

# PSCI 4243 Modern Warfare: Terrorism, Ideology, Identity / May 2016

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Classroom: Museum Collections E158  
Meeting time: M-F 12:30-3:30 pm  
Office hours: by demand after each class

## COURSE DESCRIPTION

This course explores key changes in the nature of warfare over the past century. Even though terrorist attacks may be thought of as very recent phenomena, their evolution can be traced back to the shifting nature of warfare. Specifically, ideological (e.g. liberalism, fascism, communism, religion-based world-views) and identity (i.e. ethnicity, culture, religion) differences have come to the forefront of political conflicts involving the use of force. Moreover, the doctrine of warfare has experienced a shift as well, in that civilians have developed the intertwined roles as the forces that fight wars, targets of war, and as war juries. We systematically explore these changes, starting with the identification of the nature of “traditional” warfare. We then explore the shift toward conflicts with ideological and identity overtones and then move to the topics of guerilla warfare and terrorism. As warfare evolves, we track potential changes in the means of and reasons for fighting, roles of civilians and media, and rules of war.

## COURSE REQUIREMENTS

### Reading Materials

1. Betts, Richard K. 2013. *Conflict After the Cold War*. 4<sup>th</sup> ed. Pearson.
2. Supplementary materials, available through D2L: <https://learn.colorado.edu>
3. Recommended textbooks, placed on reserve at the Norlin Library:
  - Cashman, Greg. 1993. *What Causes War?* Lexington Books.
  - Cashman, Greg and Leonard C. Robinson 2007. *Introduction to the Causes of War: Patterns of Interstate Conflict from World War I to Iraq*. Rowman.
  - Ziegler, David W. 2000. *War, Peace, and International Politics*. 8th ed. Longman.

### Student Initiative

Students should be alerted to the obvious fact that it will not be easy to summarize the complexity of our topics in terms of a few concepts and theories. Students should acquire the habit of regularly reading news magazines, opinion journals, and national newspapers. It is important that students **read assigned materials thoughtfully and thoroughly** and that they **attend classes regularly**.

### Final Project and Exam

Each student can choose whether they want to demonstrate what they have learned in this class by writing a term paper or taking the final exam. Term paper assignment description and deadlines are given at the end of the syllabus. The exam will consist of a series of short answer questions and an essay.

### Discussion Worksheets

You are expected to fill out a worksheet for each case/conflict we discuss. Then turn in polished and typewritten (single-spaced, 11 pt. Times New Roman, 1” margins) versions of the worksheets by the beginning of class on **Thursday, May 26** (last class period). Worksheet template is posted on D2L.

### Participation

Participation in the class is essential to the success of this course, as it is discussion- and not lecture-oriented. The students are expected to offer their own insights based on assigned readings and films. To encourage participation, the instructor may use random questioning or unannounced quizzes. If quizzes are given, they will count toward the participation grade.

### Attendance

Unexcused class absences beyond one will negatively affect the overall grade. Each student starts out with 100 attendance points. The second and every subsequent unexcused absence will decrease the point total by 15 points. Use the one “freebee” absence wisely, for family affairs, job interviews, minor health problems, etc. but not on the exam days or when assignments are due; an absence on the due date does not mean that you can make the work up. Absences will be excused only in cases of serious health or family emergencies and appropriate documentation will be required. Please note that excused or unexcused absences will also hurt your participation grade, because one cannot participate in class discussions if one is not present in class.

## COURSE RULES

### Grading Policy

Final Exam or Project	40%	Attendance	15%
Discussion Worksheets	30%	Participation	15%

### Class Policies

1. Students are expected to turn in the assignments at the beginning of class and take the exams on the date specified. Failure to show up for the exam on time or meet an assignment deadline does not entitle the students to make up the work at a later time.
2. Exceptions to the class requirements and rules are granted at the instructor’s discretion, only under circumstances of extreme personal emergency or serious illness. In all instances, appropriate evidentiary documentation will be requested and must be turned in within 1 week of the original absence.
3. All academic work must meet the University’s standards for academic honesty. Each student is responsible to inform themselves of these standards before conducting any academic work. My academic dishonesty policy is very simple: you will receive a failing grade for the class if you are found cheating on examinations, plagiarizing the work of others or attempting to turn in assignments used in previous classes, along with all other possible infractions noted in the University’s policy on academic dishonesty. Moreover, disciplinary proceedings to dismiss you from the University may be initiated. **I will not** tolerate academic dishonesty and you **will** face the harshest punishment possible if you attempt it.
4. Students may request the instructor to re-read exam answers or papers that they feel have been unfairly evaluated. Requests for re-evaluation must be submitted to the instructor in **typewritten form**, along with the assignment, within a week after it has been returned to the class or the final grade posted. The written statement must explain specifically why the student thinks that the grade should be reconsidered and what grade the assignment deserves. Re-evaluation will be conducted *de novo*.
5. Accommodations based on disability and/or religious beliefs will be made whenever possible. But, it is the student’s responsibility to let the instructor know about **needing such accommodations within the first week of class**. Accommodation requests after this time period may not be granted.
6. The syllabus is a general plan for the course; deviations may be necessary and will be announced.

