

POL 351 - International Security
Rollins College Fall 2018
229 Cornell Hall - MWF 11 to 11:50

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COURSE OVERVIEW

What causes international conflict? What limits it? Are we in the midst of an unipolar moment? Or is American hegemony now a late 20th century artifact? Does power concentration within the hands of the United States enhance international security? Or is a multi-polar system preferred, even from an American perspective? Asking critical questions such as these, this course analyzes how interactions in the 21st century shape international security, highlighting in particular the causes of war as well as conditions that promote peace. We examine the evolving definitions of both national and international security – and how that theoretical positioning influences diplomacy.

Events over the last two decades fundamentally recast security concerns, especially in allowing greater emphasis on economic, environmental, and cultural dimensions. And, of course, weapons of mass destruction are arguably even more dangerous today given how the post-Cold War environment facilitates horizontal proliferation. In this context, our course targets a series of issues ranging from deterrence and proliferation to terrorism and espionage as well as specific flashpoints around the world from Afghanistan to Iraq - North Korea to Iran – Russia to the European Union – China and Taiwan to Pakistan and India – Israel to Saudi Arabia – and the United States to Syria.

COURSE OBJECTIVES

More specifically by the end of this course students will be able to:

1. Identify core causes to conflict as well as the conditions that promote peace.
2. Explain different theoretical interpretations for shifts in international security.
3. Analyze flashpoints around the globe, assessing their impact on international security.
4. Predict shifts and challenges to international security in the next two decades.

REQUIRED TEXTS

The following required materials are available at the Rollins College Bookstore or online:

Haass, Richard. *A World in Disarray: American Foreign Policy and the Crisis of the Old Order*. New York: Penguin Press, 2017.

Nye, Joseph S., Jr. and David A. Welch. *Understanding Global Conflict and Cooperation: An Introduction to Theory and History*. New York: Pearson, 2017.

Olin database searches and Blackboard Reserve Readings (see Dr. Gunter's POL 351 and POL 130)

Strunk, William Jr. (and E.B. White). *The Elements of Style*. New York: Tribeca Books, 2012.

ADDITIONAL REQUIRED READING

In addition to the above texts, this class requires you to stay abreast of global current events – both for the purpose of weekly discussions and your own required oral report. For reputable international reporting, I recommend the [*International Herald Tribune*](#) or international sections of national daily American newspapers such as [*The New York Times*](#), [*The Washington Post*](#), or [*The Wall Street Journal*](#). We will discuss major events as they relate to our course readings each week, thus making this part of your daily participation marks. This material will also be periodically incorporated into assignments and tests. A few other recommended national US papers you may wish to consult are [*The Christian Science Monitor*](#), [*The Boston Globe*](#), [*The Chicago Tribune*](#), [*The Miami Herald*](#), and [*The Los Angeles Times*](#). Outside the US, see the Trade Development Alliance of Seattle for a thorough list of English-language [international newspapers](#). Of course, more non-traditional sources *can* also be a good source of news. Along these lines some blogs of note for our purposes are the [Council on Foreign Relations](#), [The Economist's Free Exchange](#), [Financial Times' The World](#), Foreign Policy Association's [Global Affairs Blog Network](#), [Foreign Policy's Passport](#), and PBS's [Wide Angle Blog](#). Finally, as always, see me if you have questions about other potential sources.

COURSE EXPECTATIONS

Please be advised that the reading load is heavy at times and requires a substantial time commitment outside of class meetings. As your Rollins College Catalogue suggests, you should anticipate spending an average of three hours outside of class for every hour spent in class. I recommend that you carefully look over the course materials and decide how much time you are willing to invest before committing yourself to this class.

We have an interesting combination of readings to guide class discussions in this course. Diligently keeping on schedule with your assignments will allow you to take full advantage of our discussions. Be sure to come to class prepared and ready to actively participate as the course places a heavy burden on you, the students. Several exercises throughout the semester are intended to foster active learning and to provide structure to your participation grade. Please note that participation entails more than mere attendance. It requires active and meaningful engagement in the class. See our participation rubric at the end of this syllabus for additional details here.

