

GOVT 336
INTERNATIONAL CONFLICTS AND RESOLUTIONS:
CAUSES, CHARACTERISTICS, AND PREVENTION

“V”/values and writing-intensive class

Spring 2021

Time: Tuesday and Thursday, 11am – 12:15pm



KATALIN FÁBIÁN

Department of Government and Law

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Online class meetings via Zoom:

<https://lafayette.zoom.us/j/96825671745?pwd=cSs1K1g4bXVBYSkvdHZLVVNhUk5uZ>

[z09](https://lafayette.zoom.us/j/96825671745?pwd=cSs1K1g4bXVBYSkvdHZLVVNhUk5uZ) Meeting ID: 968 2567 1745 Passcode: 983026 One tap mobile [+13462487799](tel:+13462487799), [96825671745](tel:+96825671745)#, [*983026#](tel:+983026) US (Houston) [+16468769923](tel:+16468769923), [96825671745](tel:+96825671745)#, [*983026#](tel:+983026) US (New York) Dial by your location [+1 346 248 7799](tel:+13462487799) US (Houston) [+1 646 876 9923](tel:+16468769923) US (New York) [+1 669 900 6833](tel:+16699006833) US (San Jose) [+1 253 215 8782](tel:+12532158782) US (Tacoma) [+1 301 715 8592](tel:+13017158592) US (Washington DC) [+1 312 626 6799](tel:+13126266799) US (Chicago)

Moodle site: <https://moodle.lafayette.edu/course/view.php?id=19809#section-0>

Google Drive site:

https://drive.google.com/drive/folders/1vzfbIWGTISj7eOVaDP9CYyTzMK_GiQZT

Office Hours: by appointment and 1 – 2.30 pm on Tuesdays and Thursdays, via zoom:

<https://lafayette.zoom.us/j/98939221236?pwd=ZVBtUW1VUWpwYjRkS2F0dk15d3RD>

[QT09](https://lafayette.zoom.us/j/98939221236?pwd=ZVBtUW1VUWpwYjRkS2F0dk15d3RD) Meeting ID: 989 3922 1236 Passcode: 507211

Please schedule the meeting time/date:

<https://calendar.google.com/calendar/u/0/selfsched?sstoken=UUdfs01I0G9Gbm5pfGRIZmF1bHR8OGI2ZjA4OWZjYjNIYTFiYzQwNzNmYWZlZjNTcWODcwM2M>

“I formed the conviction that there is no such thing as a conflict that can’t be ended.” George Mitchell, US diplomat who took a leading role in negotiations for peace in Northern Ireland

COURSE OVERVIEW:

Govt336 comprises an assessment of armed violence at the onset of the 21st century. Armed conflict is both a very timely matter of inquiry and an enduring concern stretching back to the

earliest days of interactions among human communities. On the one hand, history of the international arena reveals a world of unremitting conflict, violence, and warfare. Yet, concepts of justice and peace, to varying degrees, have also guided states and other international actors.

This course will survey and critically examine theoretical and empirical scholarly literature on the causes of war and armed violence. The course will seek to probe the causes of contemporary conflict and to examine some of its distinctive characteristics. Based on these discussions, the course will also evaluate the effectiveness of a range of strategies for preventing, abating, and terminating war and armed conflict.

Three questions form the intellectual basis of the class:

- (1) What are the main causes of contemporary armed conflict?
- (2) Are the wars of today different in some fundamental respect from the wars of the past? If so, how?
- (3) How do the answers to questions 1 and 2 affect the choice of strategies adopted by the international community to prevent and curb armed conflict?

LEARNING OUTCOMES:

Students in this course will

- ❖ **obtain substantive knowledge** of the **central questions, concepts, and theories** that have been used to analyze various types of armed conflicts,
- ❖ **apply existing theories** of international conflict to contemporary cases,
- ❖ **analyze the history and the efficiency of global interconnectedness** related to security, including various forms of non-military forms of security,
- ❖ **connect current events to historical trends**, and
- ❖ **increase communication competencies** by
 - ❖ developing **critical thinking skills** necessary to meaningfully assess both social change and continuity regarding conflict and security,
 - ❖ enhancing familiarity with the **conventions of academic writing**,
 - ❖ undertaking original **research** on concrete contemporary cases of armed conflict,
 - ❖ presenting, commenting on, and revising their research using Scalar, an online platform: <https://scalar.usc.edu/works/guide2/index>

Mastery of these learning objectives will be evaluated through **class participation, teamwork contributions, presentations, and writing assignments**.

