

“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:
THE WARS IN IRAQ & AFGHANISTAN
CU BOULDER FALL 2019**

**Lecture Times: Monday, Wednesday & Friday, 2:00 - 2:50pm in [VAC1B90](#)
Syllabus at: http://spot.colorado.edu/~gyoung/home/IA_3000/3000_syl.htm**

Instructor: Dr. Gregory D. Young

Office: CU – Ketchum 212

E-mail: gyoung@colorado.edu

**Office Hours: Mondays and Wednesdays from 11:00 to 12:15
or Tuesday 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 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 attend 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 is also a large portion of your 10% participation grade. **Students with more than FIVE unexcused absences will be awarded a failing 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 **Wednesday, October 23rd** in the usual class meeting time and place. The second midterm exam will be on **Wednesday, November 20th** in the regular lecture room. The second midterm exam will be comprehensive, but will focus primarily on the materiel after the first midterm. Students must write both exams in order to pass the course. Blue books should be purchased by each student and brought in the class period prior to the midterm and final; 8.5x11 Blue books are preferred. Do not put your name on your Blue book, since they will be redistributed. Make-up exams will not be given unless the instructor has been notified in advance or a doctor’s note is provided. 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. News reports on the Internet are also acceptable sources. Each student will present one current event during the course of the semester. Each student should end the current event with a discussion question for the class. The current event presentations will be part of your 10% participation grade.

Thought Papers

Each week, on Tuesday, a thought question will be posed to the class and posted on the course web site. The question will relate to the topics in the previous four days of class. In a two-page, single-spaced (Approximately 900-1000 words) response to the question to turn in two class periods later. Include a word count on the first page. These papers should be properly documented and footnoted using the course readings. Papers will be graded 50% on content and 50% on grammar, punctuation and spelling. There will be ten questions posted. **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 will be sent to CANVAS/turnitin.com as a deterrent for plagiarism.

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 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 (before Fall Break), 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.

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. 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 submit an electronic copy (in WORD) that the instructor will post on the web for the review of your classmates. Assigned students will also bring a paper copy to class the next day. These summaries are 5% of your final grade. Late Reading Summaries will be docked 10% per class day up to 50%.

GRADING CRITERIA

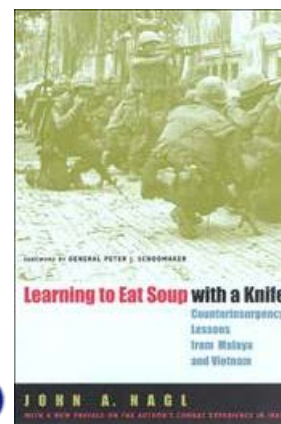
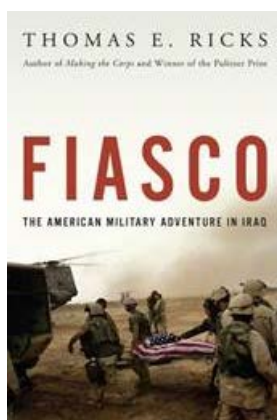
Mid-term exam	25%
Thought Papers	25%
Reading Summary	5%

Final exam	25%
Class presentation	10%
<u>Current event, attendance & participation</u>	10%
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 Fall 2019		
Day/Date	Topic	Assignment due in class
Mon 26 Aug	Course Introduction & Administration	None
Wed 28 Aug	<u>Theories of Interstate War</u>	• <u>Cashman & Robinson, <i>An Introduction to the Causes of War</i> -: Introduction</u>
Fri 30 Aug	<u>Theories of Interstate War (Part II)</u>	• <u>(Cont.)</u>
Mon 2 Sep	<u>Labor Day Holiday – No Class</u>	• <u>None</u>
Wed 4 Sep	<u>Theories of Interstate War (Part III)</u>	• <u>Geoffrey Blainey, <i>The Causes of War</i>, Ch. 1, “The Peace that Passeth Understanding</u>
Fri 6 Sep	<u>Strategic & Organizational Culture</u>	• <u>Strategic Culture Handout – Gregory D. Young</u> • <u>NAGL Chap 1</u>

Mon 9 Sep	The Hard Lessons of Insurgency • Thought Question 1 Assigned	NAGL – Chaps 2-3
Wed 11 Sep	The British in Malaya Thought Paper 1 Due	• NAGL – Chaps 4-5
Fri 13 Sep	US Strategic Culture and Vietnam Thought Question 2 Assigned	• Baritz – Chap 1
Mon 16 Sep	The Vietnam Conflict	• NAGL – Chap 6
Wed 18 Sep	The Vietnam Conflict (Part II) Thought Paper 2 Due	• NAGL – Chap 7
Fri 20 Sep	The Vietnam Conflict (Part III) Movie: <i>The Fog of War</i>(Excerpts) Thought Question 3 Assigned	• None
Mon 23 Sep	The Vietnam Conflict (Part III)	• Ed Palm “Tiger Papa Three
Wed 25 Sep	The Vietnam Conflict (Part IV) Thought Paper 3 Due	• NAGL – Chaps 8-9
Fri 27 Sep	Counter insurgency Theory: The new global fad? Thought Question 4 Assigned	• Global Issues 2010, Chapter x, “The Rise in Counterinsurgency”
Mon 30 Sep	The Road to Iraq	• Cashman & Robinson Ch.7 The Iraq War (Part I, II & III)
Wed 2 Oct	The Road to Iraq (Part II) Movie: “Why We Fight” Thought Paper 4 Due	• RICKS, Fiasco – Chaps 1-4
Fri 4 Oct	The Road to Iraq (Part III) Thought Question 5 Assigned	• RICKS, Fiasco – Chaps 5-8
Mon 7 Oct	The Iraq War: Descent into Civil War	• RICKS Fiasco, Chaps 9-10
Wed 9 Oct	The Iraq War: Descent into Civil War (Part II) Thought Paper 5 Due	• Ricks Fiasco, Chaps 11-13
Fri 11 Oct	The Iraq War: Descent into Civil War (Part III) Thought Question 6 Assigned	• Ricks Fiasco, Chaps 14-16
Mon 14 Oct	The Iraq War: The Surge	• RICKS Gamble, Chaps 1-2
Wed 16 Oct	The Iraq War: The Surge Thought Paper 6 Due	• Nate Braden, “Coin of the Realm” • Kaplan, “What Rumsfeld got right”, <i>The Atlantic</i>, Jul/Aug 08
Fri 18 Oct	The Iraq War: The Surge	• 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
Mon 21 Oct	Catch up and Review for Midterm Examination	None
Wed 23 Oct	Midterm Examination	Review and Study
Fri 25 Oct	The Afghan War Thought Question 7 Assigned	• Rubin & Rashid, "From Great Game to Grand Bargain: Ending Chaos in Afghanistan and Pakistan", <i>Foreign Affairs</i>, Nov/Dec 2008,

		<p>pp.30-44.</p> <ul style="list-style-type: none"> • Filkins, "Right at the Edge", Sunday Magazine <i>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 • Bacevich, "Petraeus Doctrine", <i>The Atlantic</i>, Oct 08 • Johnson & Mason, "All counterinsurgency is local", <i>The Atlantic</i>, Oct 08 • The Economist, "The Next Surge", 20 Dec 09
Mon 28 Oct	The Afghan War Movie "Restrepo"	None
Wed 30 Oct	Go Over Midterm Exam Thought Paper 7 Due	None
Fri 1 Nov	The Afghan War Thought Question 8 Assigned	<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" • Phillips, "Beyond Vietnam: Iraq, Afghanistan, and the Future" in <i>Why Vietnam Matters</i>, pp.305-314
Mon 4 Nov	The Afghan War	<ul style="list-style-type: none"> • 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.
Wed 6 Nov	The Afghan War Thought Paper 8 Due	<ul style="list-style-type: none"> • NYT, "In Ambush, a Glimpse of a Long Afghan Summer" May 2010 • NYT, "A Test for the Meaning

		<p>of Victory in Afghanistan", May 2010</p> <ul style="list-style-type: none"> • 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.
Fri 8 Nov	<p>The Afghan War Frontline Documentary on Afghan Counterinsurgency: http://www.pbs.org/wgbh/pages/frontline/obamaswar/view Thought Question 9 Assigned</p>	<ul style="list-style-type: none"> • None
Mon 11 Nov	<p>The Afghan War</p>	<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. • NYT, "Putting Afghan Plan into Action Proves Difficult", Mar 2011. • NYT, "Taliban Show Strain as Afghan Fighting Nears", Apr 2011.
Wed 13 Nov	<p>The Afghan War Thought Paper 9 Due</p>	<ul style="list-style-type: none"> • 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.
Fri 15 Nov	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
Mon 18 Nov	Catch Up Day/Review Begin Student Presentations Thought Paper 10 Due	• None
Wed 20 Nov	Midterm Exam II	Review, Study, Study & Study
Fri 22 Nov	5 Student Presentations	None
Mon 25 Nov	Fall Break – No Class	None
Wed 27 Nov	Fall Break – No Class	None
Fri 29 Nov	Fall Break – No Class	None
Mon 2 Dec	5 Student Presentations	None
Wed 4 Dec	5 Student Presentations	None
Fri 6 Dec	5 Student Presentations	None
Mon 9 Dec	5 Student Presentations	None
Wed 11 Dec	5 Student Presentations	None
Fri 13 Dec	Reading Day	No Class
Mon 16 Dec	No Final Examination Student Presentation Makeups (1:30-4:00pm)	None

ADMINISTRATIVE INFORMATION:

CELLULAR TELEPHONE/LAPTOP COMPUTER POLICY

Needless to say, all cellular phones must be turned off and put away at the beginning of each class meeting. Classes failing to comply will be issued a stern warning on the first occasion of a phone ringing during class time. The entire class will have a pop quiz over the previous reading assignments/lectures on the second and subsequent occurrences. Phones will not be out on desks or used during any quiz or examination.

Laptop computers have been allowed in my classes for the 20 years that I have been teaching at CU, beginning this semester however they will not be allowed to be out or open in class. I still believe that they can assist learning in the classroom, but significant new research shows that taking notes by hand increases learning. Also, a new study shows that laptops open and displaying non-class materiel are distracting not only to the user, but the students in view of the laptop and inhibit learning. Students can apply for exceptions for reason of disability or a proven track record of in class note-taking on the computer. Here is a link to an article about laptop impact on education: ["Laptops Are Great. But Not During a Lecture or a Meeting", New York Times Op Ed, By SUSAN DYNARSKI NOV. 22, 2017](#)

STUDENTS WITH 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](http://www.colorado.edu/disabilityservices/students) (www.colorado.edu/disabilityservices/students). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition or injury, see [Temporary Medical Conditions](#) under the Students tab on the Disability Services website and discuss your needs with your professor.

CHEATING AND PLAGIARISM

Cheating (using unauthorized materials or giving unauthorized assistance during an examination or other academic exercise) and plagiarism (using another's ideas or words without acknowledgment) are serious offenses in a university, and may result in a failing grade for a particular assignment, a failing grade for the course, and/or suspension for various lengths of time or permanent expulsion from the university. All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-725-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at <http://www.colorado.edu/policies/honor.html> and at <http://www.colorado.edu/academics/honorcode/>

The development of the Internet has provided students with historically unparalleled opportunities for conducting research swiftly and comprehensively. The availability of these materials does not, however, release the student from appropriately citing sources where appropriate; or applying standard rules associated with avoiding plagiarism. Specifically, the instructor will be expecting to review papers written by students drawing ideas and information from various sources (cited appropriately), presented generally in the student's words after careful analysis, synthesis, and evaluation. An assembly of huge blocks of other individuals' existing material, even when cited, does not constitute an appropriate representation of this expectation. Uncited, plagiarized material shall be treated as academically dishonest, and the paper will be assigned an 'F' as a result. Papers submitted by any student, written in part or in whole by someone other than that student, shall be considered to constitute fraud under the University Honor Code, and result in the assignment of an 'F' for the entire course. If the student is confused as to what constitutes plagiarism, he/she should review the CU Honor Code on this topic. If you have any questions regarding proper documentation in your writing, please discuss it with your instructor.

RELIGIOUS OBSERVANCES

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. See full details at: http://www.colorado.edu/policies/fac_relig.html

A comprehensive calendar of the religious holidays most commonly observed by CU-Boulder students is at <http://www.interfaithcalendar.org/>

In this class, as stated earlier in this syllabus for normal class days, students need only email their instructor/TA in advance to procure an excused absence. However, for examinations, in-class presentations or debates, students must arrange for a makeup in advance of their absence.

SEXUAL HARASSMENT

The University of Colorado Policy on Sexual Harassment applies to all students, staff and faculty. Sexual harassment is unwelcome sexual attention. It can involve intimidation, threats, coercion, or promises or create an environment that is hostile or offensive. Harassment may occur between members of the same or opposite gender and between any combination of members in the campus community: students, faculty, staff, and administrators. Harassment can occur anywhere on campus, including the classroom, the workplace, or a residence hall. Any student, staff or faculty member who believes s/he has been sexually harassed should contact the Office of Sexual Harassment (OSH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the OSH and the campus resources available to assist individuals who believe they have been sexually harassed can be obtained at <http://www.colorado.edu/odh/>

BASIC COURTESY TO YOUR CLASSMATE AND YOUR INSTRUCTORS

Please arrive on time and do not leave early. If you absolutely must leave early, please let me know at the beginning of class and sit near a door so you do not cause too much disruption. Similarly, if arriving late, please take a seat as quickly and quietly as possible. Take care of all your business before class begins; do not leave and return during class as this creates a disturbance to others.

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