There will also be several writing assignments as well as essay exams in this course. Of all that you learn in college, writing is one of the most important. Regardless of your career goal, you will need to develop the skill of writing well. Writing also helps us learn. It focuses our thoughts and forces us to organize and document them. For general guidance on writing style, we will read the age-old pamphlet by William Strunk and E.B. White, entitled *The Elements of Style*. It is also available online at: <http://www.bartleby.com/141/index.html>.

Finally you should be familiar with the term plagiarism. Remember, any work that borrows wording, ideas, or even organization from another source without appropriate acknowledgment is defined as plagiarism. A general rule of thumb is to cite any phrase that is not common knowledge and longer than four words. Severe penalties are in place for violations of this policy.

GRADING POLICY:

Feel free to consult me about any of your work and grades during the semester, i.e. papers, participation, quizzes, exams, etc. Due to privacy concerns, however, grades will not be discussed electronically at any time during *or* after the semester. Per the Rollins College Catalogue, the grade report is based on the following definitions:

A is reserved for work that is exceptional in quality and shows keen insight, understanding, and initiative.

B is given for work that is consistently superior and shows interest, effort, or originality.

C is a respectable grade required for graduation; it reflects consistent daily preparation and satisfactory completion of all work required.

D- is the lowest passing grade; it is below the average necessary to meet graduation requirements and ordinarily is not accepted for transfer by other institutions.

F is failing.

Grading is based upon percentages that equate to the standard +/- system below:

A = 93 % and above	A- = 90-92	B+ = 87-89
B = 83-86	B- = 80-82	C+ = 77-79
C = 73-76	C- = 70-72	D+ = 67-69
D = 63-66	D- = 60-62	F < 60

Unless another due date is announced in class, you are responsible for turning in assignments on time, before class starts. This responsibility comes in two parts. For one, you must turn in a hard copy of your paper to me. For another, you must submit an electronic copy to www.turnitin.com. Our class ID is "8026428". The class password is "honor." Let me know if you need any help with this but do be sure to complete this requirement if you wish to receive credit for your paper. Failure to complete both steps, the paper and electronic, by the assigned due date will result in a grade of zero for that assignment. Please take this seriously as it would be a shame for you to not get credit simply for failing to follow directions on this requirement. After class begins, assignments will be considered late so do not skip class just to finish an assignment. Late assignments will be accepted until 4 p.m. that day with one letter grade penalty – including both the hard copy and electronic submissions. After 4 p.m. on the due date, late papers will not be accepted. Make-up tests are not given, except under extenuating circumstances, i.e. illness, death in the family, religious holiday. In these cases the professor *must be informed prior to the exam or assignment due date*. Do this in person, by email, or office telephone.

GRADING DISTRIBUTION:

10%	Peace Film Festival Review or Editorial
10%	Current Events PowerPoint Report
10%	Map Quizzes
10%	Regional Flashpoint Paper
20%	Daily Participation
20%	Midterm
20%	Final

COURSE SCHEDULE

Part I: Defining International Security

Week 1: Aug. 27/29/31

What is International Politics?

Thucydides, "Melian Debate," *The Peloponnesian War* (excerpt in class)

Nye & Welch Chpt. 1 (catch up today after class!)

Tools & Techniques in IR

Nye & Welch Chpt. 2

Hans Morgenthau, *Politics among Nations: The Struggle for Power & Peace* (see POL 130)

Lessons from the Balance of Power

Nye & Welch Chpt. 3 (first half up to Origins section)

[Europe Geography Quiz](#)

Week 2: Sept. 3/5/7

Labor Day Holiday

National vs. International Interests

Niccolo Machiavelli, excerpts *The Prince* (see POL 130 listing on Blackboard)

Condolezza Rice, "[Promoting the National Interest](#)," *Foreign Affairs*, Jan./Feb. 2000: 45-62.

Frontline: [House of Saud](#) 8 Feb. 2005 (1:56)

Condolezza Rice, "Rethinking the National Interest: American Realism for a New World," *Foreign Affairs*, July/Aug. 2008: 2-26.