Students can consider various resources to improve learning:
<https://citls.lafayette.edu/student-academic-support/>.

Please review these tips that may be especially important in the online learning environment: <https://citls.lafayette.edu/tips-for-students-learning-remotely/>

Most classes will consist of the **Professor's short lecture** that introduces the main questions and themes for the day **followed by discussion and deliberation**. Students' active engagement allows for deep, multidimensional learning that provides a toolbox of long-term durable skills in reading, comprehension, analysis, along with written and oral communication.

As the College promotes, this class invites and endorses diversity in its many forms that include but are not limited to race, ethnicity, socioeconomic status, gender, gender identity, sexual orientation, religion, different abilities and accessibility, and place of origin. Students are expected to engage in a respectful dialogue during class discussions and in written comments. See <https://about.lafayette.edu/diversity-statement/> for more information about the College's policy on diversity.

READINGS:

This course is designed to respond to world events as well as students' interests. Readings will be added, and possibly subtracted, to suit the direction of the class and the aspects of cases that emerge as relevant. All participants are welcome to suggest appropriate supplementary readings.

Buchanan, Ben. 2020. *The Hacker and The State: Cyber Attacks and The New Normal of Geopolitics*. Cambridge: Harvard University Press.
<https://libcat.lafayette.edu/record=b3389901>

Dunn Cavelty, Myriam and Victor Mauer, eds. 2010. *The Routledge Handbook of Security Studies*. New York: Routledge. <https://libcat.lafayette.edu/record=b2963294>

Horgan, John. 2012. *The End of War*. San Francisco: McSweeney's.
<https://libcat.lafayette.edu/record=b3142096>

Lamb, Christina. 2020. *Our Bodies, Their Battlefields: War Through the Lives of Women*. New York: Scribner. <https://libcat.lafayette.edu/record=b3389922>

McKinney, Cynthia, ed. 2018. *How the US Creates Sh*t-hole Countries*. Atlanta, GA: Clarity Press. <https://libcat.lafayette.edu/record=b3369195>

Pilisuk, Marc and Jennifer Achord Rountree. 2015. *The Hidden Structure of Violence*. New York: Monthly Review Press. <https://libcat.lafayette.edu/record=b3331481>

Swain, Ashok and Joakim Öjendal, eds. 2018. *Routledge Handbook of Environmental Conflict and Peacebuilding*. New York: Routledge.
<https://libcat.lafayette.edu/record=b3389902>

Woodward, Susan, 2017. *The Ideology of Failed States: Why Intervention Fails*. Cambridge, UK: University Press.

<https://www-cambridge-org.ezproxy.lafayette.edu/core/books/ideology-of-failed-states/1C54F9E9656AEF7E6627A6D22714898F>

COURSE REQUIREMENTS:

Students in this seminar are expected to attend class regularly, keep up with the assigned readings, engage in class discussions and group projects, complete all aspects of written assignments, and present their research in class.

1) CLASS PARTICIPATION

- ❖ **1.A) Attendance:** A maximum of two absences are allowed without penalty. An absence is defined as missing class or coming more than five minutes late. Each unexcused absence beyond three (including lateness) will lower the final grade in the course one grade (e.g., from an A to A-, A- to B+).
- ❖ **1.B) Participation** means **regular attendance and active engagement**. It is essential for the achievement of the course learning outcomes that students engage with, question, and assess the reading materials.

2) WRITING ASSIGNMENTS

Periodic writing assignments will provide the opportunity for in-depth analysis of concepts, theories, controversies, and contemporary debates. This writing-intensive class will include opportunities to practice process writing by offering regular feedback. Feel free to apply reliable online writing resources, such as https://owl.purdue.edu/site_map.html and the *St. Martin's Handbook*.

