

Submit originals (including syllabus) and one copy and electronic copy to the **Faculty Senate Office**
 See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL
 Attach a syllabus, except if dropping a course.

SUBMITTED BY:

Department	Political Science	College/School	College of Liberal Arts
Prepared by	Brandon Boylan	Phone	907-474-6503
Email Contact	<u>bmboylan@alaska.edu</u>	Faculty Contact	Brandon Boylan

1. COURSE IDENTIFICATION: As the course now exists.

Dept	PS	Course #	203	No. of Credits	3
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COURSE TITLE	Peace, War, and Security
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2. ACTION DESIRED: Check the changes to be made to the existing course.

Change Course	<input checked="" type="checkbox"/>	If Change, indicate below what is changing.	Drop Course	<input type="checkbox"/>
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NUMBER	<input checked="" type="checkbox"/>	TITLE	<input checked="" type="checkbox"/>	DESCRIPTION	<input checked="" type="checkbox"/>
PREREQUISITES*	<input type="checkbox"/>	FREQUENCY OF OFFERING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Prerequisites will be required before a student is allowed to enroll in the course.

CREDITS (including credit distribution)	<input type="checkbox"/>	COURSE CLASSIFICATION	<input type="checkbox"/>
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ADD A STACKED LEVEL (400/600) Include syllabi.	<input type="checkbox"/>	Dept.	<input type="checkbox"/>	Course #	<input type="checkbox"/>
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How will the two course levels differ from each other? How will each be taught at the appropriate level?:

Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi—undergraduate and graduate versions—will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online - see URL at top of this page.

ADD NEW CROSS-LISTING	<input type="checkbox"/>	Dept. & No.	<input type="checkbox"/>	Requires approval of both departments and deans involved. Add lines at end of form for additional signatures.
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STOP EXISTING CROSS-LISTING	<input type="checkbox"/>	Dept. & No.	<input type="checkbox"/>	Requires notification of other department(s) and mutual agreement. Attach copy of email or memo.
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OTHER (specify)

3. COURSE FORMAT

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council and the appropriate Faculty Senate curriculum committee. Furthermore, any core course compressed to less than six weeks must be approved by the Core Review Committee.

COURSE FORMAT: (check <u>all</u> that apply)	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input checked="" type="checkbox"/>	6 weeks to full semester
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OTHER FORMAT (specify all that apply)

Mode of delivery (specify lecture, field trips, labs, etc.)	Lecture, seminar, workshop
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4. **COURSE CLASSIFICATIONS:** (undergraduate courses only. Use approved criteria found in Chapter 12 of the curriculum manual. If justification is needed, attach separate sheet.)

H = Humanities	<input type="checkbox"/>	S = Social Sciences	<input checked="" type="checkbox"/>
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Will this course be used to fulfill a requirement for the baccalaureate core?	YES	<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>
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IF YES*, check which core requirements it could be used to fulfill:

O = Oral Intensive, *Format 6 also submitted	<input type="checkbox"/>	W = Writing Intensive, *Format 7 submitted	<input type="checkbox"/>	X = Baccalaureate Core	<input type="checkbox"/>
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4.A *Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.*

YES	<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>
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5. **COURSE REPEATABILITY:**

Is this course repeatable for credit?	YES	<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>
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Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

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How many times may the course be repeated for credit?

	TIMES
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If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?

	CREDITS
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6. **COMPLETE CATALOG DESCRIPTION** including dept., number, title, credits, credit distribution, cross-listings and/or stacking, clearly showing the changes you want made. (Underline new wording ~~strike through old wording~~ and use complete catalog format including dept., number, title, credits and cross-listed and stacked.)

Example of a complete description:

PS F450 Comparative ~~Aboriginal~~ Indigenous Rights and Policies (s)
3 Credits

Offered As Demand Warrants

~~Case-study~~ Comparative approach in assessing Aboriginal to analyzing Indigenous rights and policies in different nationstate systems. Seven Aboriginal situations Multiple countries and specific policy developmentsexamined for factors promoting or limiting self-determination. Prerequisites: Upper division standing or permission of instructor. (Cross-listed with ANS F450.) (3+0)

PS F203 ~~Peace, War, and Security~~International Security (s)

3 Credits Offered Fall Even-numbered Years

Introduction to the major challenges of maintaining a peaceful and secure world. ~~Considers~~ What are the major threats to our security and how they are managed they met?. ~~The course a~~Analyzes political, institutional, cultural, moral, and legal norms surrounding war and other security concerns terrorism and different means of organizing for peace and security. (3+0)

7. **COMPLETE CATALOG DESCRIPTION AS IT SHOULD APPEAR AFTER ALL CHANGES ARE MADE:**

PS F3?? International Security (s)

3 Credits Offered Fall Even-numbered Years

Introduction to the major challenges of maintaining a peaceful and secure world. Considers the major threats to our security and how they are managed. Analyzes political, institutional, cultural, moral, and legal norms surrounding war and other security concerns and different means of organizing for peace and security. (3+0)

8. **GRADING SYSTEM:** Specify only one.

LETTER:	<input checked="" type="checkbox"/>	PASS/FAIL:	<input type="checkbox"/>
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9. **ESTIMATED IMPACT**

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

N/A

10. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No Yes N/A

11. IMPACTS ON PROGRAMS/DEPTS:

What programs/departments will be affected by this proposed action? Include information on the Programs/Departments contacted (e.g., email, memo)

N/A

12. POSITIVE AND NEGATIVE IMPACTS

Please specify **positive and negative** impacts on other courses, programs and departments resulting from the proposed action.

N/A

13. JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campuswide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

This course was misnumbered at the outset, and I've been meaning to change it for some time. It is an advanced international relations course. Thus, it needs to be at the 300 level, not 200 level, akin to the other two subfields of international relations, PS F322O International Law and Organization and PS 323 International Political Economy. Also, the new title is in line with the discipline's norm. The prerequisite is PS 2XX International Politics or permission of the instructor.

APPROVALS: (Additional signature blocks may be added as necessary.)

Signature, Chair, Program/Department of: Political Science Date

Signature, Chair, College/School Curriculum Council for: College of Liberal Arts Date

Signature, Dean, College/School of: College of Liberal Arts Date

Offerings above the level of approved programs must be approved in advance by the Provost:

Signature of Provost (if applicable) Date

10. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No Yes N/A

11. IMPACTS ON PROGRAMS/DEPTS:

What programs/departments will be affected by this proposed action? Include information on the Programs/Departments contacted (e.g., email, memo)

N/A

12. POSITIVE AND NEGATIVE IMPACTS

Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

N/A

13. JUSTIFICATION FOR ACTION REQUESTED

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This course was misnumbered at the outset, and I've been meaning to change it for some time. It is an advanced international relations course. Thus, it needs to be at the 300 level, not 200 level, akin to the other two subfields of international relations, PS F3220 International Law and Organization and PS 323 International Political Economy. Also, the new title is in line with the discipline's norm.

(See revision above)

APPROVALS: (Additional signature blocks may be added as necessary.)

Signature: [Handwritten Signature] Date: 11 April 2016
Program/Department of: Political Science

DocuSigned by: Rob Duke Date: April 11, 2016
Signature: [Handwritten Signature] Date: April 11, 2016
Chair, College/School Curriculum Council for: College of Liberal Arts

DocuSigned by: [Handwritten Signature] Date: April 12, 2016
Signature: [Handwritten Signature] Date: April 12, 2016
Dean, College/School of: College of Liberal Arts

Offerings above the level of approved programs must be approved in advance by the Provost:

Signature of Provost (if applicable) Date

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.

	Date	
Signature, Chair		
Faculty Senate Review Committee: __Curriculum Review __GAAC		
__Core Review __SADAC		

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking; add more blocks as necessary.)

	Date	
Signature, Chair,		
Program/Department of:		

	Date	
Signature, Chair, College/School		
Curriculum Council for:		

	Date	
Signature, Dean, College/School		
of:		

Note: If removing a cross-listing, attach copy of email or memo to indicate mutual agreement of this action by the affected department(s). If degree programs are affected, a Format 5 program change form must also be submitted.

ATTACH COMPLETE SYLLABUS (as part of this application). This list is online at: <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/uaf-syllabus-requirements/>
The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be denied.

SYLLABUS CHECKLIST FOR ALL UAF COURSES

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

1. Course information:

Title, number, credits, prerequisites, location, meeting time
(make sure that contact hours are in line with credits).

2. Instructor (and if applicable, Teaching Assistant) information:

Name, office location, office hours, telephone, email address.

3. Course readings/materials:

Course textbook title, author, edition/publisher.
 Supplementary readings (indicate whether required or recommended) and
 any supplies required.