[Middle East Geography Quiz](#)

Week 3: Sept. 10/12/14

American Hegemony

Haas Intro & Part I

Winston Churchill, "[The Sinews of Peace](#)," Westminster College, Fulton, MO, 5 March 1946.

Collective Security Debated

Nye & Welch Chpt. 4 (first half up to Origins section)

Finish *Frontline*: [House of Saud](#) on own (via YouTube)

Globalization, Interdependence & Redefining Security

Nye & Welch Chpt. 8

Jessica Tuchman Mathews, "The Environment and International Security," *World Security*

[Africa Geography Quiz](#)

Part II: The Evolving Art of War and Peace

Week 4: Sept. 17/19/21

The Causes of War

Kenneth N. Waltz, "Introduction" and "Conclusion," *Man, the State, and War: A Theoretical Analysis*, 1959. (excerpts on Blackboard)

Nye & Welch Chpts. 3-4 (second half of each chapter on Origins of WWI and WWII)

See one film from [Global Peace Film Festival](#) (Sept. 18-23, 2018) - see website for show times

Art vs. Science of War

Karl von Clausewitz, "On the Nature of War," *On War*, Book I, Chapter 1 (Blackboard)

Sun Tzu, Preface, Intro (skim), 1, 2, *The Art of War* (see also POL 130 Blackboard)

Strengths & Weaknesses in Peacekeeping

“Charter of the United Nations,” 26 June 1945 (see especially Chapter VII, Article 42)

<http://www.un.org/en/charter-united-nations/> .

Nye & Welch Chpt. 6

[South America](#) Geography Quiz

Week 5: Sept. 24/26/28

Peace Film Festival Discussion

Peace Film Festival Review or Editorial due in class

Tuesday evening TPJ Visiting Scholar Lecture, 7 pm @Suntrust Auditorium

“The Kurdish Factor in US Foreign Policy,” Dr. Mike Gunter, Sr.

Syria & the Kurds Discussion w/Thomas P. Johnson Visiting Scholar Dr. Mike Gunter, Sr.

Gunter, Michael. “NATO in Crisis: The US-Turkish Standoff in Syria” (Monday handout)

3 typed questions due in class based on assigned reading

Combating Terrorism

Homer-Dixon, Thomas. “[The Rise of Complex Terrorism](#),” *Foreign Policy*, Jan./Feb. 2002

Stern, Jessica. “[The Protean Enemy](#),” *Foreign Affairs*, July/August 2003

Terrorism section in Nye & Welch Chpt. 9

Part III: WMD Proliferation & Nuclear Strategy

Week 6: Oct. 1/3/5

American Experience: [The Living Weapon](#) ...or Nova: [Bioterror](#)

Laurie Garrett, “The Nightmare of Bioterrorism,” *Foreign Affairs*, Jan./Feb. 2001.

“Convention on the Prohibition of the Development, Production, Stockpiling and Use of Chemical Weapons and on Their Destruction.” 13 Jan. 1993:

<https://www.opcw.org/chemical-weapons-convention/>.

Cold War Strategy

Nye & Welch Chpt. 5

George Kennan (Mr. X), “[The Sources of Soviet Conduct](#),” *Foreign Affairs*, July 1947:

Assign National Security Council roles for Wednesday CMC simulation, 2 per team:

1. President John F. Kennedy
2. Vice President Lyndon B. Johnson
3. Secretary of State Dean Rusk
4. Defense Secretary Robert McNamara
5. Treasury Secretary C. Douglas Dillon
6. Attorney General Robert F. Kennedy
7. CIA Director John McCone
8. Chairman of Joint Chiefs of Staff General Maxwell Taylor
9. National Security Advisor McGeorge Bundy

The Cuban Missile Crisis Simulation

John F. Kennedy’s [Speech](#) on Cuban Missile Crisis, Oct. 22, 1962.

[Telegram](#) From Khrushchev to Kennedy, Oct. 26, 1962.