Our class has the support of Kirby Research Librarian **Ana Luhrs** (luhrsa@lafayette.edu, 610 330 5398).

Digital Initiatives Librarian **Janna Avon** (Skillman Library 118, avonj@lafayette.edu, 610 330 3173) will assist the class to present research findings using Scalar.

Writing assignments allow for consultation with **Eleanor Griffiths** (griffiel@lafayette.edu, 512 300 9487), the Writing Associate (WA) of this class. Her drop-in hours are 7:45pm to 9:15pm every other Sunday night starting 02/14.

Eleanor will meet the class:

- after 2nd analytical paper (week after Feb. 26th)
- before revised proposal (week before Mar. 26th)
- after outline (week after April 16th)
- after draft (week after May 7th).

Students need to submit a draft to the WA in advance of the stated deadline, meet online to discuss and exchange edited files. Although students will not receive a grade for the

draft or the meeting with the WA, those who do not perform these assigned tasks will receive a grade reduction. The WA is obligated to inform the Professor of any late or missed appointments.

Students are expected to:

- a) submit five two-page (double-spaced) analytical reflection papers that focus on the assigned readings for a Tuesday and a Thursday class of the same week and the respective discussions during these two class periods,
- b) present, comment on, and revise their research projects on Scalar,
- c) produce a proposal, draft, outline, and a 15-page long double-spaced final research paper (plus bibliography) on a case study conflict that directly engages with class topics and integrates the main lessons of the course,
- d) substantively and concisely respond to queries from the Research Librarian, the Digital Initiatives Librarian, the WA, peers, and the Professor.

2.A) Analytical Response Papers focusing on a week's (both Tuesday and Thursday) readings and respective class discussions, that are:

- two-page (plus a title and bibliography), double-spaced essay
- submitted **by 3pm Friday** of the respective week.

Please submit the first analytical response paper preferably by the second week (Feb. 19) but by the latest, the third week of classes (Feb. 26) and do not miss more than two weeks between submissions.

Students are encouraged to rely on *Analytic Thinking* guide (on Moodle, in folder "Syllabus and Guides") to develop the critical thinking qualities of weekly response papers.

2.B) Research Paper

Students are encouraged to select one of the regional security challenges in Part III of Dunn Cavelty and Mauer, eds. 2010. *The Routledge Handbook of Security Studies*, but other contemporary cases as Colombia, the Democratic Republic of Congo, Guatemala, Honduras, Libya, Northern Ireland, Sudan, Syria, Rwanda, and Yemen are options too.

The research paper should answer these questions:

- 1) How and why did post-Cold War economic and foreign policies (including cybersecurity) and neoliberal globalization contribute to the
 - a) escalation,
 - b) resolution attempts of the case study conflict?

Please consider both military and non-military causes and organize, link, and explain the connections/contradictions between the responses according to various IR schools of thought and levels of analysis.

2) Who has dealt with forms of structural violence (the “hidden structure of violence”) of the conflict? How? With what consequences?

Writing the research paper includes numerous steps. Through this process, students will need to consider and respond to comments by peers, the WA, our class’ Reference Librarian, the Digital Initiatives Librarian, and the Professor. Ideally, the result of this process writing will be a cogent, brilliant, publishable piece of work. Practically, the research paper needs be a well-organized and supported, clearly written, and properly formatted analytical essay.

The dues dates are:

Date	Required submission
3/5	Research proposal (150 words) 1) concise, clear, and descriptive title, 2) the applied versions of the Research Questions (RQ), 3) straightforward hypothesis that responds to each of the RQs, 4) a substantive explanation of the significance of the research, 5) basic structure of proposed paper.
3/ 26	Revised research proposal and annotated bibliography of scholarly sources: minimum three books and four peer-reviewed academic journal articles directly relevant to the research topic, format following author-date Chicago style. https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotate_bibliographies/index.html
4/16	Outline of the research paper with one succinct sentence about each main argument/section.
5/7	Draft of the research paper: Minimum 14-page (plus bibliography) draft of the research paper
5/20	Final research paper: 15-page double-spaced pages plus bibliography.