4. Course description:

Content of the course and how it fits into the broader curriculum;
 Expected proficiencies required to undertake the course, if applicable.
 Inclusion of catalog description is *strongly* recommended, and
 Description in syllabus must be consistent with catalog course description.

5. Course Goals (general), and (see #6)

6. Student Learning Outcomes (more specific)

7. Instructional methods:

Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

8. Course calendar:

A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

9. Course policies:

Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

10. Evaluation:

Specify how students will be evaluated, what factors will be included, their relative value, and how they will be tabulated into grades (on a curve, absolute scores, etc.) Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but is a convenient way to publicize this.) Link to PDF summary of grading policy for "C":
http://www.uaf.edu/files/uafgov/Info-to-Publicize-C_Grading-Policy-UPDATED-May-2013.pdf

11. Support Services:

Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

12. Disabilities Services: Note that the phone# and location have been updated.

<http://www.uaf.edu/disability/> The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials.

State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

INTERNATIONAL SECURITY

COURSE INFORMATION:

Course: PS 3XX F01 International Security
Credits: 3
Schedule of Classes: Tuesday, August 30 – Thursday, December 8, 2016
Finals Week: Monday, December 12 – Saturday, December 17, 2016
Days / Time: Tuesdays and Thursdays, 9:45 – 11:15 A.M.
Class Location: 410 Gruening Building
Prerequisite: PS 2XX International Politics, or permission of the instructor

INSTRUCTOR INFORMATION:

Instructor: Dr. Brandon Boylan
E-Mail: bmboylan@alaska.edu
Office Hours: Tuesdays and Thursdays 1:00 – 2:00 P.M., and by appointment
Office Location: 603A Gruening Building

COURSE DESCRIPTION

Introduction to the major challenges of maintaining a peaceful and secure world. Considers the major threats to our security and how they are managed. Analyzes political, institutional, cultural, moral, and legal norms surrounding war and other security concerns and different means of organizing for peace and security.

STUDENT LEARNING OUTCOMES

Upon completion of this course, students should have:

- gained greater knowledge of major political and historical events related to international security since World War II;
- learned theories and concepts that help them recognize patterns of interstate interactions, particularly as they relate to conflict and cooperation;
- developed in-depth knowledge of a range of threats to security, such as war, nuclear weapons proliferation, terrorism, and organized crime;
- learned how the United States in particular has historically been situated in the international security apparatus; and
- developed their reading, speaking, presentation, and critical thinking skills.

COURSE POLICIES

Academic Honesty

You are expected to adhere to the provisions of the Student Code of Conduct as outlined in the UAF catalog, available at www.uaf.edu/catalog/current/academics/regs3.html. Academic dishonesty will not be tolerated and will lead to an F for the course, at a minimum. This includes plagiarism, cheating, collusion, or fabrication. Please talk to me if you are unsure about whether or not your approach constitutes academic dishonesty.

Use of Electronics

Use of cell phones is strictly prohibited during class. Failure to comply with this policy will lower your reading, preparation, and participation grade (see below). Laptop computers may be used for note-taking purposes only. If you are caught browsing the web, checking e-mail, etc., you will be asked to put your laptop away and your reading, preparation, and participation grade will be lowered.

Campus Resources

You are strongly encouraged to take advantage of the many resources available at UAF to help you succeed in this course. These services include:

- ***The Writing Center***
801 Gruening Building
(907) 474-5314
fywrc@uaf.edu
<http://www.uaf.edu/english/writing-center/>
- ***The Speaking Center***
507 Gruening Building
(907) 474-5470
fyspeak@gmail.com
<http://www.uaf.edu/speak/>
- ***Student Support Services***
512 Gruening Building
(907) 474-6844
trio.sss@alaska.edu
<http://www.uaf.edu/sss/>
- ***The Office of Disability Services***
208 Whitaker Building
(907) 474-5655
uaf-disabilityservices@alaska.edu
<http://www.uaf.edu/disability/>
- ***Student Health and Counseling Center***
210 Whitaker Building
(907) 474-7043
uaf-sh-cc@alaska.edu
<http://www.uaf.edu/chc/>

COURSE MATERIALS

Required Textbook

- Paul D. Williams, *Security Studies: An Introduction*, 2nd ed. (London: Routledge, 2012).

Blackboard

- All supplemental materials are posted on Blackboard.

GRADING SCALE

A+	=	98-100	C+	=	78-79
A	=	93-97	C	=	73-77
A-	=	90-92	C-	=	70-72
B+	=	88-89	D	=	60-69
B	=	83-87	F	=	≤ 59
B-	=	80-82			

COURSE ASSIGNMENTS

Reading, Preparation, and Participation (60 points)

You must come to class prepared to contribute to discussions and talk about assigned readings. The effectiveness of the course is determined largely by how well you engage the reading material, assess key concepts, and participate. Your participation grade will be calculated by how much and how well you contribute to class discussions. The use of cell phones and other electronic devices (apart from laptops for note-taking purposes) during class is prohibited and will lower your reading, preparation, and participation grade.

Current Event Assignments

- As part of your reading, preparation, and participation grade, you will periodically report on a current event pertaining to international security. Be sure to put the event in the context of what we are learning in the course. Your discussion should be brief (under five minutes). There are five current event assignments altogether. (See schedule below.)

Blackboard Discussions

- Also as part of your reading, preparation, and participation grade, you will write posts in response to prompts in Blackboard. Each post must be at least 400 words, and you must also reply and comment on another student's post with at least 100 words. There are three Blackboard discussions altogether. (See schedule below.)

Prompt Responses (100 points)

Most weeks, you must respond to a prompt related to the week's theme. The prompts are posted in Blackboard. Your responses to prompts must be at least 500 words and written in a Word document. Your overall grade will be calculated by how well you respond. Responses are due at the start of class. Late responses will not be accepted. (See schedule below.)

Argument-Based Research Paper and Presentation (150 points)

You will write a research paper on any topic related to international security and present it midway through the semester. In the paper, you will need to address the following questions:

- 1) What is your topic?
- 2) Why is it important?
- 3) What is your argument? (Your essay must make an argument and not be entirely descriptive.)
- 4) What evidence do you have to support your argument?

Your essay must:

- 1) include a cover page with your name, the course title, your paper title, and the date

- 2) be at least 10 double-spaced pages in length (not including the cover page and bibliography)
- 3) have 1-inch margins on all sides
- 4) be typed in Times New Roman, 12-point font
- 5) include numbered, descriptive headings
- 6) include page numbers, centered at the bottom of the page
- 7) include a bibliography

You must submit a hard copy of the paper to me at class on Thursday, October 27. Student presentations on research papers will take place on Tuesday, October 25 and Thursday, October 27. Late papers will not be accepted.

Final Exam (150 points)

The final exam is a comprehensive take-home exam in essay format. You will have one week to complete it. I will distribute it (with detailed instructions) on the last day of class, Thursday, December 8, and it will be due via e-mail on Thursday, December 15, by 11:59 P.M. Expect a confirmation e-mail. The exam will cover topics from class, so the readings, lectures, and your notes will be an invaluable resource to help you complete the final. Late finals will not be accepted.

TENTATIVE SCHEDULE OF CLASSES

Week 1: Tuesday, August 30 and Thursday, September 1

Tuesday, August 30

- Topic: Introduction to the course and field of security studies

Thursday, September 1

- Topic: Introduction to theories of international security (realism)
- Readings:
 - Jack Snyder, "One World, Rival Theories," *Foreign Policy* No. 145 (2004), 52-62.
 - Colin Elman and Michael Jensen, "Realisms," in *Security Studies: An Introduction*, 2nd ed., ed. Paul D. Williams (London: Routledge, 2012), 15-31.

Week 2: Tuesday, September 6 and Thursday, September 8

Tuesday, September 6

- Topic: Overview of theoretical approaches to security studies (liberalism)
- Reading:
 - Cornelia Navari, "Liberalisms," in *Security Studies: An Introduction*, 2nd ed., ed. Paul D. Williams (London: Routledge, 2012), 32-47.
- Due: Current Event Assignment 1

Thursday, September 8

- Topic: Overview of theoretical approaches to security studies (constructivism and Marxism)
- Reading:
 - Matt McDonald, "Constructivisms," in *Security Studies: An Introduction*, 2nd ed., ed. Paul D. Williams (London: Routledge, 2012), 63-76.
- Due: Prompt Response 1

Week 3: Tuesday, September 13 and Thursday, September 15

Tuesday, September 13

- No class
- Topic: Applying international relations theories to current events
- Due: Blackboard Discussion 1

Thursday, September 15

- Guest lecture by Dr. Jeremy Speight
- Topic: Weak States and Rebel Governance
- Readings:
 - Reyko Huang, "The Islamic State as an Ordinary Insurgency," *The Monkey Cage*. May 14, 2015. Available at: <https://www.washingtonpost.com/blogs/monkey-cage/wp/2015/05/14/how-the-islamic-state-compares-with-other-armed-non-state-groups/>.
 - Quinn Mecham, "How Much of a State Is the Islamic State?" *The Monkey Cage*. February 5, 2015. Available at:

<https://www.washingtonpost.com/blogs/monkey-cage/wp/2015/02/05/how-much-of-a-state-is-the-islamic-state/>.

Week 4: Tuesday, September 20 and Thursday, September 22

Tuesday, September 20

- Topic: Key concepts in security studies
- Readings:
 - Barry Buzan, "Polarity," in *Security Studies: An Introduction*, 2nd ed., ed. Paul D. Williams (London: Routledge, 2012), 155-169.
 - Lawrence Freedman and Srinath Raghavan, "Coercion," in *Security Studies: An Introduction*, 2nd ed., ed. Paul D. Williams (London: Routledge, 2012), 206-220.
 - Ken Booth and Nicholas J. Wheeler, "Uncertainty," in *Security Studies: An Introduction*, 2nd ed., ed. Paul D. Williams (London: Routledge, 2012), 137-154.
- Due: Current Event Assignment 2

Thursday, September 22

- Topic: Prisoner's dilemma
- Due: Prompt Response 2

Week 5: Tuesday, September 27 and Thursday, September 29

Tuesday, September 27

- Topic: Transition from Cold War to Post Cold War
- Readings:
 - Charles Krauthammer, "The Unipolar Moment," *Foreign Affairs* 70, no. 1 (1990-1991), 23-33.
 - Francis Fukuyama, "The End of History?" *The National Interest*. (1989), 1-18
 - Samuel P. Huntington, "The Clash of Civilizations?" *Foreign Affairs* 72, no. 3 (1993): 22-49.

Thursday, September 29

- Topic: Fall of the Berlin Wall
- Video: "After the Wall - A World United"
- Due: Prompt Response 3

Week 6: Tuesday, October 4 and Thursday, October 6

Tuesday, October 4

- Topic: U.S. grand strategy
- Readings:
 - Barry R. Posen and Andrew L. Ross, "Competing Visions for U.S. Grand Strategy," *International Security* 21, no. 3 (Winter 1996/97), 5-53.
 - The White House and U.S. Department of Defense, *Sustaining U.S. Global Leadership: Priorities for 21st Century Defense* (January 2012), 1-8.
- Due: Current Event Assignment 3

Thursday, October 6

- Topic: U.S. foreign security apparatus and military power

- Reading:
 - Robert J. Art, “To What Ends Military Power?” *International Security* 4, no. 4 (1980): 3-35.
- Due: Prompt Response 4

Week 7: Tuesday, October 11 and Thursday, October 13

Tuesday, October 11

- Topic: Military alliances
- Readings:
 - John S. Duffield, “Alliances,” in *Security Studies: An Introduction*, 2nd ed., ed. Paul D. Williams (London: Routledge, 2012), 339-354.
 - John J. Mearsheimer, “Why the Ukraine Crisis Is the West’s Fault: The Liberal Delusions That Provoked Putin,” *Foreign Affairs* 93, no. 5 (2014): 77-89.

Thursday, October 13

- Topic: United Nations
- Reading:
 - Thomas G. Weiss and Danielle Zach, “The United Nations,” in *Security Studies: An Introduction*, 2nd ed., ed. Paul D. Williams (London: Routledge, 2012), 374-392.
- Prompt Response 5

Week 8: Tuesday, October 18 and Thursday, October 20

Tuesday, October 18

- Individual student meetings on research papers

Thursday, October 20

- Individual student meetings on research papers

Week 9: Tuesday, October 25 and Thursday, October 27

Tuesday, October 25

- Due: Student Research Presentations

Thursday, October 27

- Due: Student Research Presentations
- Due: Student Research Papers

Week 10: Tuesday, November 1 and Thursday, November 3

Tuesday, November 1

- Topic: U.S. intelligence community and global security
- Readings:
 - Mark M. Lowenthal, “Chapter 2: The Development of U.S. Intelligence,” *Intelligence: From Secrets to Policy*, 3rd ed. (Washington, D.C.: CQ Press, 2006), 11-29.

- Amy B. Zegart, "September 11 and the Adaptation Failure of U.S. Intelligence Agencies," *International Security* 29, no. 4 (2005), 78-111.
- Due: Current Event Assignment 4

Thursday, November 3

- No class
- Topic: Debating Snowden's actions
- Due: Blackboard Discussion 2
- Due: Prompt Response 6 (send by e-mail by 12:00 P.M.)

Week 11: Tuesday, November 8 and Thursday, November 10

Tuesday, November 8

- Topic: Nuclear weapons and other WMD
- Reading:
 - Waheguru Pal Singh Sidhu, "The Nuclear Disarmament and Non-proliferation Regime," in *Security Studies: An Introduction*, 2nd ed., ed. Paul D. Williams (London: Routledge, 2012), 409-424.

Thursday, November 10

- Topic: Debating the proliferation of nuclear weapons
- Readings:
 - Kenneth N. Waltz, "Chapter 1: More May Be Better," *The Spread of Nuclear Weapons: A Debate Renewed*, 2nd ed. (New York: W.W. Norton & Company, Inc., 2003), 3-45.
 - Scott D. Sagan, "Chapter 2: More Will Be Worse," *The Spread of Nuclear Weapons: A Debate Renewed*, 2nd ed. (New York: W.W. Norton & Company, Inc., 2003), 46-87.
- Due: Prompt Response 7

Week 12: Tuesday, November 15 and Thursday, November 17

Tuesday, November 15

- Topic: Terrorism and counterterrorism
- Readings:
 - Paul Rogers, "Terrorism," in *Security Studies: An Introduction*, 2nd ed., ed. Paul D. Williams (London: Routledge, 2012), 221-234.
 - Paul R. Pillar, "Counterterrorism," in *Security Studies: An Introduction*, 2nd ed., ed. Paul D. Williams (London: Routledge, 2012), 457-470.
- Due: Current Event Assignment 5

Thursday, November 17

- Topic: Terrorism and counterterrorism
- Reading:
 - Max Abrahms, "What Terrorists Really Want: Terrorist Motives and Counterterrorism Strategy," *International Security* 32, no. 4 (2008), 78-105.
- Due: Prompt Response 8

Week 13: Tuesday, November 22 and Thursday, November 24

Tuesday, November 22

- Video: "The Secret History of ISIS" (Frontline)

Thursday, November 24

- No class (Thanksgiving)

Week 14: Tuesday, November 29 and Thursday, December 1

Tuesday, November 29

- No class
- Topic: Losing weapons in war
- Due: Blackboard Discussion 3
- Reading:
 - William D. Hartung, "The International Arms Trade," in *Security Studies: An Introduction*, 2nd ed., ed. Paul D. Williams (London: Routledge, 2012), 441-456.

Thursday, December 1

- Topic: Transnational organized crime and the global arms trade
- Readings:
 - Phil Williams, "Transnational Organized Crime," in *Security Studies: An Introduction*, 2nd ed., ed. Paul D. Williams (London: Routledge, 2012), 503-519.
 - Michael Shifter, "Plan Colombia: A Retrospective," *Americas Quarterly* (2012). Available at: <http://www.americasquarterly.org/node/3787>.
- Due: Prompt Response 9

Week 15: Tuesday, December 6 and Thursday, December 8

Tuesday, December 6

- Topic: Ethnic and internal conflict
- Readings:
 - Stuart J. Kaufman, "Ethnic Conflict," in *Security Studies: An Introduction*, 2nd ed., ed. Paul D. Williams (London: Routledge, 2012), 264-278.
 - Barry Posen, "The Security Dilemma and Ethnic Conflict," *Survival* 35, no. 1 (Spring 1993), 27-47.
 - Michael E. Brown, "Chapter 17: The Causes and Regional Dimensions of Internal Conflict," in *The International Dimensions of Internal Conflict*, ed. Michael E. Brown (Cambridge: MIT Press, 1996), 571-601.

Thursday, December 8

- Video: "Ghosts of Rwanda" (PBS)
- Due: Prompt Response 10

Finals Week: Monday, December 12 through Saturday, December 17

Due: Final exam (via e-mail to me by 11:59 P.M. on Thursday, December 15)

Disclaimer: The course schedule is subject to change at the discretion of the instructor. If changes are made, students will be given ample time to adjust accordingly.