Individual 300-word typed briefing on proposed action against Cuba due in class

Week 7: Oct. 8/10/12

The Arms Control Regime

Nuclear Non-Proliferation [Treaty](#)

Thomas Schelling & Morton Halperin, “Arms Control and General War,” *Strategy and Arms Control*

[Central America & part Caribbean](#) Geography Quiz

The Atomic Café

White House Press Release, [Announcement](#) of Withdrawal from ABM Treaty

Nuclear Posture Review Report [Executive Summary](#), Feb. 2018

Meet in 225 Olin Library w/Professor Susan Montgomery

Comprehensive Nuclear Test Ban [Treaty](#) (read summary and skim parts of text)

Regional Flashpoint assignments made, roughly 3 per team:

- Russia, China, North Korea, Iran, Israel, India/Pakistan

Week 8: Oct. 15/17/19

Fall Break Holiday

Frontline: [Hackers](#) ...or [CyberWar!](#)

Bruce D. Berkowitz, “Warfare in the Information Age,” (chpt.7), *In Athena’s Camp: Preparing for Conflict in the Information Age*, Arquilla, John and David Ronfeldt (eds.), Washington, DC: RAND, 1997.

Nye & Welch Chpt. 9

Midterm

Part IV: Regional Flashpoints**Week 9: Oct. 22/24/26**

The Post-Cold War World

Haas Part II, Chpt. 4 & 5

Allison, Graham. “The Thucydides Trap: Are the U.S. and China Headed for War?”

Atlantic, 24 Sept. 2015: <https://www.theatlantic.com/international/archive/2015/09/united-states-china-war-thucydides-trap/406756/> .

Addicted to Oil

Review oil section in Nye & Welch Chpt. 8

Haas Part II, Chpt. 6 & 7

[Asia](#) Geography Quiz

Regional Flashpoint Prep (group breakout sessions to coordinate research)

Haas Part III, Chapters 8, 9 & 10

Week 10: Oct. 29/31 & Nov. 2

Regional Flashpoint Proposals Discussion (10 min. group meetings w/Dr. Gunter)

Individual paper proposals and bibliography due

Frontline: [Putin’s Revenge](#) Part One, 25 Oct 2017 (54 min.)

Nye & Welch Chpt. 7 (Eastern Europe section)
See on own after class Part Two, 1 Nov. 2017 (54 min.)

Russian Delegation Presentation

“[Russia: Background and U.S. Policy](#),” *Congressional Research Service*, 21 Aug. 2017.
TBA: Document from Fall Summit with Presidents Trump and Putin

Week 11: Nov. 5/7/9

Frontline: Dangerous Straits: <https://www.pbs.org/wgbh/pages/frontline/shows/china/>

Nye & Welch Chpt. 7 (China section)

“Joint Statement Following Discussions with Leaders of the People’s Republic of China,”
27 Feb. 1972: <https://www.nixonfoundation.org/artifact/shanghai-communicue/> .

Chinese Delegation Presentation

Department of Defense. *Annual Report to Congress: Military and Security Developments
Involving People’s Republic of China*, 15 May 2017. (skim)

Taiwan Relations Act, Public Law 96-8. 10 April 1979:
<https://www.congress.gov/bill/96th-congress/house-bill/2479> .

Frontline: North Korea’s Deadly Dictator 4 Oct 2017 (54 min.)

See before class *Frontline: Secret State of North Korea*, 14 Jan. 2014 (53 min.)
Nye & Welch Chpt. 7 (North Korea section)

Week 12: Nov. 12/14/16

North Korean Delegation Presentation

“The North Korean Nuclear Challenge: Military Options and Issues for Congress,”
Congressional Research Service, 6 Nov. 2017. (skim)

“Joint Statement of President Trump and Chairman Kim Jong Un at the Singapore Summit.”
12 June 2018: https://www.ncnk.org/resources/publications/180612-trump-kim-joint-statement.pdf/file_view .

Frontline: Bitter Rivals: Iran and Saudi Arabia Part Two 27 Feb. 2018 (54 min)

See Part One on own prior to class: 20 Feb. 2018 (1:56)

“Joint Comprehensive Plan of Action.” 14 July 2015, U.S. Department of State:
<https://www.state.gov/e/eb/tfs/spi/iran/jcpoa/> .
Nye & Welch Chpt. 7 (Iran section)

Iranian Delegation Presentation

Katzman, Kenneth et al. “[U.S. Decision to Cease Implementing the Iran Nuclear Agreement](#),” *Congressional Research Service*, 9 May 2018.