3) PRESENTATIONS

Please watch, consider, and apply the lessons of these two TED talks before giving a presentation:

- **body language**

[https://www.ted.com/talks/amy_cuddy_your_body_language_may_shape_who_you_are?referrer=playlist-the most popular talks of all](https://www.ted.com/talks/amy_cuddy_your_body_language_may_shape_who_you_are?referrer=playlist-the_most_popular_talks_of_all)

- **voice**

[https://www.ted.com/talks/julian_treasure_how_to_speak_so_that_people_want_to_listen?referrer=playlist-the most popular talks of all](https://www.ted.com/talks/julian_treasure_how_to_speak_so_that_people_want_to_listen?referrer=playlist-the_most_popular_talks_of_all)

❖ 3.A) Presentation of A Reading Question and One Related News Item

Each student is required **twice** during the semester to provide a presentation that poses ONE central question on the reading assignments for that class and connects it to a current news item on the same topic.

The upload is due on the Discussion Forum site on Moodle no later than 8pm the evening before the session when the readings will be considered. A signup sheet will be distributed during the first week of class. All peers are expected to read this upload (including the news item) before class and respond succinctly to the question on the Discussion Forum.

- ❖ 1) The presentation should provide a critical review by offering a concise and insightful introduction to the perspectives of the assigned readings. Please pose one open-ended (“Why?” or “How can we explain...?”) question that can be answered from having read the assigned texts. Avoid a hypothetical “what if” question or a series of questions.
- ❖ 2) Clearly link the readings with one news item. Please specify this connection in the post by:
 - ❖ a) indicating the author, title, date of publication, source of the news item following the Chicago author-date style (see under: Library->Resources->“C”-> *Chicago Manual of Style*, then select: Author-date, https://www-chicagomanualofstyle-org.ezproxy.lafayette.edu/tools_citationguide/citation-guide-2.html)
 - ❖ b) provide a live hyperlink to the article. If the article is behind a paywall, make sure you attach the text in a pdf on the Discussion Forum.

❖ 3.B) Pod Workshops and Research Paper Presentation

The last classes of the semester will consist of students workshoping and presenting their research. Missed presentations cannot be made up. Each person must upload revised versions of their paper on Scalar and provide the main arguments they will make by 8pm on the respective Moodle Forum the day before these collaborative exercises and presentation. Students will sign up for one slot as presenter and one slot as responder to another student’s presentation.

4) EXTRA CREDIT (maximum 5%)

With the Professor’s advance approval, students can take the opportunity to submit extra-credit assignments by producing one page, double-spaced analytical reviews of an out-of-class presentations or movies. Please see a list of related electronically available documentaries and films on Moodle, in the folder of “Syllabus and Guides.” The review needs to precisely explain how the event enhanced (challenged or further built on) the topics covered in the course.

EVALUATION:

Assignments will be evaluated by using the following three categories:

- (A) **Accuracy** of content: reflected in the conceptualization of problems, and the appropriate use of lecture/class discussions, assigned readings, and research materials.
 (I) **Integration**: including coherent organization, logical flow, and analytical ability.
 (F) **Format**: adequate and appropriate usage of language and style.

General improvement, creative and positive attitudes that facilitate the learning experience will be considered.

	Weight	Due dates	
Participation		10%	all semester long
Discussion Question and News Brief (2)		10%	twice during the semester
Analytical Responses (5 two-page essays)		25%	
Research Project			
❖ Abstract		5%	
❖ Annotated Bibliography		5%	
❖ Final Research Paper		30%	
❖ Presentation and Workshop		5%	
❖ Timely and revised Scalar posts		10%	
Extra Credit		5%	one week after the event

Basis for the final grade:

94 and up **A**; 90 –93 **A-**; 86 –89 **B+**; 83 –85 **B**; 80 –82 **B-**; 76 –79 **C+**; 73 –76 **C**;
 70 –73 **C-**; 66 – 69 **D+**; 63 – 66 **D**; 60 –63 **D-**; 0 – 59 **F**

Please find on the Course Moodle site the description of what each grade for written assignments stands for.

