

Latest as of August 11, 2020.

POLS 4650/5950 – War, Peace, and Politics

Fall 2020, Mondays 415-7pm

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Course Description and Objectives

This is a survey course in the field of international security suited for graduate and upper-level undergraduate students. The course is designed to provide students with the background and conceptual tools for understanding international security. It covers a wide range of topics with some of the most important literature. The overall goal of the course is for the students to achieve a heightened level of understanding related topics. This class fulfills the College and Arts and Sciences Global Citizenship requirement and the social science requirement. For Political Science majors, it counts as an international relations course.

Required Books

- Carl von Clausewitz, *On War* (Princeton: Princeton University Press, 1989).
- Scott Sagan and Kenneth Waltz, *The Spread of Nuclear Weapons: An Enduring Debate* (New York: W.W. Norton, 2012).

These books are available for purchase at the SLU bookstore. Please buy only the designated versions. In addition, there are supplementary articles and book chapters assigned for the course that are made available on BlackBoard. It is students' responsibility to download and, if necessary, save the materials off BlackBoard to make them available for preparation for course assignments, such as exams and papers.

Grading

- *Oral presentation: 10% of final grade*

Students will orally present one of the assigned readings. They will be assigned to present on a reading out of those marked with "Oral presentation" in the reading list below. Students cannot choose readings that are in the same week as their analysis paper.

- *Analysis paper: 20% of final grade*

Students will write a 1,500-2,000 word paper on readings in one of the weeks between August 31 and October 5. In the paper, they will make three (3) *original* arguments based on all the readings assigned for that week and defend them from conceivable but strong counterarguments. A paper shorter than 1,500 words and longer than 2,000 words will be penalized. Students must submit a complete paper electronically to the instructor by 12pm of the day the class meets for the reading. Late papers will not be accepted and will automatically receive the score of zero for this assignment.

- *Final paper: 40% of final grade*

Undergraduate students: The final paper will be comprehensive. The paper will be between 3,600-4,500 words (12-15 pages equivalent). A paper shorter than 3,600 words and longer than 4,500 words will be penalized.

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Students will receive a paper topic in the class on November 2 and submit their paper electronically by the deadline of 8pm, November 20, Friday. Late papers will not be accepted and will automatically receive the score of zero for this assignment.

Graduate students: The paper will be between 4,500-6,000 words (15-20 pages equivalent). A paper shorter than 4,500 words and longer than 6,000 words will be penalized. Like undergraduate students, students in the graduate section will receive a paper topic in the class on November 2 and submit their paper electronically by the deadline of 8pm, November 20, Friday. Late papers will not be accepted and will automatically receive the score of zero for this assignment.

- *Class participation: 30% of final grade*

Your attendance and active participation is vital to the success of this course. At a minimum, you should come to class on time having completed and prepared to discuss assigned readings for that class. A record of attendance is maintained, and it is your individual responsibility to sign the class roster at each session. Your absence is excused only if you provide the instructor with evidence of family and medical emergency (doctor's note, copy of flight tickets, etc.) or university-sponsored activities within 48 hours of absence. You are responsible for all materials covered in class, whether you are physically present or not. I expect that all students will contribute to class discussion through analysis, questions, and criticisms of assigned readings. In assigning participation grades, quality of participation will take precedence over quantity of participation (hence, students who participate frequently but without giving much thought to their comments/questions are not at an advantage compared to students who offer occasional but insightful analysis and questions).

I expect that all students will contribute to class discussions through analysis, questions, and criticisms of the assigned readings. In assigning participation grades, quality of participation will take precedence over quantity of participation (hence, students who participate frequently but without giving much thought to their comments/questions are not at an advantage compared to students who offer occasional but insightful analysis).

Final letter grades will be assigned that correspond to the following numeric scale:

| | | | | | | | |
|----|--------|----|-------|----|-------|---|----------|
| A | 93-100 | B+ | 87-90 | C+ | 77-80 | D | 60-70 |
| A- | 90-93 | B | 83-87 | C | 73-77 | F | below 60 |
| | | B- | 80-83 | C- | 70-73 | | |

Academic Integrity

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is “the pursuit of truth for the greater glory of God and for the service of humanity.” Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service through which SLU fulfills its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern. The full University-level Academic Integrity Policy can be found on the Provost's Office website at: https://www.slu.edu/provost/policies/academic-and-course/policy_academic-integrity_6-26-2015.pdf.