Katzman, Kenneth. “[Iran: Politics, Human Rights, and U.S. Policy](#),” *Congressional Research Service*, 26 March 2018. (skim)

Week 13: Nov. 19/21/23

Frontline: Showdown with Iran 23 Oct. 2007 (55 min.)

Haas Part III, Chapters 11 & 12

Thanksgiving Holidays

Week 14: Nov. 26/28/30*The 50 Years War: Israel and the Arabs*

Nye & Welch Chpt. 7 (Israel section)

"The Camp David Accords: Framework for Peace in the Middle East," 17 Sept. 1978, Israel Ministry of Foreign Affairs:

<http://www.mfa.gov.il/mfa/foreignpolicy/peace/guide/pages/camp%20david%20accords.aspx> .

Israeli Delegation Presentation

Jim Zanotti, "[Israel: Background and U.S. Relations in Brief](#)," *Congressional Research Service*, 28 Feb. 2018Leonard Weiss. "[Israel's Future and Iran's Nuclear Program](#)," *Middle East Policy*, Fall 2009: 79-88

The Subcontinent Case: India and Pakistan

Dinshaw Mistry, "India's Nuclear Tests: The Consequences for International Security," Case #519, Institute for the Study of Diplomacy, School of Foreign Service, Georgetown University, 2000. ...or V.R. Raghavan, "The Double-Edged Effect in South Asia," *The Washington Quarterly*, Autumn 2004

Nye & Welch Chpt. 7 (India and Pakistan section)

Friday night Bollywood Film Parmanu: The Story of Pokhran, released May 20186 pm Suntrust Auditorium: <https://www.netflix.com/title/81005453>**Week 15: Dec. 3/5/7**

Indian Delegation Presentation

"[India Pakistan Nuclear Tests and the U.S. Response](#)," WikiLeaks Document Release from Congressional 24 Nov. 1998 (released by WikiLeaks 2 Feb. 2009)."[India-U.S. Relations: Issues for Congress](#)," Congressional Research Service, 19 June 2017.

PUBLIC LAW 109-401: UNITED STATES AND INDIA NUCLEAR

COOPERATION. 18 Dec. 2006: <https://www.hsdl.org/?abstract&did=476362> .

The End of History or Clash of Civilizations?

Samuel P. Huntington, "[The Clash of Civilizations?](#)" *Foreign Affairs*, Summer 1993: 22-49."Comments: [Responses to Samuel P. Huntington's 'Clash of Civilizations?'](#)," *Foreign Affairs*, Sept./Oct. 1993, pp. 2-26, 186-194.*Case study papers due in class*

Conclusions & Final Review

Nye & Welch Chpt. 10

[Review Questions/Answers](#) due midnight before class via email (no attachments please)**Final Exam: See online schedule**

* Please note changes in this schedule may be necessary as we progress through the semester. Any such changes will be announced in class. And, of course, be sure to check for periodic updates on the course website, particularly the online version of the syllabus. Rollins required syllabi statements may be found here:

<https://rpublic.rollins.edu/sites/ASCPS/SitePages/Syllabi%20Statements.aspx>.**Credit Hour Statement**

This course is a four-credit-hour course that meets three hours per week. The value of four credit hours results, in part, from work expected of enrolled students both inside and outside the

classroom. Rollins faculty require that students average at least 2.5 hours of outside work for every hour of scheduled class time. In this course, the additional outside-of-class expectations involve research and experiential education connected to our small-group projects such as our Cuban Missile Crisis simulation and Nuclear Proliferation exercises.

Recording Device Use

To protect the integrity of the classroom experience, the use of recording devices is limited to either the expressed permission of the faculty member or with proper documentation from the Office of Accessibility Services. Information about accommodations through Accessibility Services can be found at <http://www.rollins.edu/accessibility-services/>. Recording without the proper authorization is considered a violation of the Rollins Code of Community Standards.