Each student is encouraged to meet with the Professor one-on-one at least once during the semester to discuss progress in the class.

Please note that you are responsible for saving all your graded materials until the semester ends.

At Lafayette College, all course materials are proprietary and for class purposes only. This includes posted recordings of lectures, worksheets, discussion prompts, and other course items. Such materials should not be reposted or shared outside of members of the class. Moodle and online discussions should also remain private and not be shared outside of the course. Students must request the Professor’s permission prior to creating any recordings of class materials, and any recordings are not to be shared or posted online even when permission is granted to record. If students have any questions about proper usage of course materials or if anyone has a concern with being recorded during the course, please let the Professor know.

The long term (as in after having submitted the final paper) retention, out-of-class sharing, distribution or posting of any remote instruction materials associated with this

course is not allowed. Doing so constitutes a violation of the policies of this class and the College's Academic Honesty.

Accommodations and Accessibility

In compliance with Lafayette College policy and equal access laws as well as to afford everyone full participation in the class, I am available to discuss appropriate academic accommodations that a student concerned with accessibility may require. If a student has or may have a disability, please contact the Office of Accessibility Services, to begin this conversation or request an official accommodation. If a student has already been approved for accommodations through the Office of Accessibility Services, please meet the Professor so we can develop an implementation plan together. For further information, please consult: <https://hub.lafayette.edu/disability-services>.

Academic Integrity

Academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without citing them or without appropriate authorization and the fabrication of information. Please consult "Academic Integrity" <https://conduct.lafayette.edu/student-handbook/student-code-of-conduct/>, and feel free to discuss your concerns with the Professor and reference librarians.

Privacy

Moodle contains student information that is protected by the Family Educational Right to Privacy Act (FERPA). Disclosure to unauthorized parties violates federal privacy laws. Courses using Moodle will make student information visible to other students in this class. Please remember that this information is protected by these federal privacy laws and must not be shared with anyone outside the class. Questions can be referred to the Registrar's Office.

Late Assignment Policy

Late assignments (as arriving within 8 hours of the assigned time) are immediately penalized one letter grade (e.g., from an A to A-, A- to B+). Further penalty is one full grade reduction per day. Assignments will not be accepted four days after the due date.

Federal Credit Hours

The student work in this course is in full compliance with the federal definition of a four-credit-hour course. Please see the Registrar's Office web site (<http://registrar.lafayette.edu/additional-resources/cep-course-proposal>) for the full policy and practice statement.

CLASS TOPICS AND ASSIGNED READINGS:

This course is designed to respond to world events as well as students' interests. Readings will be added, and possibly subtracted, to suit the direction of the class and the aspects of cases that emerge as relevant and interesting. All participants are welcome to suggest appropriate supplementary readings.

PART 1) THEORY-BUILDING IN THE CONTEMPORARY WORLD ORDER

Tuesday, February 9, 2021 Introduction

- “The Melian Dialogue” in Thucydides: *The Peloponnesian War* (also on Moodle, in the folder “Class Readings”)
- “Survival of the friendliest?” <https://tinyurl.com/y2pdxnpy>

Th February 11 Is There an Enduring Logic of Conflict in World Politics?

- First 15 minutes of the re-enactment of Thucydides: *The Peloponnesian War* https://media.lafayette.edu/media/Thucydides+%28Source%29.m4v/1_pejwnfo0
- Nye, Chapter 1, pp. 17-25; Chronology: p. 36; p. 67 “Key features of IR paradigms”
- Nye, Chapter 3, pp. 98-112, especially figure 3.2 on p.105 (review pp. 81-97 re Westphalian system), Chronology: pp 113-114 (on Moodle, in the folder “Class Readings”)
- Evans, “The Greatest Catastrophe the World Has Seen: World War I” *The New York Review of Books*, Feb. 6, 2014, <https://www-nybooks-com.ezproxy.lafayette.edu/articles/2014/02/06/greatest-catastrophe-world-has-seen/?printpage=true>, (also on Moodle, in the folder “Class Readings”)