**7. All students are expected to complete assigned readings before they are discussed in class and they are expected to discuss and respond to random questioning by the instructor.**

### **COURSE OUTLINE: TOPICS AND READINGS**

Note #1: Unless otherwise specified with the D2L mark, all the readings are in the Betts book.

Note #2: Exact class schedule is posted on D2L and will be updated as needed.

#### **I. TRADITIONAL WARFARE**

##### **A. Why do people fight: theoretical approaches**

- Hobbes “The State of Nature”
- Waltz “The Origins of War in Neorealist Theory”
- Carr “Realism and Idealism” (esp. the “Military Power” section)
- Gilpin “Hegemonic War and International Change”
- Lenin “Imperialism”
- Mead “Warfare is Only an Invention”

##### **B. Case Study: World War I**

- D2L: WW I (1) general and (2) focused background readings

#### **II. IDEOLOGY, IDENTITY, AND WARFARE**

##### **A. Ideology**

- Fukuyama “The End of History”

##### **B. Identity**

- Gellner “Nations and Nationalism”
- Kaufmann “Possible and Impossible Solutions to Ethnic Civil War” (esp. pp. 394-400)
- Huntington “The Clash of Civilizations”

##### **C. Realist counter-points**

- Mearsheimer “Why We Will Soon Miss the Cold War”
- Thucydides “The Melian Dialogue”

##### **D. Case Studies**

- D2L: WW II (1) general and (2) focused background readings
- D2L: Cambodia (1) general and (2) focused background readings

#### **III. GUERRILLA WARFARE AND TERRORISM**

##### **A. Theoretical Views**

- Lawrence “Science of Guerilla Warfare”
- Mao Tse-tung “On Guerilla Warfare”
- Crenshaw “The Strategic Logic of Terrorism”
- D2L: Betts “The Soft Underbelly of Primacy”

##### **B. Case Studies**

- D2L: Ireland (1) general and (2) focused background readings
- D2L: Israeli-Palestinian conflict (1) general and (2) focused background readings

## TERM PAPER PROJECT

### General Instructions and Rules

Students will sign up for a term paper topic from the list provided on D2L. Each topic has only a limited number of slots, so the first-come, first-serve rule applies. You must sign up for the topic no later than **Tuesday, May 17**. The **papers are due** at the beginning of the last class period on **Thursday, May 26**. With a penalty of 15%, late papers will be accepted by 11:59 pm (by e-mail) on the same day. No papers will be accepted thereafter. Please note that all due dates are known in advance, so you need to plan accordingly.

### Paper Content

Grade "A" papers will not only be well written but will also clearly, thoroughly, and competently relate the conceptual and theoretical material from the course to your conflict (i.e. applying the key points from the readings and discussion, placing the conflict in a broader context by comparing and contrasting it with the historical cases discussed). So, although you will need to research historical facts in order to obtain information necessary for the analysis, the goal of the exercise is not to report a series of historical facts. The goal is to analyze the conflict in terms of the topics, concepts, theories, and cases discussed in class.

Please break the project down into the following sections and address the relevant points. The paper is to be single-spaced, 11 pt. Times New Roman, 1" margins, with the section lengths noted below. Note that the section lengths are relatively short, so making your arguments economically and cogently are some of the goals of the assignment that you will be graded on.

I. Background information (1 page). DO NOT describe the chronology of the war (i.e. first this happened, then that happened; so and so did this to so and so, etc.). Instead, discuss these issues: identify the conflict's participants (i.e. sides, sub-sides, alliances, etc.); what does each want? do the people engaged in the conflict understand what they are fighting for? do all the people ostensibly belonging to the same side want the same thing?

II. Analysis (2 pages total).

- a. *Traditional and non-traditional aspects of the war.* How is the conflict fought (i.e. tactics, style, and methods of combat)? What formal and informal rules of war do you notice; which ones are broken and why? Which aspects of the war fit the traditional vs. non-traditional image?
- b. *Ideology and identity.* What roles do various ideologies (i.e. world-views) play in the war? What roles do identity factors (e.g. culture, ethnicity, religion) play in the war? Are these issues the actual causes of the conflict or do they play a different role; please explain?
- c. *The role of civilians and media.* How do the civilians participate in the war? Are they the targets, are they the forces that carry out the war, or both? Why (or why not) are the civilians targeted? Are public opinion and media factors in the war; please explain?

III. Relationship to cases discussed (2 pages). Compare and contrast your case to 3 cases discussed in this class. What are the key similarities and differences? Please explain.

IV. Relationship to readings discussed (2 pages). Relying on 5 readings of your choice, how do these readings inform your case? What are the key points of accord and contradiction between each of the readings and your case? Please explain.

The papers must properly reference all facts and ideas from outside sources according to the MLA style; both in-text parenthetical references and a bibliography (not counted in the page length) are required.