THE ACADEMIC HONOR CODE

Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to act with honor in all things. The student commitment to uphold the values of honor - honesty, trust, respect, fairness, and responsibility - particularly manifests itself in two public aspects of student life. First, as part of the admission process to the College, students agree to commit themselves to the Honor Code. Then, as part of the matriculation process during Orientation, students sign a more detailed pledge to uphold the Honor Code and to conduct themselves honorably in all their activities, both academic and social, as a Rollins student. A student signature on the following pledge is a binding commitment by the student that lasts for his or her entire tenure at Rollins College:

The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore, I, a student of Rollins College, pledge to show my commitment to these virtues by abstaining from any lying, cheating, or plagiarism in my academic endeavors and by behaving responsibly, respectfully and honorably in my social life and in my relationships with others.

This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to the paper, quiz, test, lab report, etc., the handwritten signed statement: "On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work."

Material submitted electronically should contain the pledge; submission implies signing the pledge. As per the Academic Honor Code, plagiarism is defined as "Offering the words, facts, or ideas of another person as your own in any academic exercise." In order to avoid plagiarism, all students are expected to use proper citation norms. For our course, all assignments will use MLA, Chicago, or APA citation style.

DOCUMENTATION & PLAGIARISM

Plagiarized work will result *at the very least* in a grade of "0" on the paper assignment, and such an event will be reported to the Dean, as per our college policies. Here are a few simple rules about quotations, paraphrases, and plagiarism. Learn and practice them:

1. "When you copy the words of another, put those words inside quotation marks, and acknowledge the source with a footnote."
2. "When you paraphrase another's words, use your own words and your own sentence structure, and be sure to use a footnote giving the source of the idea."

3. “A plagiarist often merely changes a few words or simply rearranges the words in the source.”

- Source: *Harbrace College Handbook*, p. 407

Accessibility Services Statement

Rollins College is committed to equal access and inclusion for all students, faculty and staff. The Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 create a foundation of legal obligations to provide an accessible educational environment that does not discriminate against persons with disabilities. It is the spirit of these laws which guides the college toward expanding access in all courses and programs, utilizing innovative instructional design, and identifying and removing barriers whenever possible. If you are a person with a disability and anticipate needing any type of academic accommodations in order to fully participate in your classes, please contact the Disability Services Office, located in the Mills Memorial Building, Room 217, as soon as possible. You are encouraged to schedule a Welcome Meeting by filling out the “First Time Users” form on the website: <http://www.rollins.edu/disability-services/> and/or reach out by phone or email: 407-975-6463 or Access@Rollins.edu.

All test-taking accommodations requested for this course must first be approved through the Disability Services Office (DSO) and scheduled online at least 72 hours before the exam. Official accommodation letters must be received by and discussed with the faculty in advance. There will be no exceptions given unless previously approved by the DSO with documentation of the emergency situation. We highly recommend making all testing accommodations at the beginning of the semester. DSO staff are available to assist with this process.

Title IX Statement

Rollins College is committed to making its campus a safe place for students. If you tell any of your faculty about sexual misconduct involving members of the campus community, your professors are required to report this information to the Title IX Coordinator. Your faculty member can help connect you with the Coordinator (TitleIX@rollins.edu or 407-691-1773). You will be provided with information, resources and support. If you would prefer to speak to someone on campus confidentially, please call the Wellness Center at 407-628-6340. They are not required to report any information you share with the Office of Title IX.

Sexual misconduct includes sexual harassment, stalking, intimate partner violence (such as dating or domestic abuse), sexual assault, and any discrimination based on your sex, gender, gender identity, gender expression or sexual orientation that creates a hostile environment. For information, visit <http://www.rollins.edu/titleix/>.