Tuesday February 16 “Framing the Discipline”: Explanations for World War II

- Nye, Chapter 4, pp. 117-143, especially figure 4.4 on p.135

Th February 18 Explanations for the Cold War

- Nye, Chapter 5, pp. 146-191, especially figure 5.3 on p.160
- Searcy and Cox, pp. 88-109 in McKinney, Cynthia, ed. 2018. *How the US Creates Sh*thole Countries*. Clarity Press. <https://libcat.lafayette.edu/record=b3369195>

Tuesday February 23 Critical Security Studies

- “The Costs of Modern Wars” pp. 9-54 in Pilisuk and Rountree
- Nye, pp. 216-217, especially figure 6.2 and 6.3
- Ch.4 “Critical Security Studies,” Ch.5 “Constructivism and Securitization Studies,” Ch.17 “Old and New Wars” in Dunn Cavelty and Victor Mauer, eds.

noon - 1:00pm Tuesday, Feb. 23 “Feminist Approaches to Global Grassroots Peacebuilding” <https://kroc.nd.edu/news-events/events/2021/02/23/feminist-approaches-to-global-grassroots-peacebuilding/>

Th February 25 “Constructing Security”

- Ch.7 “Feminist Security Studies,” Ch.9 “Societal Security Studies,” and Ch.10 “Human Security” in Dunn Cavelty and Victor Mauer, eds.

Tuesday March 2 Environmental Security

- Horgan, Ch. 3, pp. 77-98
- Friedman “The World’s Hot Spot” *The New York Times*, <http://tinyurl.com/njhp2bg>

- Busby, “Why Climate Change Matters More Than Anything Else” *Foreign Affairs*, July/August 2018, <https://tinyurl.com/y8uhjbln> (also on Moodle, in the folder “Class Readings”)
- “New Challenges to Human Security: Environmental Change and Human Mobility” 2017, https://isd.georgetown.edu/New_Challenges_to_Human_Security, on Moodle
- “Every Country Has Its Own Climate Risks” <https://www.nytimes.com/interactive/2021/01/28/opinion/climate-change-risks-by-country.html?action=click&module=Opinion&pgtype=Homepage>
- Hill and Martinez-Diaz, “Adapt or Perish: Preparing for the Inescapable Effects of Climate Change” *Foreign Affairs*, January/February 2020 (on Moodle, in the folder “Class Readings”)

Th March 4 Environmental Security -- 2

- Ch.2 “Environment and Conflict,” Ch.3 “Transnational Environmental Crime,” Ch.5 “Environmental Pathways to Peace,” Ch.6 “Climate Change and Peace” in Swain and Ojendal, eds.

March 5: Research Paper Proposal is due

Tuesday March 9 Contemporary Security Challenges

- Ch. 10 “Terrorism,” Ch. 11 “Weapons of Mass Destruction,” Ch. 12 “Organized Crime” in Dunn Cavelti and Victor Mauer, eds.
- US Domestic Terrorism, Oct. 24, 2020, tinyurl.com/9rfs0ons
- Friis, “Behead, Burn, Crucify, Crush: Theorizing Islamic State’s Public Displays of Violence” *European Journal of IR*, 2017 (on Moodle, in the folder “Class Readings”)
- Preble, “Adapting to American Decline” April 21, 2018, <https://tinyurl.com/y7m5aw5g>

Th March 11 Contemporary Security Challenges -- 2

- Ch 18 “Privatization of Security,” Ch. 19 “Energy Security,” Ch. 21 “Biological Weapons,” Ch. 22 “Security and Health” in Dunn Cavelti and Victor Mauer, eds.
- “Propaganda” pp. 309-322 in McKinney

Part 2) THE END OF WAR?

Tuesday March 16 Genetic Predisposition?

- Horgan, Introduction, Chapters 1 and 2, Appendix, pp. 11-76, 183-187 (add 17 pages if you have the edition with Fry’s foreword)

Th March 18 Social Learning?

