

CU International Affairs Program



“You can’t say civilizations don’t advance...for every war they kill you in a new way.” -Will Rogers



IAFS 3000/Regional War & Peace: VIETNAM AND THE WARS IN IRAQ & AFGHANISTAN

CU BOULDER Spring 2021

Lecture Times: Tuesdays & Thursdays, 9:35 - 10:50am - Remote Synchronous
Syllabus also at: http://spot.colorado.edu/~gyoung/home/IA 3000/3000_syl.htm

Instructor: Dr. Gregory D. Young

Office: CU – [Ketchum 212](#) (Remote this semester)

E-mail: gyoung@colorado.edu

Office Hours: Tuesdays & Thursdays from 2:00 to 3:00 and Wednesday by appointment

COURSE LINKS

[BOOK LIST FOR PRESENTATION](#)

[Link to Thought Questions](#)

[Link to Current Event Schedule](#)

[Link to Reading Summaries and Schedule](#)

[Link to Midterm Exam Terms List](#)

[Link to Final Exam Study Guide](#)

[Link to Midterm Exam Results](#)

[Sample Presentation Grade Sheet](#)

[Book Presentation Schedule](#)

COURSE OBJECTIVES AND DESCRIPTION

This course is the one of many for the inter-disciplinary CU major which encompasses political science, anthropology, geography, economics, and history. In this course we will undertake a comparative study of recent U.S. conflicts overseas. *The Economist* in a cover story last summer referred to the conflict in Afghanistan as “Obama’s Vietnam”. Previously, at the height of the Sunni insurgency in 2005, the Iraq invasion was referred to similarly as “Bush’s Vietnam”. Are these comparisons valid? Using theories of interstate war and a comparative approach this course will exam the American strategic culture and its engagement in Vietnam with the invasion of Iraq and the decision to go into Afghanistan. In addition, this course will examine the conduct of these three conflagrations using theories of insurgency and counterinsurgency. Ultimately, students will assess the chance of and criteria for success against ISIL in Iraq and Syria and why that strategy had been chosen.

COURSE REQUIREMENTS

Surgeon General’s Warning

This is a **three-credit course** with a substantial workload. In addition to the midterm and final exams, this course requires a substantial amount of writing. Please familiarize yourself with the course requirements. If you are not sure now that you will be able to commit the necessary time and effort to complete the required work, you should consider dropping the course.

Attendance, Readings and Class Participation

It is essential that students zoom into every class on time. Regular attendance and active participation in any class discussion will enhance your understanding of the course material and almost certainly improve your performance on the mid-term and final exams, which are together worth 50% of the course grade. Attendance on zoom with your camera on is also a large portion of your 10% participation grade. Notifying your instructor by email prior to class will constitute an excused absence. Send email absence notifications to gyoung@colorado.edu. In this semester, the required readings range from 100 to 150 pages per week, as set out in the course schedule. Your knowledge and understanding of the required readings will be tested in the mid-term and final exams. Students should come to class having already completed (and thought carefully about) the assigned reading for each class period.

Mid-Term Exams

The first mid-term exam will be held on **Thursday, March 18th** in the usual class meeting time. The second midterm exam will be on **Tuesday, April 13th** also in the regular lecture time. The second midterm exam will be comprehensive, but will focus primarily on the material after the first midterm. Students must write both exams in order to pass the course. Both exams will be open book/note and will be emailed to students at the beginning of the exam period. The completed exam will be uploaded to CANVAS at the end of the one hour and fifteen-minute period. Make up exams will not be given unless the instructor has been notified in advance or a doctor's note is provided. Both examinations will be short answer and essay in format. A study guide for both exams will be linked to this course syllabus one week prior. There is no additional final exam.

Current Events

One or two students will present a current event orally in class each class period. The presentation should be no more than five minutes in length. The source should be from a respected news source, be less than one week old and pertain in some way to topical conflict issues, preferably the topic for that class period. Each student should try to relate the article to some element of what we have been discussing in class. Assigned students will email the article that they intend to present to their instructor the night before their scheduled date. You will add a discussion question with the emailed article. After your presentation you will lead the class in an additional five-minute discussion. Each student will present one current event during the semester. The current event presentations will be part of your 10% participation grade.

Thought Papers

Each week, on Thursday (Except, the first week, midterm week, and Spring pause week), a thought question will be posed to the class and posted on this course web site. The question will relate to the topics in the previous week of class. Students will write a two-page, single-spaced (Approximately 900-1000 words) response to the question to turn in the following Tuesday. Include a word count on the first page. These papers should be properly documented and footnoted using the course readings (outside research is not required, but is certainly allowed). Papers will be graded 50% on content and 50% on grammar, punctuation, and spelling. There will be ten questions posted total. **Each student must answer THREE** of them. Students completing fewer than THREE will

have zeros averaged in with their grades on the completed papers. Students completing more than three will only have the top three grades averaged for their thought paper grade. These thought papers account for 25% of your final course grade. Late Papers will not be accepted unless prior arrangements have been made. Papers will be graded on a 100 point scale. Electronic copies of all thought papers in Word will be uploaded to the Assignment box on CANVAS and will be run through turnitin.com as a deterrent for plagiarism.

Reading Summary

Each student in the class will sign up for a daily section of the course reading. For each section of the reading one/two student(s) will summarize the readings that are due in class that day. If more than one student is assigned that day's reading, each student will still summarize ALL the assigned reading for that day. In a 1-2 page synopsis of each assigned article or section, the designated student will give an overview of the key points of the reading. The summary can either be in outline form or complete paragraphs. The summary should include an answer to the "**so what?**" question, in other words, why should one read it when studying War & Peace, International Affairs or Global Issues. By midnight the night before the due date, the students will email an electronic copy (in WORD) that the instructor will post on the web for the review of your classmates. These summaries are 5% of your final grade. Late Reading Summaries will be docked 10% per class day up to 50%.

Book Analysis Presentation

Each student in the course will be required to complete an analysis/research presentation that examines in-depth one of the canon of the literature regarding war and peace from Vietnam, Iraq or Afghanistan. The books are delineated in the link above. All are available online or in the Library. If you have trouble finding the book you have chosen, consult with your instructor. Some of these books are of considerable length; therefore you should begin the book immediately. Please do not pick a book that you have read previously, since it is necessary that you look at the book you study from a new perspective. If you wish to analyze a book not on the list, you may ask your instructor. The list however is a compilation of six different lists of the most widely respected books in this area. Requests therefore, are likely to be denied. On Monday, the twelfth week of class, student will begin to present their research to the class.

Presentation Requirements:

ONE Page outline of 8-10 minute in-class presentation (can be single-spaced)

Approximately, a 3 minute summary of the key elements of the book

Approximately, a 7 minute analysis answering these key questions:

- How does this work relate to studies of the theories of war and its causes?
- How does this book influence or what does it have to say regarding the conduct of war (i.e. strategy or tactics)?
- Does this book alter or add to the conventional historical wisdom regarding the conflict(s) that it depicts?
- Does the book provide a different perspective than the traditional American one regarding its analysis of war?

(Each of these questions may not apply specifically to your book).

The **written outline is due on the day of your presentation**. This presentation is worth 10% of your final grade. A sample presentation grade sheet is linked to this syllabus.

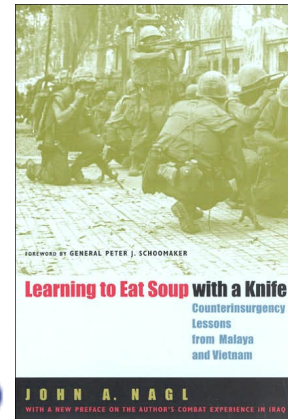
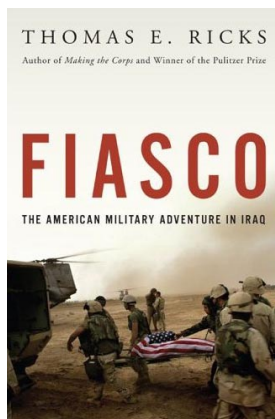
GRADING CRITERIA

Mid-term exam	25%
Thought Papers	25%
Reading Summary	5%
Final exam	25%
Class presentation	10%
<u>Current event, attendance & participation</u>	<u>10%</u>
Total	100%

Final Course Grades will be curved unless a straight 90/80/70/60 etc... proves more beneficial to the students (higher overall grade average). If curved, the mean overall average will become the highest C+ grade, and two standard deviations below the mean will be necessary to fail the course. One standard deviation about the mean becomes the criteria for an A grade. The grading policy will be explained in detail on the first day of class.

REQUIRED READINGS

The following textbook and the other required articles are available online at *America and the World*: <http://aatw.me> Subscription cost is \$49.95. This cost pays for copyright purchase. Other readings will be linked to this syllabus.



1. **(RICKS)** Ricks, Thomas E. (2006) *Fiasco: The American Military Adventure in Iraq 2003-2005*. Penguin Press.
ISBN-13: 978-0143038917
2. **(NAGL)** Nagl, John A. (2002/2005), *Learning to Eat Soup With a Knife: Counterinsurgency Lessons from Malaya and Vietnam*. Chicago: University of Chicago Press.
ISBN-13: 978-0226567709
3. **(BARITZ)** Baritz, Loren (1985/1998), *BackFire: A History of How American Culture Led US into Vietnam*. Baltimore: Johns Hopkins University Press
ISBN 0-8018-5952-0

SCHEDULE OF LECTURES, READINGS, AND ASSIGNMENTS:

IAFS 3000/Course Schedule Spring 2021		
Day/Date	Topic	Assignment due in class
Thurs 14 Jan	Course Introduction & Administration	None
Tues 19 Jan	Theories of Interstate War	<ul style="list-style-type: none"> • Cashman & Robinson, <i>An Introduction to the Causes of War</i> -: Introduction
Thurs 21 Jan	Theories of Interstate War (Part II) Thought Question 1 Assigned	<ul style="list-style-type: none"> • Geoffrey Blainey, <i>The Causes of War</i>, Ch. 1, “The Peace that Passeth Understanding
Tues 26 Jan	Strategic & Organizational Culture Thought Paper 1 Due	<ul style="list-style-type: none"> • Strategic Culture Handout – Gregory D. Young • NAGL Chap 1
Thurs 28 Jan	The Hard Lessons of Insurgency Thought Question 2 Assigned	<ul style="list-style-type: none"> • NAGL – Chaps 2-3
Tues 2 Feb	The British in Malaya Thought Question 2 Due	<ul style="list-style-type: none"> • NAGL – Chaps 4-5
Thurs 4 Feb	US Strategic Culture and the Vietnam War Thought Paper 3 Assigned	<ul style="list-style-type: none"> • Baritz – Chap 1 • NAGL – Chap 6
Tues 9 Feb	The Vietnam Conflict (Part II) Movie: The Fog of War (Excerpts) Thought Question 3 Due	<ul style="list-style-type: none"> • NAGL – Chap 7
Thurs 11 Feb	The Vietnam Conflict (Part III) Thought Paper 4 Assigned	<ul style="list-style-type: none"> • Ed Palm “Tiger Papa Three
Tues 16 Feb	The Vietnam Conflict (Part IV) Thought Paper 4 Due	<ul style="list-style-type: none"> • NAGL – Chaps 8-9
Thurs 18 Feb	Counter insurgency Theory: The new global fad? Thought Question 5 Assigned	<ul style="list-style-type: none"> • Global Issues 2010, Chapter x, “The Rise in Counterinsurgency”
Tues 23 Feb	The Road to Iraq Thought Paper 5 Due	<ul style="list-style-type: none"> • Cashman & Robinson Ch.7 The Iraq War (Part I, II & III)
Thurs 25 Feb	The Road to Iraq (Part II) Thought Question 6 Assigned	<ul style="list-style-type: none"> • RICKS, Fiasco – Chaps 5-8
Tues 2 Mar	The Iraq War: Descent into Civil War Thought Paper 6 Due	<ul style="list-style-type: none"> • RICKS Fiasco, Chaps 9-10
Thurs 4 Mar	The Iraq War: Descent into Civil War (Part II) Thought Question 7 Assigned	<ul style="list-style-type: none"> • Ricks Fiasco, Chaps 11-13 • Ricks Fiasco, Chaps 14-16

Tues 9 Mar	The Iraq War: The Surge Thought Paper 7 Due	<ul style="list-style-type: none"> • RICKS Gamble, Chaps 1-2 • Nate Braden, "Coin of the Realm"
Thurs 11 Mar	The Iraq War: The Surge (Part II) Thought Question 8 Assigned	<ul style="list-style-type: none"> • Kaplan, "What Rumsfeld got right", <i>The Atlantic</i>, Jul/Aug 08 • Filkins, "Back in Iraq, Jarred by the Calm", <i>New York Times</i>, Sun 21 Sep 08 • Finkel, <i>The Good Soldiers</i>, Chapter 7 • Davis, <i>Buda's Wagon</i>, Chaps 1,2 & 20
Tues 16 Mar	Catch up and Review for Midterm Examination Thought Paper 8 Due	<ul style="list-style-type: none"> • None
Thurs 18 Mar	Midterm Examination	<ul style="list-style-type: none"> • Review and Study
Tues 23 Mar	The Afghan War Movie "Restrepo" Spring Pause <u>No Assignments due</u>	<ul style="list-style-type: none"> • Rubin & Rashid, "From Great Game to Grand Bargain: Ending Chaos in Afghanistan and Pakistan", <i>Foreign Affairs</i>, Nov/Dec 2008, pp.30-44. • Filkins, "Right at the Edge", <i>Sunday Magazine New York Times</i>, 7 Sep 08 • Gordon, "Strategy Shift for Afghan War poses stiff Challenge for Obama", <i>New York Times</i>, Tues 2 Dec 08. • Stewart, "The 'Good War' isn't worth Fighting", <i>New York Times</i>, Sun 23 Nov 08 • Rumsfeld, "One Surge does not fit all", <i>New York Times</i>, Sun 23 Nov 08