Absences – religious holidays and/or campus business

The professor will accommodate a reasonable number of excused absences for religious holidays and official off-campus college business such as academic conference presentations and athletic competitions. However, per the College’s policy on excused absences (http://www.rollins.edu/catalogue/academic_regulations.html#class-attendance), students must discuss with the professor the dates of the anticipated absences no later than the last day of the drop period. Students must present to their professor written evidence of the anticipated absences and discuss with him/her how and when make - up work should be completed prior to missing the class. Students should not expect to receive allowance for excused absences if they do not meet with the professor beforehand and clarify the dates as necessary. Absences will be addressed by the faculty member in accordance with his/her attendance policy. The professor retains the right to determine what would be considered to be a reasonable number of absences (excused or otherwise) for the course. A student will not fail a course because the number of religious observances and/or college

business absences exceed the number of absences allowed, except if excessive absences make it impossible to fulfill the expectations of the course. The student's class participation grade in the course, though, may still be affected.

Participation Grades

Strong daily participation is critical to the success of this course. This is the reason participation counts as such a significant percentage of your final grade. Emphasizing participation in this course also demonstrates the extent to which classroom time should build on our readings. And it reflects my belief that you will learn from one another in this class, just as you will learn from me.

To receive a good participation grade one must come to class well prepared, completing all readings and assignments before our meeting time. You may find it helpful to make a rough outline of the day's readings and/or jot down an intriguing question or two that arose from the readings.

Each day I will assign a possible 10 points for your participation. Be aware that quality counts more than quantity in this calculation. You do not need to dominate the conversation. In fact doing so will detract from your grade (don't worry I will let you know before this happens). Students earn points in the following manner:

- 5 points for attending class
- 1 more point for being on time
- And 1-4 more points for quality of participation
 - A level participation gets 3 or 4 points
 - B level gets 2 points
 - C level gets 1 point

Finally, let me outline the absence policy for this course. If you must miss class for some reason, i.e. illness, athletic competition, job interview, please let me know in advance. That means *before* class starts. As long as you meet this requirement you are allowed two such excused absences.

Peace Film Festival Editorial

This is an editorial assignment of 500 to 750 words – with a strict word limit (note your final word count at the end of the submitted work with your name). Your task is to construct an argument around some international security aspect of one of the films from the [Global Peace Film Festival](#). This should not be a summary but a critique, and you are encouraged to integrate material from our course readings whenever possible. You might also incorporate additional readings from other courses at Rollins in your piece, but this is not required.

The important point is that you construct a political argument about an issue of security using ample supporting evidence. This is not merely an opinion piece, then; it is a well-reasoned argument that mimics the best of editorial pages in national publications, i.e. here's an [example](#) on climate change.

Grades will be based upon content, structure, and creativity. The A review meets all four criteria below, the B review three, etc. These criteria are:

1. Highlights an effective thesis statement.
2. Supports critical contentions with adequate evidence and specific examples.
3. Shows imagination and creativity in individual insights.
4. Is well-organized, stylistically effective, and mechanically sound.

Additional consideration will be given to those that publish their work. One place to start here is with the New Voices section of the Saturday edition of the [Orlando Sentinel](#),¹ which publishes college student essays on topics ranging from foreign affairs to school life. Another is your own student newspaper, [The Sandspur](#).

Regional Flashpoint Group Presentations & Individual Paper

Fast forward to late 2020. You have graduated from Rollins College and spent the past year and a half working with the Arlington, VA, office of RAND. Indeed, you are widely recognized inside the beltway as a rising star in the security community and have just been tapped as the lead research assistant for the new deputy assistant to the National Security Advisor to the President.

Day one on the job your boss asks you to outline one of the most pressing international security issues of the day -- and recommend both general and specific actions on how to address this international threat. In thinking about this issue, be sure to consider why the United States is vulnerable, but also why others might be as well – and whether these different concerns link together. What specific connections exist here, paying close attention to cause and effect relationships. What actions do you recommend? What obstacles might you anticipate? Be sure to include both overarching themes that incorporate key concepts from our readings as well as specific examples that buttress your argument in detailing the precise steps you recommend. And finally, when possible incorporate a close reading of Richard Haass’s *A World in Disarray* into your argument.

This assignment is an offshoot of your group project, where you present with two or three colleagues on your assigned Regional Flashpoint from the perspective of that country, i.e. as a member of the country delegation. The individual paper, however, as noted above, is written from the U.S. perspective. Like any good advisor, you should be able to not only synthesize work from our class and additional research you have conducted, but also offer your own interpretations. Use your syllabus as a guide in considering the range of issues before the country, but also recognize that you are recommending a precise area of emphasis. Do not try to cover everything.