- Horgan, Chapter 4 pp. 99-124
- Adam Hochschild, “Bang for the Buck: US Gun Culture” *The New York Review of Books*, April 5, 2018, <http://www.nybooks.com/articles/2018/04/05/guns-bang-for-the-buck/>
- *Faces of the Enemy*, (1987) <https://video-alexanderstreet-com.ezproxy.lafayette.edu/watch/faces-of-the-enemy>

Tuesday March 23 “War and the Minds of Men”

- pp. 55-79 in Pilisuk and Rountree
- *Our Bodies, Their Battlefields: War Through the Lives of Women*
 - Each student selects and presents three chapters (in groups)

7pm **March 25:** Pastor Lecture in International Affairs: **Laurie Garrett** on global pandemics <https://www.nytimes.com/2020/05/02/opinion/sunday/coronavirus-prediction-laurie-garrett.html>

Th March 25 Long-Term Trends

- Horgan, Chapter 5, Ch. 6, and Epilogue
- Gravel, “A Peace Movement Whose Time is Now” pp. 9-12 in McKinney
- Chenoweth “The Success of Nonviolent Civil Resistance” (12 min), <https://www.youtube.com/watch?v=YJSehRIU34w>

March 26: Revised proposal and annotated bibliography of scholarly references are due

Spring break, March 30-31

Part 3) SECURITY AND DEVELOPMENT: CONCEPTUAL DEBATES

Th April 1 Janna Avon — presentation and practice of Scalar “Hidden Structure of Violence”

- pp. 80-129 in Pilisuk and Rountree

Tuesday April 6 The Concept of Failed States

- Introduction and Ch. 1 in Woodward
- “Realpolitik” pp. 174-218 in Pilisuk and Rountree

Th April 8 The History of a Concept

- Ch. 2 in Woodward

12:15–1:45 pm **Friday, April 9**, Holocaust Remembrance Day lecture by Prof. Ilit Ferber of Tel Aviv University <https://www.ilitferber.com/> on the question of forgiveness in the work of writer and Auschwitz survivor Jean Améry, relating him to the broader context of intellectual and artistic responses to the Shoah.

1:15–2:30 pm seminar on **Monday, April 12**, to discuss a pre-circulated text by Jean Améry, <https://calendar.lafayette.edu/node/57560>.

Tuesday April 13 State-Building as a Solution?

- Ch. 3 and Ch. 4 in Woodward
- “Countries Near a Breaking Point” June 2017, <https://tinyurl.com/y86mxbjv>
- “Modern Slavery, Development and Population Boom” Council on Foreign Relations (CFR), <https://tinyurl.com/y84bt9me>

Th April 15 The Real Problem and Consequences of Failed States

- Ch. 6 in Woodward
- El Salvador and Venezuela, pp. 224-265 in McKinney

April 16: Research paper outline is due

Tuesday April 20 Neither Security, Nor Development?

- Ch. 8 in Woodward
- Petras, pp. 48-50; Haiti, pp. 52-56; Palestine, pp. 110-125; “Africa and MNCs” pp. 130-152, in McKinney

Part 4) THE DEBATES ON CYBERSECURITY

Th April 22 Cybersecurity—Espionage 1

- Introduction, Ch.1 and Ch. 2 in Buchanan

Tuesday April 27 Counterintelligence

- Ch. 3, Ch. 4, and Ch. 5 in Buchanan
- “Cybersecurity Threats in Space: A Roadmap for Future Policy” 2020. The Wilson Center. [tinyurl.com/2v8j9a6y](https://www.wilsoncenter.org/publication/cybersecurity-threats-in-space-a-roadmap-for-future-policy)

Th April 29 Strategic Sabotage

- Ch. 6 and Ch. 7 in Buchanan

Tuesday May 4 Coercion

- Ch. 8 and Ch. 9 in Buchanan

Th May 6 Election Interference

- Ch. 10 and Ch. 11 in Buchanan

May 7: Minimum 14-pages of the research paper (plus accurately formatted bibliography) is due to WA

Tuesday May 11 Widespread Disruption

- Ch. 12, Ch. 13, and Conclusion in Buchanan

Part 5) CONCLUSIONS: The Fate of the International Order

Th May 13 and Tuesday May 18 Research Presentations

Final Research Paper is due by 10am May 20.