In an age of drones, terrorism, asymmetric and cyber warfare as well as nuclear proliferation, how has the landscape of violent political conflict evolved since the fall of Communism and the end of the Cold War only some 25 years ago? This course investigates the manifold regional and global facets of and questions related to conflict and security, situating these discussions in contemporary political, social and cultural realms. What does the ongoing breakdown of binary conceptual divisions into war and peace, civil and international wars, civilian and military targets as well as into state actors versus private actors mean for how wars start, how they unfold and how they get regulated and resolved? As a whole the course will undertake an examination of the changing nature of war and conflict itself in the 20th and early 21st Century using select regional examples.

**Required Readings/Required Printing:**
All readings will be posted on OAKS (please ensure that you have access to OAKS and this specific course webpage) or be accessible through the CoFC library’s e-book facility. You are expected to print all and bring the texts with you so we can base our discussions in class on them.

Other readings may be assigned, and handouts and supplements may be distributed later in the semester.

**Course Learning Outcomes and Methodology:**
By the end of the course, successful students should have accomplished the following:

- **Global Awareness:** You will demonstrate Global Awareness, that is, the ability to identify and describe differences and similarities within and between cultures (in this case how war affects/has affected different parts of the world) – SLO 1;
- **Theories in International Studies:** You will be able to describe and/or apply a theoretical approach or paradigm germane to International Studies (in this case, approaches to the study of war and peace) – SLO 2;
- **Cognitive and Problem-solving Skills for International Studies:** You will be able to digest information on a global issue, formulate and distinguish your views from those of others and defend your own views on issues on the basis of the study material;
- **Research in International Studies:** You will be able to demonstrate mastery of conducting research on a chosen topic.

**Class Format and Expectations:**
This course will be held as a seminar course, which means that the main vehicle for learning (besides your reading and study for assignments) will be in-class discussion on the basis of each week’s readings. It is ESSENTIAL that you complete the readings before each class and ideally all the week’s readings before the week’s Tuesday class. We all come to this course as well as to this particular topic with our own unique backgrounds and expectations and some of those will be based on the disciplinary backgrounds or concentrations within International Studies, which have structured our study of the world thus far. It is important that we acknowledge and respect those differences, turn them into strengths and when they provide stumbling blocks to our inquiry, assist each other in overcoming those hurdles.

On one or more (depending on the class size) occasions, you will be required to guide group and class discussions to further develop themes in our reading assignments besides being responsible for your ongoing participation in class discussions. In addition to the **final paper (3000-4000 words)**, there is a short research proposal (~1000 words) **paper**, an annotated bibliography (~1000 words), a literature review (~2000 words) and a research presentation. Guidelines/requirements for the papers and discussion leadership will be posted in the second week of term. Please, take note of these as compliance with them will be part of the exercise and will be considered in grading!
This syllabus, including the lecture schedule, readings, and assigned work and exams, is subject to change as necessary. Changes will be announced by email and on the course website on OAKS. It is the responsibility of each student to keep up with all readings and assignments and any changes.

Your grade will be based on the following criteria (percentages denote the relative weight towards the course grade):

**Research Proposal** (Due: 14 September 2017) -- 10%
**Annotated Bibliography** (Due: 5 October 2017) -- 10%
**Literature Review** (Due: 2 November 2017) -- 20% (SLO2 will be assessed here)
**Research Paper** (6 December 2017) -- 20% (SLO1 will be assessed here)
**Class Discussion Leadership** (various dates tbd.) --10%
**Participation** (ongoing) --15%
**Research Presentation** (dates to be decided) -- 15%

**Academic integrity:** The learning community at the College of Charleston depends on mutual respect between instructors and students. Incidents where the instructor determines the student’s actions are related more to a misunderstanding will be handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board. Students should be aware that unauthorized collaboration--working together without permission-- is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid, copying from others’ papers, fabricating data, plagiarizing the work of authors in the field of research covered in a paper, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this course without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php. Compliance with these policies is an important part of your learning process in this introductory course, and is therefore your responsibility.

**Disability Accommodations**
If you have a documented disability (learning or otherwise), and you need and/or believe you are eligible/approved for a reasonable accommodation to be made for you in this course, please contact me as soon as possible at the outset of the course, so we can design a solution that will help you be successful in this class. The Center for Disability Services is located in the Lightsey Center, Suite 104. Contact: http://disabilityservices.cofc.edu or call (843)953-1431.