		<ul style="list-style-type: none"> • Bacevich, “Petraeus Doctrine”, <i>The Atlantic</i>, Oct 08 • Johnson & Mason, “All counterinsurgency is local”, <i>The Atlantic</i>, Oct 08 • <i>The Economist</i>, “The Next Surge”, 20 Dec 09 • Phillips, “Beyond Vietnam: Iraq, Afghanistan, and the Future” in <i>Why Vietnam Matters</i>, pp.305-314
Thurs 25 Mar	Spring Wellness Day	<ul style="list-style-type: none"> • No Class
Tues 30 Mar	The Afghan War (Part II)	<ul style="list-style-type: none"> • Baylis, Wirtz & Gray, “Afghanistan” in <i>Strategy in the Contemporary World</i>, 3rd Ed. 2010 • Global Issues 2010, “Afghanistan on the Brink” • NYT, "Taliban Overhaul Image to Win Allies", Jan 2010. • NYT, "Coalition Troops Storm a Taliban Haven", Feb 2010. • NYT, "Afghan Attack Gives Marines a Taste of War", Feb 2010. • NYT, "New Model for Afghan War: 'Population is the Prize'", Feb 2010. • NYT, "U.S. Turns a Blind Eye to Opium in Afghan Town" Mar 2010 • NYT, "Marines Do Heavy Lifting as Afghan Army Lags in Battle", Feb 2010. • NYT, "In Ambush, a Glimpse of a Long Afghan Summer" May 2010

		<ul style="list-style-type: none"> • NYT, "A Test for the Meaning of Victory in Afghanistan", May 2010 • Michael O’Hanlon, “Staying Power”, <i>Foreign Affairs</i>, Sep/Oct 2010 • NYT, "Afghan Army at Crossroads", Oct 2010. • NYT, "Troops Tread Lightly in Afghan Village", Nov 2010. • NYT, "Contrary to Hopes, Afghan Vote Disappoints", Dec 2010. • NYT, "NATO's Kandahar Push Deals a Setback to the Taliban", Dec 2010. • NYT, "Amid Terror Reign by Armed Groups, Taliban Extend Their Reach to North", Dec 2010. • NYT, "Inroads by the Taliban Challenges U.S. Troops in Eastern Afghanistan", Dec 2010.
Thurs 1 Apr	Go Over Midterm Exam Thought Question 9 Assigned	<ul style="list-style-type: none"> • None
Tues 6 Apr	The Afghan War (Part III) Frontline Documentary on Afghan Counterinsurgency: http://www.pbs.org/wgbh/pages/frontline/obamaswar/view Thought Paper 9 Due	<ul style="list-style-type: none"> • NYT, "In Afghanistan, Insurgents Let Bombs Do the Fighting", Jan 2011. • NYT, "In Eastern Afghanistan, at War with the Taliban's Shadowy Rule", Feb 2011 • NYT, “U.S. Pulling Back in Afghan Valley It Called Vital to War”, Feb 2011 • NYT, "Petraeus Says Coalition Has Stymied Taliban in Much of Afghanistan", Mar 2011.

		<ul style="list-style-type: none"> • NYT, "Putting Afghan Plan into Action Proves Difficult", Mar 2011. NYT, "Taliban Show Strain as Afghan Fighting Nears", Apr 2011. • NYT, "A Slice of Afghanistan Well Secured by Afghans", May 2011. • NYT, "Steeper Pullout Raised as Option for Afghanistan", Jun 2011. • NYT, "U.S. Ambassadorial Nominee Warns of Risk of Abandoning Afghanistan", Jun 2011. • NYT, "Afghan Taliban Ceded Ground in South, but Fear Lingers", Jun 2011.
Thurs 8 Apr	The American Fight Against ISIL Thought Question 10 Assigned	<ul style="list-style-type: none"> • Baker & Schmidt, NYT, "Discordant Verdicts on US forces in Syria: Too Much, or Too Little." 1 Nov 15 • Gordon and Schmidt, NYT, "Former US Commander Sharply Criticizes Syria Policy" 23 Sep 15 • NYT "US Ends Effort to Train Rebels in Syrian Fight" 10 Oct 15 • Schmidt & Gordon, NYT, "US Aims to put More Pressure on ISIS in Syria." 5 Oct 15 • Mazzetti & Apuzzo, NYT Military Analyst Again Raises Red Flags on Progress in Iraq." 24 Sep 15
Tues 13 Apr	Catch Up Day/Review Discuss Student Presentations Thought Question 10 Due	<ul style="list-style-type: none"> • None

Thurs 15 Apr	Midterm Exam II	Review, Study, Study & Study
Tues 20 Apr	7 Student Presentations	None
Thurs 22 Apr	7 Student Presentations	None
Tues 27 Apr	7 Student Presentations	None
Thurs 29 Apr	7 Student Presentations	None
Thurs 15 Apr	7 Student Presentations	None
Sun 2 May	No Final Examination Student Presentation Makeups (4:30-7:00pm)	None

ADMINISTRATIVE INFORMATION

Classroom Behavior

Both students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote or online. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. For more information, see the policies on [classroom behavior](#) and the [Student Code of Conduct](#).

Requirements for COVID-19

As a matter of public health and safety due to the pandemic, all members of the CU Boulder community and all visitors to campus must follow university, department and building requirements, and public health orders in place to reduce the risk of spreading infectious disease. Required safety measures at CU Boulder relevant to the classroom setting include:

- maintain 6-foot distancing when possible,
- wear a face covering in public indoor spaces and outdoors while on campus consistent with state and county health orders,
- clean local work area,
- practice hand hygiene,
- follow public health orders, and
- if sick and you live off campus, do not come onto campus (unless instructed by a CU Healthcare professional), or if you live on-campus, please alert [CU Boulder Medical Services](#).

Students who fail to adhere to these requirements will be asked to leave class, and students who do not leave class when asked or who refuse to comply with these requirements will be referred to [Student Conduct and Conflict Resolution](#). For more

information, see the policies on [COVID-19 Health and Safety](#) and [classroom behavior](#) and the [Student Code of Conduct](#). If you require accommodation because a disability prevents you from fulfilling these safety measures, please see the “Accommodation for Disabilities” statement on this syllabus.

All students who are new to campus must complete the [COVID-19 Student Health and Expectations Course](#). Before coming to campus each day, all students are required to complete the [Buff Pass](#). **{Faculty, add if applicable: *In this class, you may be reminded of the responsibility to complete the Buff Pass and given time during class to complete it.*}**

Students who have tested positive for COVID-19, have symptoms of COVID-19, or have had close contact with someone who has tested positive for or had symptoms of COVID-19 must stay home. In this class, if you are sick or quarantined, **{Faculty: insert your procedure here for students to alert you about absence due to illness or quarantine. Because of FERPA student privacy laws, do not require students to state the nature of their illness when alerting you. Do not require "doctor's notes" for classes missed due to illness; campus health services no longer provide "doctor's notes" or appointment verifications.}**

Accommodation for Disabilities

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](#). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition, see [Temporary Medical Conditions](#) on the Disability Services website.

Preferred Student Names and Pronouns

CU Boulder recognizes that students' legal information doesn't always align with how they identify. Students may update their preferred names and pronouns via the student portal; those preferred names and pronouns are listed on instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name.

Honor Code

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code (honor@colorado.edu; 303-492-5550). Students found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding

the Honor Code academic integrity policy can be found at the [Honor Code Office website](#).

Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation

The University of Colorado Boulder (CU Boulder) is committed to fostering an inclusive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct (harassment, exploitation, and assault), intimate partner violence (dating or domestic violence), stalking, or protected-class discrimination or harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or cureport@colorado.edu. Information about the OIEC, university policies, [anonymous reporting](#), and the campus resources can be found on the [OIEC website](#).

Please know that faculty and graduate instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, dating and domestic violence, stalking, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

Religious Holidays

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, to obtain an excuse absence students need only to email their instructor in advance of class regarding their upcoming absence.

See the [campus policy regarding religious observances](#) for full details.

Taking this course signifies acceptance of the terms and conditions stated in this syllabus.