliation.” In *The  
                 Geopolitics of Emotion: How Cultures of Fear, Humiliation, and  
                 Hope are Reshaping the World*. New York: Doubleday. pp. 56-89.  
                 (BB)
- Oct. 12      Watch CBS News’ *60 Minutes* 2010 story on “The Narrative” in class  
                 Thanassis Cambanis. 2010. “Looking at Islamic Center Debate, World  
                 Sees U.S.” *The New York Times*. Aug. 26. A12. (BB)  
                 Review for the Mid-Term Exam

**Week 7: Mid-Term Exam; Collective Security in the 20th Century**

*Fall Break—no classes Oct. 15-16*

- Oct. 17      **Mid-Term Exam**
- Oct. 19      Collective Security and the United Nations  
                 Morgan, Chapter 7 – “Wilsonian Collective Security,” pp. 133-152

**PART II: POSSIBLE SOLUTIONS TO CONFLICT**

**Week 8: Intergovernmental Organizations and Integration**

- Oct. 22      The U.N. and International Conflict: Supporter of Stability or Hinderance?  
                 Group A Reading:  
                 W. Andy Knight and Mari Yamashita. 1993. “The United Nations’  
                 Contribution to International Peace and Security.” In *Building a  
                 New Global Order: Emerging Trends in International Security*,  
                 David Dewitt, David Haglund and John Kirton, eds. Oxford: Oxford  
                 University Press. pp. 284-312. (BB)  
                 Group B Readings:  
                 Joshua Muravchik. 2004. “The Case Against the UN.” *Commentary*,  
                 Vol. 118, Issue 4 (November), pp. 36-42. (BB)  
                 Kofi A. Annan. 2004. “Courage to Fulfill Our Responsibilities.” *The  
                 Economist*. Dec. 2. (BB)
- Oct. 24      Integration and Institutions  
                 Morgan, Chapter 8 – “Complex Multilateralism and Integration,” pp.  
                 153-175  
                 Karl W. Deutsch, et al. 1957. *Political Community and the North  
                 Atlantic Area: International Organization in the Light of Historical  
                 Experience*. Princeton: Princeton University Press. pp. 3-9. (BB)  
                 Bruce Russett. 2010. “Peace in the Twenty-First Century?” *Current  
                 History*. Vol. 109, Issue 723. pp. 11-16. (BB)
- Oct. 26      The North Atlantic Treaty Organization (NATO)  
                 Jennifer Medcalf. 2005. *NATO: A Beginner’s Guide*. Oxford:  
                 Oneworld Publications.  
                 Introduction, pp. 1-12 (BB)  
                 Basic Information, pp. 13-20 (BB)



Group A Reading:

NATO, <http://www.nato.int/cps/en/natolive/index.htm> (browse)

Group B Reading:

Jennifer Medcalf. Chapter 2 – Missions Redefined: NATO's Post-Cold War Operations, pp. 49-69 (BB)

**Week 9: NATO, Humanitarian Intervention, and Democratization**

Oct. 29 Debates about NATO's Roles

U.S. Policies related to NATO (browse articles at the link below)

<http://www.uspolicy.be/dossier/nato-united-states-policy-toward-nato-dossier>

Group A Reading:

Andrew J. Bacevich. 2010. "Let Europe Be Europe." *Foreign Policy* (March/April). (BB)

Group B Reading:

NATO. 2010. "NATO's Role in Afghanistan." (BB and online at

[http://www.nato.int/cps/en/natolive/topics\\_8189.htm](http://www.nato.int/cps/en/natolive/topics_8189.htm))

\*\*\***Brief Country Reports due in class**

Oct. 31

NATO, the Intervention in Libya, and the Debate about Syria

Ivo H. Daalder and James G. Stavridis. 2012. "NATO's Victory in Libya: The Right Way to Run an Intervention" *Foreign Affairs*. Vol. 91, No. 2. (March/April). pp. 2-7. (BB)

NATO's Operation Unified Protector,

<http://www.nato.int/cps/en/natolive/71679.htm>

DEBATE about intervention in Syria:

*The Washington Post* Editorial Board. 2012. "NATO's Blind Spot on Intervention in Syria." *The Washington Post*. May 21. (BB)

Group A Reading:

Henry A. Kissinger. 2012. "The Perils of Intervention." *The Washington Post*. June 3. (BB)

Group B Reading:

Anne-Marie Slaughter. 2012. "Syrian Intervention is Justifiable, and Just." *The Washington Post*. June 8. (BB)

Nov. 2

Democratic Peace Theory

Immanuel Kant. 1795. Excerpt from "Perpetual Peace: A Philosophical Essay." (BB)

Group A Reading:

Bruce M. Russett, 1995. "The Fact of Democratic Peace" In *Grasping the Democratic Peace: Principles for a Post-Cold War World*. Princeton: Princeton University Press. pp. 3-42. (BB)

Group B Reading:

Christopher Layne. 1994. "Kant or Cant: The Myth of the Democratic Peace." *International Security*, Vol. 19, No. 2 (Autumn), pp. 5-49. (BB)

**Week 10: Deterrence, Arms Control, and WMDs**

Nov. 5 Deterrence and Arms Control

Morgan, Chapter 5 – "Deterrence and Arms Control," pp. 77-94

Peter Baker and Dan Bilefsky. 2010. "Russia and U.S. Sign Nuclear

Arms Reduction Pact.” *The New York Times*. April 8. A8. (BB)

- Nov. 7 Deterrence and Arms Control  
Morgan, Chapter 5 – “Deterrence and Arms Control,” pp. 94-108  
Thomas Graham, Jr. 2005. “Sixty Years After Hiroshima, A New Nuclear Era.” *Current History*, Vol. 104, Issue 681. 147-152 (BB)
- Nov. 9 Non-Governmental Organizations (NGOs) and International Norms  
Claudia Hofmann and Ulrich Schneckener. 2011. “NGOs and Nonstate Armed Actors: Improving Compliance with International Norms.” Special Report 284. July. Washington, D.C.: United States Institute of Peace. (BB)
- The Threat of WMD Proliferation  
Mark Mazzetti. 2010. “U.S. is Said to Expand Secret Actions in Mideast.” *The New York Times*. May 25. A1. (BB)  
*The Washington Post* Editorial Board. 2012. “13 Minutes to Doomsday.” *The Washington Post*. July 8. (BB)

**Week 11: Nuclear Weapons, Terrorism, and Military Technology**

- Nov. 12 Nuclear Terrorism  
Group A Reading:  
Jasen J. Castillo. 2003. “Nuclear Terrorism: Why Deterrence Still Matters.” *Current History*, Vol. 102, Issue 668, pp. 426-431 (BB)  
Group B Reading:  
Matthew Bunn and Anthony Wier. 2005. “The Seven Myths of Nuclear Terrorism.” *Current History*. April. pp. 153-161. (BB)
- Nov. 14 What if a nuclear-free world existed? Play “Cheater’s Risk” in class, a game on secretly developing nuclear weapons from the Henry L. Stimson Center  
<http://www.cheatersrisk.com/>
- Nov. 16 Assessing what was learned from “Cheater’s Risk” game  
Military Transformations and Technology  
Eliot Cohen. 2010. “Technology and Warfare.” In *Strategy in the Contemporary World: An Introduction to Security Studies*, 3rd ed., John Baylis, James J. Wirtz and Colin S. Gray, eds. Oxford: Oxford University. pp. 141-160. (BB)

**PART III: POLICY-MAKING CHALLENGES**

**Week 12: Religious-Inspired Rivalries**

- Nov. 19 Enduring Rivalries and Ethnic Conflicts  
Stoessinger, Chapter 6 – “In the Name of God: Hindus and Moslems in India and Pakistan,” pp. 177-210
- Recommended Reading  
Stoessinger, Chapter 7 – “The Sixty Years’ War in the Holy Land: Israel and the Arabs,” pp. 215-287

**\*\*\*Research Papers due in class**

*Thanksgiving Holidays—no classes Nov. 21, 22, and 23*

**Week 13: Dirty Wars & Insurgencies**

- Nov. 26 Asymmetric Conflicts and “Dirty Wars”  
 Andrew Mack. 1975. “Why Big Nations Lose Small Wars: The Politics of Asymmetric Conflict.” *World Politics*, Vol. 27, No. 2, pp. 175-200. (BB)  
 Jeffrey Gettleman. 2012. “Africa’s Dirty Wars.” *The New York Review of Books*. Mar. 8. (BB)
- Nov. 28 Watch *The Battle for Algiers* (1966) in class  
 \*Start reading these chapters:  
 Morgan, Chapter 10 – “Peacekeeping,” pp. 209-228  
 Morgan, Chapter 11 – “Peace Enforcement and Peace Imposition,” pp. 229-256
- Nov. 30 Watch *The Battle for Algiers* (1966) in class  
 \*Continue reading Morgan’s Chapters 10 and 11

**Week 14: National Security Debates: Terrorism, Drones, & Interventions**

- Dec. 3 Terrorism, Old and New  
 Thomas J. Badey, ed. 2008. *Violence and Terrorism*. 11th ed. Boston: McGraw-Hill. (individual articles listed below)  
 Karen Armstrong. “Ghosts of Our Past.” 2-5. (BB)  
 Marc E. Nicholson. “An Essay on Terrorism.” 6-8. (BB)  
 Matthew J. Morgan. “The Origins of the New Terrorism.” 9-16. (BB)
- Dec. 5 Today’s Big Debate: The Use of Drones and U.S. Defense Policy  
 Scott Shane. 2012. “U.S. Attacks, Online and From the Air, Fuel Secrecy Debate.” *The New York Times*. June 7. A1. (BB)  
 Micah Zenko. 2012. “Drone, Sweet Drone.” *Foreign Policy*. June 21. (BB)  
 Micah Zenko and Emma Welch. 2012. “Where the Drones Are.” *Foreign Policy*. May 29. (BB)  
 Micah Zenko’s CFR Blog: “Politics, Power, and Preventive Action”  
[http://blogs.cfr.org/zenko/?cid=nlc-educators-educators\\_bulletin-link29-20120731](http://blogs.cfr.org/zenko/?cid=nlc-educators-educators_bulletin-link29-20120731)
- SPECIAL OPPORTUNITY:**  
 Council on Foreign Relations (CFR) *Academic Conference Call* on “U.S. Drone Policy” with Micah Zenko, Douglas Dillon Fellow at the CFR, 12:00-1:00pm
- Dec. 7 Peacekeeping and International Interventions  
 Morgan, Chapter 10 – “Peacekeeping,” pp. 209-228  
 Morgan, Chapter 11 – “Peace Enforcement and Peace Imposition,” pp. 229-256  
 The Future of International Conflict  
 Morgan, Chapter 13 – “Conclusion,” pp. 291-294
- Review for the Final Exam

**FINAL EXAM**

- Dec. 10 Final Exam (*held from 11:00am-1:00pm*)