**Grading:**
Final grades will be calculated using the following scale:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>A-</td>
<td>90-92</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C+</td>
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<td>C-</td>
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<td>D</td>
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<tr>
<td>D-</td>
<td>60-62</td>
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<td>F</td>
<td>&lt;60</td>
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Assignment grades (insofar as they use a percentage scale) will also follow this grading scheme. Please, be a responsible student and take charge of your grade. If you want to know your current standing in class, inquire with me about this.

**Attendance** is required and participation is considered in your final grade. For some sessions, you will be handed or sent discussion questions about the readings by email, which you are expected to prepare for in-class participation. Your grade will be lowered if you have more than 3 unexcused absences, and excessive absences will result in further grade penalties and may include removal from the course roll. You are required to report your fourth and any successive absences with appropriate documentation to the Absence Memo Office at 67 George St. You are responsible for
obtaining/retaining/studying all material, including readings, films, and lectures, whether you are present or absent from class. Extensions are not normally granted for assignments and late assignments will be penalized. Papers are due on the dates stated in the syllabus (upload to OAKS dropbox). Emailed or late papers will face grade deductions. Every day a paper is late, your grade will be reduced by 5%; a paper more than 4 days late is an automatic F. Paper drafts are highly recommended, and you may turn them in a week before the paper is due.

**Week One: Mapping The Course**
Introduction of the course theme as well as getting to know each other and expectations.

**Tue:** Introduction to Course Content and Structure

**Thu:** Reading: Jack Snyder, “One World, Rival Theories” (on OAKS).

**Week Two: Theories of International Relations**
Reading: Mingst and Arreguin-Toft, Essentials of International Relations, chapter 3 on OAKS.

**Week Three: Why War? States and State Power**
Reading: Mingst and Arreguin-Toft, Essentials of International Relations, chapter 5 on OAKS. + Thucydides, “The Melian Dialogue” from *The Peleponnesian War* on OAKS.

**Week Four: Why War? Theories on the Causes of War**
Reading: Mingst and Arreguin-Toft, Essentials of International Relations, chapter 8 on OAKS. + class discussion of Proposal topics on Tuesday! Proposals are due Thursday, 14 September 2017 at 5pm on OAKS.

**Week Five: Cold Wars, Old Wars, New Wars – Ways of looking at war as a large- and small scale phenomenon**

**Week Six: War and Conflict – A Global and Regional Panorama**
Reading: Heidelberg Institute for International Conflict Research, Conflict Barometer, various years

**Week Seven: War and Conflict in Africa**
Reading: Elbadawi/Sambanis, “Why are there so many civil wars in Africa? Understanding and preventing violent conflict” (on OAKS). + Buhaug, “Climate not to blame for African civil wars” (on OAKS).

Richards, “A Systematic Approach to Cultural Explanations of War: Tracing Causal Processes in Two West African Insurgencies” (on OAKS)

DEADLINE ANNOTATED BIBLIOGRAPHY (2 October 2017, upload to OAKS by 5pm)

**Week Eight: War and Conflict in Latin America**
Reading: Centeno, Blood and Debt: War and the Nation-State in Latin America, excerpts (on OAKS). + Mason, Caught in the Crossfire: Revolutions, Repression and the Rational Peasant, chapters 8 and 9 (on OAKS).

**Week Nine: War and Conflict and Europe (Peacekeeping, Cyberwars, and Challenges to Peace in Europe since 1990)**
Reading: tbd, on OAKS

No class on Tuesday – Fall break!

**Week Ten: War and Conflict in Asia**


Week Eleven: Women and Violent Conflict

DEADLINE LITERATURE REVIEW (2 November 2017, upload to OAKS by 5pm).

Week Twelve: Memories of War and Violent Conflict
Reading: Buruma, The Wages of Guilt: Memories of war in Germany and Japan, excerpts, and Conrad, “Entangled Memories: Versions of the past in Germany and Japan, 1945 to 2001” on OAKS.

Week Thirteen: Justice and War

Week Fourteen: Research Presentation I (Tuesday)
Reading: no new readings!
No class on Thursday – Thanksgiving holiday break.

Week Fifteen: Research Presentations II and Wrap-Up
Reading: no new readings!

6 December 2017: Research Paper deadline, upload to OAKS by 5pm.