In terms of the technical components, your paper should be 7-8 pages in length, double-spaced (in 12-point font) and is due in class as noted in our syllabus near the end of the semester. A 250-word project proposal, including thesis statement and preliminary bibliography of at least a dozen sources is due midway through the semester. Come prepared to discuss your group research progress that day as well, specifically how presentation responsibilities will be divided. MLA style is preferred for the final paper product. See our course webpage resource links for further detail as well as other options here. As always, grades will be based upon content, structure, and creativity. The A paper meets all four criteria below, the B paper three, etc. These criteria are:

1. Well-organized (including page numbers), stylistically effective, and mechanically sound (see Strunk and White’s *The Elements of Style*)
2. States the main points and critically analyzes these points
3. Supports these critical contentions with specific examples
4. Shows imagination and creativity in individual insights

¹ Email essays of about 600 words to newvoices@orlandosentinel.com. Include a high-resolution JPEG picture of yourself.

Oral Current Events PowerPoint Report

This 5 to 10-minute presentation of an international current event represents 10% of your final grade. Using PowerPoint (emailed to me the day of your presentation) explain how a major international or national daily newspaper article (see me for approval) relates to a particular part of our course readings for that week. In addition to being something relevant to our course and of direct interest to you, this article needs to be timely; it should be an unfolding news event.

In signing up during the first week of classes, make sure the date you select is one that you can keep. After you have signed up, use your recommended weekly current events readings as a guide in building a knowledge base for your report. See me during office hours at least a couple days before your presentation to discuss ideas.

You are also required to email your article to our class by 4 pm the day *before* your presentation. This can be done through the email lists function on Foxlink. See me or the Rollins College IT department if you have any questions on this. In terms of your grade, beyond the requirements outlined above, the details below are the scoring rubric I will use. The A report successfully employs each of these five components, whereas the B report incorporates four of the five, and the C report three of the five, etc.

Finally, remember to fill out the top three lines of the following page, submit that grading sheet the day of your presentation, check out an attachment device (dongle) from Olin Circulation if you will present with a Mac, and arrive five minutes early to class to set up your presentation.

Content

1. Introduction

-- tell us why you think your topic is important AND interesting

2. Established knowledge base

-- what are the fundamental facts the rest of the class needs in order to understand your topic
 -- remember your time constraints demand a concise approach here
 -- the five w's of reporting may serve as your guide: who, what, when, where, and why/how

3. Conceptual orientation and cohesion

-- this is often the difference between an A and a B report
 -- tell the class how your current event report relates to a concept we have discussed in class
 -- your event may either support or challenge an existing theory, but be explicit here

4. Critical analysis

-- here is your chance to shine and, again, this point also often distinguishes A from B work
 -- what suggestions or predictions do you offer

5. Conclusions

-- brief summary of the situation...and the prospects for its resolution
 -- highlight a couple discussion questions for the rest of class to consider

Delivery

I encourage you to incorporate the following delivery suggestions as you prepare your presentation. They will not make a letter grade difference, but instead factor into the +/- scale, i.e. separate an A from an A-. In addition to simply improving your message (because delivery really does count in politics), addressing these items should also make you more comfortable during the actual presentation.

1. The tone of your voice literally and figuratively sets the tone for your topic.
2. Eye contact is important. Notes are a good guide, but avoid reading from your notes for prolonged periods.
3. Gestures and facial expressions add further emphasis to the words you choose to convey your message.
4. Similarly, the use of silence can often have an important impact.
5. And finally, there is no substitute for enthusiasm. Your audience is more likely to care if you do.

Oral Current Events Report (*fill out top 2 lines yourself to receive full credit*)

Name:

Topic:

Presentation date:

Emailed to class date:

Quality of preparation during professor consultation at least a day before presentation:

/15

Content

1. Competence in factual background information

/20

2. Relevance to class, including conceptual orientation and cohesion

/25

3. Critical analysis

/25

4. Presentation effectiveness (introduction/conclusion/delivery/supplementary materials)

/15

Final Grade: