

POLS 325-08: INTERNATIONAL CONFLICT

Fall 2014 semester

Tues. & Thurs. 1:15-2:45 in Carnell Learning Center 275

Professor: Dr. Lucas McMillan Phone: 864-388-8275
Office: Carnell Learning Center M63 E-mail: smcmillan@lander.edu

Office Hours: Mondays 10:00-12:00 Tuesdays 8:45-9:45
Wednesdays 10:00-12:00 Thursdays 8:45-9:45
For appointments only: Mondays & Wednesdays, 3:20-4:20

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

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. Once the Wellness Center has received appropriate documentation, they will inform your instructors. *Students with documented disabilities are required to meet with Dr. McMillan by the third week of the semester 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](#). A recorded message will also be provided at 864-388-8000.

TITLE IX STATEMENT: It is the policy of Lander University to prohibit discrimination on the basis of age, color, disability, gender, national origin, race, pregnancy, religion, sex,

veteran's status, and genetic information in regard to the administration of all campus programs, services and activities including intercollegiate athletics, the admission of students, employment actions, or other sponsored activities and programs as included in Title VII and Title IX.

Title IX of the Educational Amendments of 1972 addresses sexual harassment, gender based discrimination and sexual violence and assault. This conduct is illegal and prohibited.

For students, report incidents to Randy Bouknight, Vice President of Student Affairs and Deputy Title IX Coordinator at 864.388.8293. Mr. Bouknight's office is located in Room 345 at Grier Student Center or e-mail to rbouknight@lander.edu. You may also contact Cheryl Bell, Deputy Title IX Coordinator for Athletics at 864.388.8530 or cbell@lander.edu. Ms. Bell's office is located in Horne Arena.

Students who wish to file a criminal report should contact LUPD at 864.388.8922 on campus. If the alleged perpetrator is an employee, visitor to campus, vendor, or other non-student, please report the incident to Jeannie McCallum, Title IX Coordinator, by calling 864.388.8053 or e-mailing jmccallum@lander.edu. Her office is located in Human Resources at 511 Willson Street.

SPECIFIC COURSE INFORMATION

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, book chapters, and essays posted on [Lander Blackboard](#), on reserve in the [Jackson Library](#), or sent to student's e-mail accounts.

The Morgan and Stoessinger textbooks are available at Lander's Bearcat Shop. All assigned readings outside the textbooks are posted on [Lander Blackboard](#) or available online.

GRADING

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|--------------------------------|-----|
| ▪ Internet Research Assignment | 5% |
| ▪ 5 Online Quizzes | 10% |
| ▪ Mid-Term Exam | 20% |
| ▪ Research Paper | 25% |
| ▪ Class Participation | 10% |
| ▪ Final Exam | 30% |

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:

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

ASSIGNMENTS

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 Tuesday, Sept. 16.

Five 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.

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 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 Tuesday, Nov. 25. Each student should: (1) pick a topic in consultation with me; (2) learn about its relevant history and application to current international 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 using [Lander's Writing Center](#) for assistance with papers. Visit their website or Learning Center room 347 for more information. Additional help may be received by contacting Lander's [Academic Success Center](#) at 388-8817 or visiting it 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](#) or [The Washington Post](#). 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](#) or [The Economist](#). 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 1:15pm 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 (4 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 two absences 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 me or (2) an extraordinary circumstance such as an illness or family emergency. Students should make every effort to inform me 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 my 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, international security, 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.

IMPORTANT DATES TO REMEMBER

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| ▪ Online quizzes | Announced by professor |
| ▪ Internet research assignment due | Tuesday, Sept. 16 |
| ▪ Deadline for approval of research paper topics | Tuesday, Oct. 7 |
| ▪ Mid-Term Exam | Thursday, Oct. 9 |
| ▪ Research Paper due | Tuesday, Nov. 25 |
| ▪ Final Exam | Thursday, Dec. 11, 11am-1pm |
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COURSE SCHEDULE *Subject to change with prior notice by the professor.(BB) = posted on [Lander Blackboard](#)

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.

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. 2 Syllabus Overview; Introduction to the Course
Parag Khanna. 2013. "The End of the Nation-State?" *The International New York Times*. Oct. 15. (BB) [\[Web\]](#)
- Sept. 4 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) [\[Web\]](#)
Barry Buzan, 1997. "Rethinking Security After the Cold War." *Cooperation and Conflict*, Vol. 32, No. 1, pp. 5-28. (BB) [\[Web\]](#)
Council on Foreign Relations. 2014. "Global Conflict Tracker." [\[Web\]](#)

Week 2: How Should We Study International Conflict?

- Sept. 9 Frameworks for Studying International Conflict
Morgan, Chapter 1 – An Introduction to Security in International Relations, pp. 1-16
Morgan, Chapter 2 – The Problem of War in International Politics, pp. 17-34
- Sept. 11 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. 16 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 (Jan/Feb). pp. 34-38. (BB) [\[Web\]](#)
Stephen Benedict Dyson and Alexandra L. Raleigh. 2014. "Public and Private Beliefs of Political Leaders: Saddam Hussein in Front of a Crowd and Behind Closed Doors." *Research & Politics*. Vol. 1, No. 1. pp. 1-7. (BB) [\[Web\]](#)
- *****Internet Research Assignment due**
- Sept. 18 Individual-Level Beliefs and Perceptions
Stoessinger, Chapter 2 – "Barbarossa: Hitler's Attack on Russia," pp. 31-58

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. 23 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. 25 The D-Day Invasion of 1944

Rick Atkinson. 2013. "The Road to D-Day: Behind the Battle That Won the War." *Foreign Affairs*. Vol. 92, No. 4 (July/Aug), pp. 55-75. (BB)

BBC News. 2014. "D-Day Anniversary: "World-Changing" Day Remembered." June 6. (BB) [[Web](#)]

BBC News. 2014. "How the D-Day Invasion Launched." June 6. (BB) [[Web](#)]

BBC News. 2014. "D-Day Timeline." June 6. [[Web](#)]

BBC News. 2014. "How Close Did D-Day Come to Failure." June 6. (BB) [[Web](#)]

Week 5: The Domestic and Systemic Levels of Analysis

Sept. 30 Regime Types and Leaders

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

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) [[Web](#)]

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. pp. 733-742. (BB)

Oct. 2 Anarchy and the Security Dilemma

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

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)

Week 6: The Systemic Level of Analysis: The Balance of Power & Great Powers

Oct. 7 The Balance of Power

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

The Great Powers and Alliances
Morgan, Chapter 6 – “The Great-Power Concert,” pp. 109-132

Review for the Mid-Term Exam

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

Oct. 9 **Mid-Term Exam**

Week 7: The Clash of Cultures and International Conflict

Oct. 14 *Fall Break—no class*

Oct. 16 The Clash of Civilizations and Political Cultures

Group A Reading:

Samuel P. Huntington. 1993. “The Clash of Civilizations?” *Foreign Affairs*, Vol. 72, No. 3, pp. 22-49. (BB) [[Web](#)]

Group B Reading:

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

Week 8: The Clash of Emotions; The Role of Intergovernmental Organizations

Oct. 21 Cultures of Fear and Humiliation

Dominique Moïsi. 2007. “The Clash of Emotions.” *Foreign Affairs*. Vol. 86, No. 1 (January/February). pp. 8-12. (BB) [[Web](#)]

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)

Thanassis Cambanis. 2010. “Looking at Islamic Center Debate, World Sees U.S.” *The New York Times*. Aug. 26. A12. (BB) [[Web](#)]

“The Narrative”

Watch CBS News’ *60 Minutes*. 2010. “[Jihadists and ‘The Narrative.’](#)” Story by Leslie Stahl, produced by Richard Bonin. April 25. Watch online before class.

PART III: POSSIBLE SOLUTIONS TO CONFLICT

Oct. 23 Collective Security and the United Nations

Morgan, Chapter 7 – “Wilsonian Collective Security,” pp. 133-152

The U.N. and International Conflict: Supporter of Stability or a Hinderance?

Group A Reading:

Kofi A. Annan. 2004. “Courage to Fulfill Our Responsibilities.” *The Economist*. Dec. 2. (BB) [[Web](#)]

Group B Reading:

Joshua Muravchik. 2004. “The Case Against the UN.” *Commentary*, Vol. 118, Issue 4 (November), pp. 36-42. (BB) [[Web](#)]

Week 9: Integration and the Democratic Peace Theory

Oct. 28 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. 30 Democratic Peace Theory
 Immanuel Kant. 1795. Excerpt from "Perpetual Peace: A Philosophical Essay." (BB)
 David Brooks. 2014. "The Big Debate." *The New York Times*. May 20. A23. (BB) [[Web](#)]

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, pp. 5-49. (BB) [[Web](#)]

Week 10: Deterrence and Arms Control

Nov. 4 Deterrence and Arms Control
 Morgan, Chapter 5 – "Deterrence and Arms Control," pp. 77-108
 Thomas Graham, Jr. 2005. "Sixty Years After Hiroshima, A New Nuclear Era." *Current History*, Vol. 104, Issue 681. 147-152 (BB)

Nov. 6 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)

Week 11: Nuclear Weapons, Terrorism, and Military Technology

Nov. 11 The Horrid Realities of Nuclear Weapons
 Emily Cadei. 2014. "Kazakhstan: The Nuclear Power That Wasn't." *OZY*. Feb. 17. (BB) [[Web](#)]

The Threat of WMD Proliferation

The Washington Post Editorial Board. 2012. "13 Minutes to Doomsday." *The Washington Post*. July 8. (BB) [[Web](#)]
 Chuck Todd. 2014. "When War Games Meets a Model UN." *NBC News*. Mar. 24. (BB) [[Web](#)]
 Jason Rezaian and Anne Gearan. 2014. "World Powers Agree to Extend Talks with Iran." *The Washington Post*. July 18. (BB) [[Web](#)]
 Ray Takeyk. 2014. "How to Break the Iran Nuclear Stalemate." *The Washington Post*. July 18. (BB) [[Web](#)]

Nov. 13 What if a nuclear-free world existed? Play "[Cheater's Risk](#)" in class, a game on secretly developing nuclear weapons from the Stimson Center

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 IV: CHALLENGES TO A SECURE WORLD

Week 12: Religion and Ethnicity as Causes to Conflict; Dirty Wars

Nov. 18 Hindus vs. Muslims in India and Pakistan; The Palestinian-Israeli Conflict

Group A Reading:

Stoessinger, Chapter 6 – “In the Name of God: Hindus and Moslems in India and Pakistan,” pp. 177-210

Group B Reading:

Stoessinger, Chapter 7 – “The Sixty Years’ War in the Holy Land: Israel and the Arabs,” pp. 215-287

Nov. 20 “Dirty Wars” in Africa and Kidnapped Girls in Nigeria

Jeffrey Gettleman. 2012. “Africa’s Dirty Wars.” *The New York Review of Books*. Mar. 8. (BB) [[Web](#)]

Andrew Walker. 2012. “What is Boko Haram?” *The United States Institute of Peace Special Report*. Special Report 308. May 30. pp. 1-16. (BB) [[Web](#)]

Week 13: Colonialism and Insurgencies

Nov. 25 Watch *The Battle for Algiers* (1966) in class

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

Nov. 27 *Thanksgiving Holidays – no class*

Week 14: Big Debates about Security and Conflict Today

Dec. 2 Watch *The Battle for Algiers* (1966) in class [first 30 minutes of class]
Discuss the film and its application to today’s world

Terrorism, Insurgency, and Civil Wars

Marc E. Nicholson. 2008. “An Essay on Terrorism.” In *Violence and Terrorism*, 11th ed. Thomas J. Badey, ed. Boston: McGraw-Hill. pp. 6-8. (BB)

Matthew J. Morgan. 2008. “The Origins of the New Terrorism.” In *Violence and Terrorism*, 11th ed. Thomas J. Badey, ed. Boston: McGraw-Hill. pp. 9-16.

Group A Reading:

John McLaughlin. 2014. “Three Years After bin Laden: Terrorism + The Trouble Ahead. OZY. May 1. (BB) [[Web](#)]

Group B Reading:

Vera Mironova and Sam Whitt. 2014. “A Glimpse into the Minds of Four Foreign Fighters in Syria.” *Combating Terrorism Center Sentinel*. June 30. pp. 5-7. (BB) [[Web](#)]

Dec. 4 The Future of International Conflict

Morgan, Chapter 13 – “Conclusion,” pp. 291-294

Council on Foreign Relations. 2014. “Global Conflict Tracker.” [[Web](#)]

Big Security Debates Today: Cybersecurity and the Use of Drones

Henry Farrell. 2014. "The Political Science of Cybersecurity III: How International Relations Theory Shapes U.S. Cybersecurity Doctrine." *The Washington Post*. Feb. 20. (BB) [[Web](#)]

Scott Shane. 2012. "U.S. Attacks, Online and From the Air, Fuel Secrecy Debate." *The New York Times*. June 7. A1. (BB) [[Web](#)]

Micah Zenko. 2012. "Drone, Sweet Drone." *Foreign Policy*. June 21. (BB) [[Web](#)]

Alexandra Raphael. 2014. "Why We Kill: Reviewing the Political Science Research on the Roots of Violence." *Journalist's Resource*. June 11. (BB) [[Web](#)]

This piece summarizes Benjamin A. Valentino's 2014 article in *Annual Review of Political Science* that is available [here](#).

Review for the Final Exam

FINAL EXAM

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