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Additionally, each SLU College, School, and Center has its own academic integrity policies, available on their respective websites.

Disability Accommodations

Students with a documented disability who wish to request academic accommodations must formally register their disability with the University. Once successfully registered, students also must notify their course instructor that they wish to use their approved accommodations in the course.

Please contact Disability Services to schedule an appointment to discuss accommodation requests and eligibility requirements. Most students on the St. Louis campus will contact Disability Services, located in the Student Success Center and available by email at Disability_services@slu.edu or by phone at 314.977.3484. Once approved, information about a student's eligibility for academic accommodations will be shared with course instructors by email from Disability Services and within the instructor's official course roster. Students who do not have a documented disability but who think they may have one also are encouraged to contact Disability Services. Confidentiality will be observed in all inquiries.

Note: due to accreditation requirements, regulatory differences, and/or location-specific resources, the School of Law, the School of Medicine, and SLU Madrid have their own standard language for syllabus statements related to disability accommodations. Faculty in those units should seek guidance for syllabus requirements from their dean's office.

Title IX

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual harassment, including sexual assault, stalking, domestic or dating violence, we encourage you to report this to the University. If you speak with a faculty member about an incident that involves a Title IX matter, **that faculty member must notify SLU's Title IX Coordinator and share the basic facts of your experience.** This is true even if you ask the faculty member not to disclose the incident. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

Anna Kratky is the Title IX Coordinator at Saint Louis University (DuBourg Hall, room 36; anna.kratky@slu.edu; 314-977-3886). If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK or make an anonymous report through SLU's Integrity Hotline by calling 1-877-525-5669 or online at https://www.lighthouse-services.com/_StandardCustomURL/LHILandingPage.asp To view SLU's policies, and for resources, please visit the following web addresses: <https://www.slu.edu/here4you> and <https://www.slu.edu/general-counsel>.

IMPORTANT UPDATE: SLU's Title IX Policy (formerly called the Sexual Misconduct Policy) has been significantly revised to adhere to a new federal law governing Title IX that was released on May 6, 2020. Please take a moment to review the new policy and information on the following web address: <https://www.slu.edu/here4you>. Please contact the Anna Kratky, the Title IX Coordinator, with any questions or concerns.

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Note: due to accreditation requirements, regulatory differences, and/or location-specific resources, the School of Law, the School of Medicine, and SLU Madrid have their own standard language for syllabus statements related to Title IX. Faculty in those units should seek guidance for syllabus requirements from their dean's office.

Mandatory Statement on Face Masks (Fall 2020)

The University's [Interim Policy on Face Masks](#) governs all students, faculty, staff, and campus visitors in all University-owned, leased, or operated facilities. All persons physically present in any such University facility associated with this course shall comply fully with this policy at all times. Masks must be worn before entry to all such University facilities (as well as outdoors on all University property when six feet of distance is unpredictable or cannot be maintained).

Saint Louis University is committed to maintaining an inclusive and accessible environment. Individuals who are unable to wear a face mask due to medical reasons should contact the Office of Disability Services or Human Resources to initiate the accommodation process identified in the University's [ADA Policy](#). Inquires or concerns may also be directed to the [Office of Institutional Equity and Diversity](#). Notification to instructors of SLU-approved ADA accommodations should be made in writing prior to the first class session in any term (or as soon thereafter as possible).

As the instructor of this course, I shall comply fully with SLU's policy and all related ADA regulations.

Students who attempt to enter a classroom without wearing masks will be asked by the instructor to wear masks prior to entry. Students who remove their masks at any time during a class session will be asked by the instructor to resume wearing their masks.

Note: Accordingly, no consumption of any food will be allowed in class.

Students who do not comply with a request by a SLU instructor to wear a mask in accordance with the University's *Interim Policy on Face Masks* may be subject to disciplinary actions per the rules, regulations, and policies of Saint Louis University, including but not limited to the *Student Handbook*. Non-compliance with this policy may result in disciplinary action, up to and including any of the following:

- dismissal from the course(s)
- removal from campus housing (if applicable)
- dismissal from the University

To immediately protect the health and well-being of all students, instructors, and staff, instructors reserve the right to cancel or terminate any class session at which any student fails to comply with faculty or staff request to wear a mask in accordance with University policy.

Students are strongly encouraged to identify to their instructor any student or instructor not in compliance. Non-compliance may be anonymously reported via the SLU Integrity Hotline at 1-877-525-5669 (or confidentially via the Integrity Hotline's website at <http://www.lighthouse-services.com/slu>).

Attendance

The health and well-being of SLU's students, staff, and faculty are critical concerns. Accordingly, the following University policy statements on in-person class attendance are designed to preserve and advance the collective health and well-being of our institutional constituencies.

1. Students who exhibit any [potential COVID symptoms](#) (those that cannot be attributed to some other medical condition the students are known to have, such as allergies, asthma, etc.) shall absent themselves from any in-person class attendance or in-person participation in any class-related activity until they have been evaluated by a qualified medical official. Students should contact the [University Student Health Center](#) for immediate assistance.
2. Students who exhibit any [potential COVID symptoms](#) (those that cannot be attributed to some other medical condition the students are known to have, such as allergies, asthma, etc.) but who feel well enough to a) attend the course synchronously in an online class session or b) participate in asynchronous online class activities, are expected to do so. Those who do not feel well enough to do so should absent themselves accordingly.
3. Students (whether exhibiting any of potential COVID symptoms or not, and regardless of how they feel) who are under either an isolation or quarantine directive issued by a qualified health official must absent themselves from all in-person course activity per the stipulations of the isolation or quarantine directive. They are expected to participate in synchronous or asynchronous online class activities as they feel able to do so, or absent themselves accordingly.
4. Students are responsible for notifying each instructor of an absence as far in advance as possible; when advance notification is not possible, students are responsible for notifying each instructor as soon after the absence as possible.
5. As a temporary amendment to the current [University Attendance Policy](#), all absences due to illness or an isolation/quarantine directive issued by a qualified health official shall be considered "Authorized" absences (effective August 2020 through May 2021).

Distance Education Etiquette

Your actions in distance education contexts are just as important as in on-ground, face-to-face educational contexts – and sometimes require additional attention and commitment, as some distance education technologies might be less familiar to us. Accordingly, all students are expected to follow the guidelines below:

Synchronous Video Contexts (Zoom, etc.)

1. Mute your microphone when you are not speaking. Remember to "un-mute" yourself just prior to speaking. Identify yourself when you begin speaking.
2. Expect a few seconds of delay in getting a response from the instructor or another class member to a question; wait before repeating your question or assuming it was not heard.

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3. If possible, position your camera such that your video feed does not capture too much of your surroundings or other activity/sound from your home/location. Be conscious of posters, art, or other surroundings that others might find offensive or inappropriate for an educational context.
4. Use the “Raise Hand” and “Chat” (or similar) features of your video-conferencing tool. This limits verbal interruptions and the confusion generated when multiple people try to speak at once.
5. Just as in an on-ground, face-to-face class, limit side conversations, multi-tasking (on your computer or otherwise), and use of your cellphone.
6. Temporarily turn off your video feed and mute your microphone when engaged in any non-class conversation or activity.
7. Respect and be attentive to the diversity of your classmates and instructor. Before communicating, consider your message in the context of the class’ diversity in race, ethnicity, religion, disabilities, gender, sexual orientation, age, social class, marital status, geography, etc. Consider the diversity you can see or know – as well as that you cannot.
8. Remember that video-based class sessions (including chat transcripts) may be recorded and retrieved for later viewing.

Non-Video & Asynchronous Contexts (Blackboard, Canvas, Online Chats, Discussion Boards, etc.)

1. When using the “Chat” or “Discussion Board” (or similar) features of your course management system, remember that your course-related communications to the instructor or other students should be considered “professional” (they are not like texts to your friends). Remember that course context and all related written work – including chat and discussion board transcripts – can be recorded and retrieved.
2. Be cautious when using humor or sarcasm; without the context of facial expressions or other body language, your tone or intent could be missed or misunderstood by others.
3. Respect and be attentive to the diversity of your classmates and instructor. Before communicating, consider your message in the context of the class’ diversity in race, ethnicity, religion, disabilities, gender, sexual orientation, age, social class, marital status, geography, etc. Consider the diversity you can see or know – as well as that you cannot.
4. Respect others’ time and life circumstances, which often don’t allow for an immediate response to a question or comment.

Social Science Core Requirement

Student Outcomes: Students will acquire conceptual tools and methodologies to analyze and understand their social world. With these tools, they will be able to act in their world more effectively and become forces for positive change. They will gain a better understanding of human diversity. Students will be able to think and

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write critically about human behavior and community. They will become aware of the various methodological approaches used by social scientists.

Global Citizenship

This class fulfills the core Global Citizenship requirement. The Global Citizenship requirement is designed to educate students about global and transnational problems and to provide students with the tools to address issues of social justice beyond the United States. Students who complete the Global Citizenship requirement will gain a substantial subset of the following capabilities:

1. Identify sources of and strategies to address conflict, cooperation or competition in a global or regional context.
2. Investigate how people and nations confront inequality and claim a just place, whether in their own societies or in the world.
3. Identify how perceptions of “otherness” impact leaders, communities, and community-building in areas beyond the U.S. through the examination of such factors as race, ethnicity, gender, religion, economic class, age, physical and mental capability, and sexual orientation.
4. Understand the impact of their lives and choices on global and international issues.
5. Understand how their values are related to those of other people in the world.

Course Schedule

Aug 17 Course Introduction, On War, and the Art of War

- Clausewitz, *On War*, pp. 75-89, 117-147.
- Sun Tzu, *The Art of War* (Oxford: Oxford University Press, 1971), pp. 63-101.

August 24 Ideas about War, Peace, and Politics

- John Mueller, *Retreat from Doomsday: The Obsolescence of Major War* (New York: Basic Books, 1989), pp. ix-13, <http://politicalscience.osu.edu/faculty/jmueller/doom.pdf>.
- Bruce Russett and John Oneal, *Triangulating Peace: Democracy, Interdependence, and International Organizations* (New York: W.W. Norton, 2001), pp. 35-42, 271-282.
- Edward Luttwak, “Give War A Chance,” *Foreign Affairs* (July/August 1999).
- Thomas Schelling, *Arms and Influence* (New Haven: Yale University Press, 1966), pp. 1-18.
- Peter Liberman, *Does Conquest Pay? The Exploitation of Occupied Industrial Societies* (Princeton: Princeton University Press, 1998), pp. 3-14, 18-35.
- Robert Jervis, “Cooperation Under the Security Dilemma,” *World Politics*, Vol. 30, No. 2 (Jan., 1978), pp. 167-214.

August 31 Victory and Defeat in Modern War

- Clausewitz, *On War*, pp. 177-183, 566-573, 595-610.

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- Mearsheimer, *The Tragedy of Great Power Politics*, pp. 83-125. **Oral presentation**
- Stephen Biddle, *Military Power: Explaining Victory and Defeat in Modern Battle* (Princeton: Princeton University Press, 2006), pp. 1-9, 14-51.
- Edward Shils and Morris Janowitz, “Cohesion and Disintegration in the Wehrmacht in World War II,” *The Public Opinion Quarterly*, Vol. 12, No. 2 (Summer 1948), pp. 280-306 (not -315). **Oral presentation**
- Kenneth Pollack, *Armies of Sand: The Past, Present, and Future of Arab Military Effectiveness*, (Oxford: Oxford University Press, 2018), pp. 1-43.

Sept 7 War, Peace, and Technology

- Audrey Kurth Cronin, *Power to the People: How Open Technological Innovation is Arming Tomorrow’s Terrorists* (Oxford: Oxford University Press, 2019), pp. 1-35. **Oral presentation**
- Kenneth Payne, “Artificial Intelligence: A Revolution in Strategic Affairs?” *Survival*, Vol. 60, No. 5 (2018).
- Michael Handel, “Clausewitz in the Age of Technology,” *Journal of Strategic Studies*, Vol. 9, Nos. 2-3 (1986), pp. 51-69 (not -92). **Oral presentation**
- Daniel Byman, “Why Drones Work: The Case for Washington’s Weapon of Choice,” *Foreign Affairs* (July/August 2013), pp. 32-43.
- Audrey Kurth Cronin, “Why Drones Fail: When Tactics Drive Strategy,” *Foreign Affairs* (July/August 2013), pp. 44-54.

Sept 14 Cybersecurity and Peace

- Clausewitz, *On War*, pp. 357-378, 523-531.
- Dina Temple-Raston, “How The U.S. Hacked ISIS,” *NPR* (September 26, 2019), <https://www.npr.org/2019/09/26/763545811/how-the-u-s-hacked-isis>.
- Wired Magazine, “The Code War: Cyberattacks Are Redrawing the Battle Lines of Global Conflict” (July 2020).
- Ben Buchanan, *Cybersecurity Dilemma: Hacking, Trust and Fear Between Nations* (Oxford: Oxford University Press, 2017), pp. 1-9, 31-49, 141-156. **Oral presentation**
- Tim Maurer, *Cyber Mercenaries: The State, Hackers, and Power* (Cambridge: Cambridge University Press, 2018), pp. ix-xv, 3-28.
- Thomas Rid, *Cyber War Will Not Take Place* (Oxford: Oxford University Press, 2017), pp. vii-10. **Oral presentation**

Sept 21 Power Politics in Asia and China

- Kathy Gilsinan, “How China is Planning to Win Back the World,” *The Atlantic* (May 28, 2020).
- Xiangfeng Yang, “The Lose-Lose Trade War,” *Current History*, Vol. 118 (September 2019).

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- Adam Segal, “When China Rules the Web: Technology in Service of the State,” *Foreign Affairs* (September/October 2018), pp. 10-18.
- John Mearsheimer, *The Tragedy of Great Power Politics*, Updated Edition (New York: W.W. Norton, 2014), pp. 368-411. **Oral presentation**
- Eric Heginbotham, et al., *The U.S.-China Military Scorecard: Forces, Geography, and the Evolving Balance of Power, 1996-2017* (Santa Monica, CA: RAND Corporation, 2015), pp. xix-22, https://www.rand.org/pubs/research_reports/RR392.html.

Sept 28 **Power Politics in Europe and Russia**

- Ivo Daalder and Michael O’Hanlon, *Winning Ugly: NATO’s War to Save Kosovo* (Washington, DC: Brookings Institution Press, 2000), pp. 1-21.
- Fiona Hill and Clifford Gaddy, *Mr. Putin: Operative in the Kremlin* (Washington, DC: Brookings Institution press, 2015), pp. 385-397. **Oral presentation**
- Olga Oliker, “Moscow’s Nuclear Enigma: What Is Russia’s Arsenal Really For?” *Foreign Affairs* (November/December 2018). **Oral presentation**
- Lawrence Freedman, *Ukraine and the Art of Strategy* (Oxford: Oxford University Press, 2019), pp. 50-81, 164-185.
- John Mearsheimer, “Why the Ukraine Crisis is the West’s Fault,” *Foreign Affairs* (September/October 2014).
- Kathleen Hall Jamieson, *Cyberwar: How Russian Hackers and Trolls Helped Elect a President: What We Don’t, Can’t, and Do Know* (Oxford: Oxford University Press, 2018), pp. 1-17, 205-224.

Oct 5 **Irregular Warfare, Terrorism, and Insurgency**

- Clausewitz, *On War*, pp. 479-483.
- Mao Tse-Tung, *On Guerrilla Warfare* (Mineola, NY: Dover, 2005), pp. 41-93.
- Andrew Krepinevich, *The Army and Vietnam* (Baltimore: Johns Hopkins University Press, 1988), pp. 3-17, 258-275. **Oral presentation**
- Reed Wood, *Female Fighters: Why Rebel Groups Recruit Women for War* (New York: Columbia University Press, 2019), pp. 1-9, 14-22.
- Erica Chenoweth and Maria Stephan, *Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict* (New York: Columbia University Press, 2011), pp. 3-15, 30-61.
- Audrey Kurth Cronin, *How Terrorism Ends: Understanding the Decline and Demise of Terrorist Campaigns* (Princeton: Princeton University Press, 2009), pp. 1-13, 193-206. **Oral presentation**

Oct 12 **Nuclear Weapons for War and Peace**

- John Mueller, “Nuclear Weapons Don’t Matter: But Nuclear Hysteria Does,” *Foreign Affairs* (November/December 2018).
- Sagan and Waltz, *The Spread of Nuclear Weapons*, pp. 3-134, 175-214.

Oct 19 COVID and International Security

- Kate Charlet, “The New Killer Pathogens: Countering the Coming Bioweapons Threat,” *Foreign Affairs* (May/June 2018).
- Gregory Koblentz, *Living Weapons: Biological Warfare and International Security* (Ithaca: Cornell University Press, 2009), pp. 1-6, 9-10, 21-43. **Oral presentation**
- Barry Posen, “Do Pandemics Promote Peace? Why Sickness Slows the March to War,” *Foreign Affairs* (April 23, 2020).
- Dan Reiter and Allan Stam, “Democracies Have an Edge in Fighting Wars: That Will Help Them Fight Diseases, Too,” *Foreign Affairs* (May 7, 2020).

Oct 26 Ethnic Conflict, Genocide, and Humanitarian Intervention

- Samantha Power, “Bystanders to Genocide” *The Atlantic*, Vol. 288, Issue 2 (September 2001).
- Chaim Kaufman, “Possible and Impossible Solutions to Ethnic Civil Wars,” *International Security*, Vol. 20, No. 4 (Spring 1996), pp. 136-175. **Oral presentation**
- Richard Haass, *Intervention: The Use of American Military Force in the Post-Cold War World* (Washington: Carnegie Endowment for International Peace, 1999), pp. 49-100.
- Michael Doyle and Nicholas Sambanis, *Making War and Building Peace: United Nations Peace Operations* (Princeton: Princeton University Press, 2006), pp. 1-26, <http://press.princeton.edu/chapters/s8196.pdf>. **Oral presentation**

Nov 2 External Environment and Conflict

Final paper topic to be distributed

- Joshua Busby, “Who Cares about the Weather? Climate Change and U.S. National Security,” *Security Studies*, Vol. 17, No. 3 (2008), pp. 468-504. **Oral presentation**
- Deborah Jordan Brooks, Stephen Brooks, Brian Greenhill, and Mark Haas, “The Demographic Transition Theory of War: Why Young Societies Are Conflict Prone and Old Societies Are the Most Peaceful,” *International Security*, Vol. 43, No. 3 (Winter 2018/19), pp. 53-95. **Oral presentation**
- Jeff Colgan, *Petro-Aggression: When Oil Causes War* (Cambridge: Cambridge University Press, 2013), pp. 1-50. **Oral presentation**
- Peter Andreas, *Killer High: A History of War in Six Drugs* (Oxford: Oxford University Press, 2020), pp. 1-14, 251-267.

Nov 9 Causes of War and Peace

- Re-read Russett and Oneal, *Triangulating Peace*, pp. 35-42, 271-282.
- Edward Mansfield and Jack Snyder, *Electing to Fight: Why Emerging Democracies Go to War* (Cambridge: MIT Press, 2005), pp. 1-19.

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- Dale Copeland, *Economic Interdependence and War* (Princeton: Princeton University Press, 2014), pp. 1-50, 428-446. **Oral presentation**
- Dominic Johnson, *Overconfidence and War: The Havoc and Glory of Positive Illusions* (Cambridge, MA: Harvard University Press, 2004), pp. 1-26, 191-238.
- Charles Duelfer and Stephen Benedict Dyson, “Chronic Misperception and International Conflict: The U.S.-Iraq Experience,” *International Security*, Vol. 36, No. 1 (Summer 2011), pp. 73-100. **Oral presentation**

Nov 16 The American Way of War

- Russell Weigley, *The American Way of War* (New York: MacMillan, 1973), pp. xvii-xxiii.
- Samuel Newland and Douglas Johnson, II, “The Military and Operational Significance of the Weinberger Doctrine,” *Small Wars and Insurgencies*, Vol. 1, No. 2 (1990), pp. 171-188. **Oral presentation**
- Daniel Byman and Ian Merritt, “The New American Way of War: Special Operations Forces in the War on Terrorism,” *The Washington Quarterly*, Vol. 41, No. 2 (Summer 2018), pp. 79-92.
- Erik Dahl, “Finding Bin Laden: Lessons for a New American Way of Intelligence,” *Political Science Quarterly*, Vol. 129, No. 2 (2014), pp. 179-210. **Oral presentation**
- There may be additional readings depending on the outcome of the November election

Nov 20 Final paper due at 8pm

Nov 23 Discussion on the final paper and summary of the course