



GEORGETOWN UNIVERSITY
School of Continuing Studies

Course #: BLHV-274-140 CRN: 17661 Politics of Terrorism

Dates: May 18 – Aug 16, 2020

Location: This course takes place online. Georgetown University School of Continuing Studies (SCS) uses Canvas as its Learning Management System. This course will be taught entirely through the Canvas platform. To learn more about Canvas, please go through the [Canvas Guide for Students](#).

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Virtual Office Hours: TBD

COURSE DESCRIPTION

How do bullets and ballots affect each other? This exciting course explores the reality and interpretations of Transnational and Domestic Terrorism(s), Torture, Drones, and Humanitarian Interventions. “Politics of Terrorism” focuses on their roles in American national elections by means of readings, lectures, media, research and focused discussions. “Politics of Terrorism” weighs vibrant electoral processes, living institutions and actual, historical personalities exercising executive power, with pressing foreign policy challenges and nuanced theories of international relations and domestic terrorism (e.g. termed realism, liberalism, constructivism, postmodernism, gender). For over two centuries Americans have debated whether and how a “politics of terrorism” are matters of executive prerogatives, congressional oversight, judicial review-or even matters driven by (limits of) foreign powers or interests, popular support, cultural assumptions (e.g. democratic ambitions, ethnicity, religion) or private enterprise (markets). For example, do wars and warlike behaviors make presidents into kings— “act[ing] on executive power as... accelerant, causing it to burn hotter, brighter, and swifter” or do they actually constrain leaders with fewer real choices (Yoo, 2009, vii in Howell, 2015)? Close examination of political lessons learned from actual cases, yields different (and sometimes rival) interpretive frameworks. Weekly online practice in learning and applying these interpretive skills to our unfolding national elections enables students to gain new insights into the politics of terrorism, here and elsewhere.

COURSE LEARNING OBJECTIVES

Upon successful completion of this course, you will be able to:

- *Critically analyze and engage* with historical, contemporary, and enduring questions of the human experience.
- *Understand* fundamental concepts and methodologies in the humanities, the sciences and mathematics/statistics, and the social sciences; apply these methods to the analysis of complex problems.
- *Discover and analyze* primary and secondary sources relevant to specific research questions in particular academic disciplines.
- *Recognize and respond* to social justice issues, locally and globally; enact ethics-based approaches in study and work.
- *Write well and present* information clearly for specific audiences in appropriate forms and media.
- *Demonstrate* the ability to apply intercultural knowledge and competence by meaningfully and ethically engaging others.
- *Gain a comprehensive understanding* of international relations, the different types of actors and institutions, the possibilities and limits of international action, and a sense of the most pressing contemporary issues facing the globe. Students will understand these topics from legal perspectives as well as through theoretical and analytical foundations;
- *Identify and offer critical analysis* of complex international issues, drawing from the body of Western intellectual and moral tradition;
- *Identify and characterize* the major social, political and economic developments in a specific country or regional grouping;
- *Analyze* global issues and international relations with an emphasis on questions of global social justice.

REQUIRED READINGS

Textbook: ALL COURSE TEXTS/VIDEOS/AUDIOS are provided FREE OF CHARGE online to all registered students. Student who wish may choose to purchase any texts/videos/audios, but such purchase is not required.

(not a single text but readings are listed under each module)

COURSE REQUIREMENTS

Course Structure

This course consists of 14 ASSIGNMENT WEEK MODULES of a full semester (condensed from 15 weeks). Each module corresponds to approximately 1 week of study. Once the course opens, you should complete the Orientation module prior to beginning Module 1.

The modules and activities must be done sequentially and certain activities and assignments must be completed by certain dates. See the [Weekly Schedule](#) for details.

WHAT MUST I DO AS STUDENT?

This course is highly interactive. You don't need to buy anything for the course; all course readings, videos, notes and outline materials are posted online (but one inexpensive book is recommended). You should expect to spend more than 7-10 hours per week on the course. Follow GU CANVAS for the latest INSTRUCTIONS and versions of weekly readings and POSTS at <https://georgetown.instructure.com>.

Each week, students do **Eight Items Online**:

- (1) review posted learning goals,
- (2) watch posted video(s),
- (3) read selected posted readings,
- (4) post a one page essay (250 words) that answers a selected assigned posted question (or two) about the readings and video(s) with quotations from readings and page citations,
- (5) post a “Muddiest Point” about readings,
- (6) post responses to at least TWO other student answers,
- (7) and work on a self-chosen end of semester research project with the Instructor.
- (8) Every third week, students may choose to participate in a real-time Zoom online chat with course Instructors. Detailed instructions, outlines, transcripts and notes for all course materials are available online.

Technical Requirements

As an online student your "classroom" experience will be very different than a traditional student. As part of your online experience, you can expect to:

1. Communicate via email including sending attachments.
2. Navigate the internet using a Web browser.
3. Use office applications such as Microsoft Office or Google Docs to create documents.
4. Learn how to submit assignments in Canvas.
5. Communicate with peers using discussion boards and other platforms.
6. Upload and download saved files.
7. Have easy access to the Internet.
8. Navigate Canvas, including using the email component within Canvas.
9. Use a microphone to record audio through your computer.
10. Use an internal or external camera to record video through your computer.

In this course we will use VoiceThread, TurnItIn and Zoom.

- VoiceThread is a tool that enables teachers and students to upload and asynchronously present images, video, and/or other media and respond to others presentations with audio, video, and/or text comments. [Instructions for VoiceThread are available here.](#)
- TurnItIn is a writing assessment tool that is used to detect plagiarism and allows teachers to provide assignment feedback to students. [Instructions for TurnItIn are available here.](#)
- Zoom enables users to conduct synchronous (“real-time”) conferences, presentations, lectures, meetings, office hours and group chats via audio, video, text chat and content sharing. [Instructions for Zoom are available here.](#)

Computer Requirements

Canvas Caution about Cellphones and iPads: Students should use desktops or laptops to accurately access complete course syllabus and website content on Canvas.

- Students may [push Assignment Deadlines from Canvas](#) into cell phones.
- **Due Diligence Warning:** Cellphones and iPads do **not** adequately access all content on Canvas course website; that is, some content is not viewable such as some GU SCS weblinks, Instructor and Peer Responses to work, some pdf/doc files of readings, some media/videos.
- Students are responsible for all GU SCS/Instructor posted content on syllabus and website.

- Cell phones and iPads can enhance but do not replace desktop and laptop access to syllabus and website content at GU SCS and Canvas.

Students need to have sufficient technology and Internet access to complete this course. The requirements are listed by [Canvas in the Instructure Guides](#).

Audio and Video Capability

- You will need an internal or external microphone. Most computers now come with them built in.
- You will need an internal or external camera. Most computers now come with them built in.

COURSE EXPECTATIONS

This course is conducted entirely online, which means students do not have to be on campus to complete any portion of it. Students will participate in the course using Georgetown University's online learning management system called Canvas.

Student Expectations

This course consists of 13 weeks. You are expected to do the readings, watch the videos, answer assigned/selected questions, post muddiest points, reply to peers and to engage with the course material in depth. Your responsibilities include completing all the assignments. Participation is essential to your success in this class. In order to get full credit for participation, you will have to complete all of your discussions.

Time Expectations

Our online classes are designed to meet the same academic standards as our place-based (face-to-face) courses. You can think of each module equal to the same level of participation, commitment, and academic rigor as a face-to-face class. **Students should plan on spending approximately 7-10 hours per week on the work for each online module.**

ACADEMIC INTEGRITY

All students are expected to maintain the highest standards of academic and personal integrity in pursuit of their education at Georgetown. Academic dishonesty in any form is a serious offense, and students found in violation are subject to academic penalties that include, but are not limited to, failure of the course, termination from the program, and revocation of degrees already conferred. All students are held to the Honor Code.

The Honor Code pledge follows:

In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown University Honor System: To be honest in any academic endeavor, and To conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.

Plagiarism

Stealing someone else's work is a terminal offense in the workplace, and it will wreck your career in academia, too. Students are expected to work with integrity and honesty in all their assignments. The Georgetown University Honor System defines plagiarism as "the act of passing off as one's own the ideas or writings of another," and "reposting work" without permission participating instructors. More guidance is available

through the [Gervase Programs](#). If you have any doubts about plagiarism, paraphrasing, and the need to credit, check out [Plagiarism.org](#).

COURSE ACTIVITIES AND ASSIGNMENTS

Written work is due by the assigned due date on Canvas. **DO NOT SEND YOUR PAPERS TO OTHER PERSONAL OR PROFESSIONAL EMAIL ADDRESSES.** Follow-ups and class participation are contingent on the timely submission of your initial responses.

Late Submission Policy:

As stated under “Grade Weighting,” Course Assignments (Weekly Postings, Final Paper) drop one letter grade for each hour they are submitted online that are late. As stated in the [Student Handbook](#), students must notify the instructor and obtain approval for any extensions. An extension for assignments may be granted as long as the request is made by e-mail at least 24 hours before the due date/time. The request must include the date and time when you intend to submit the assignment. Be aware that no late submissions or extensions are permitted for the last week, unless in exceptional circumstances. This course does not have “extra credit” or “make up work” for course credit.

Discussions and Assignments

Your course grade will be based on your completion of course activities and assignments. You will read full details about each of them in the Canvas course.

Assignments	% of Grade
Final Research Paper	35%
<p>Weekly Postings</p> <p>Discussion fora provide you with a means to have conversations with your fellow learners and are reflective by nature. They allow you to read others’ perspectives about the concepts you are learning and carefully consider a response, thus supporting critical thinking.</p> <ul style="list-style-type: none"> • Sunday 11:59 PM Deadline: Each hour late drops one letter grade n/5 x 14 weeks = total n/70 = total n/250 points • Instructor Grade based on your Participation [Weekly Readings, Replies to Peers, Muddiest Points, Contributions to Course] 	<p>25%</p> <p>Instructor Grade: 25%</p> <p>Total: 50%</p>
Peer Assessment	20%
TOTAL (Inclusive of Extra Credit)	105%

Attendance Policy

Since this is an online course, you do not need to “attend” a Canvas “class” at specific times. There are optional Live Session events which occur at specific times. Also, be aware that there are assignment deadlines at the end of every week (every Sunday at 11:59 p.m. EST for Course posts and Muddiest points; every Wed midnight for peer replies). In order to be successful in this course, we recommend that you login to Canvas at least three times per week, if not daily. This will ensure that you commit sufficient time to reading and watching course material, engaging in class discussions, and completing assignments.

Time Commitment

Online courses meet the same academic standards as on campus courses. Each module is equal to the same level of participation, commitment, and academic rigor as a face-to-face class. For a 15-week, 3-credit course, you should allocate *7-10 hours per week* for each online module.

Submission Policy

Submit all assignments to the Canvas course website. Assignments submitted through email are not acceptable and will be considered missing/and or late.

Citation Policy

Students must use a style guide for all coursework. APA Style (APA Publication Manual 6th Edition), used in all SCS courses, is the preferred style. The SCS library has prepared an APA Citation video to guide citation formatting that you can find here:

- [School of Continuing Studies Library: APA 6th Edition](#)
- For an online summary of the APA Style:
<http://trexler.muhlenberg.edu/library/media/contentassets/library/docs/APA%20Citation%20Guide%20Fall%202018.pdf>
- Further resources for this citation style are available through
 - [Georgetown Library Citation Guide](#)
 - [APA Style Guidebook](#)

GRADING

Grading in this course will be determine by the following grading scale:

- A: 93% to 100%
- A-: 90% to 92%
- B+: 87% to 89%
- B: 83% to 86%
- B-: 80% to 82%
- C+: 77% to 79%
- C: 73% to 76%
- C-: 70% to 72%
- D+: 67% to 69%
- D: 63% to 66%
- F: 62% and below

ACCOMMODATIONS

Under the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, individuals with disabilities are provided reasonable accommodations to ensure equity and access to programs and facilities. Students are responsible for communicating their needs to the Academic Resource Center, the office that oversees [disability support services](#), (202-687-8354; arc@georgetown.edu;) before the start of classes to allow time to review the documentation and make recommendations for appropriate accommodations. The University is not responsible for making special accommodations for students who have not declared their disabilities and have not requested an accommodation in a timely manner. Also, the University need not modify course or degree requirements considered to be an essential requirement of the program of instruction. For the most current and up-to-date policy information, please refer to the [Georgetown University Academic Resource Center website](#). Students are highly encouraged to discuss the documentation and accommodation process with an Academic Resource Center administrator.

STUDENT SUPPORT SERVICES

Support Services

SCS offers a variety of support systems for students that can be accessed online, at the School of Continuing Studies downtown location, and on the main Georgetown campus:

- [Academic Resource Center](#)
- 202-687-8354 | arc@georgetown.edu
- [Counseling and Psychiatric Services](#)
- 202-687-6985
- [Institutional Diversity, Equity & Affirmative Action \(IDEAA\)](#)
- (202) 687-4798

Georgetown Library

Students enrolled in online School of Continuing Studies SCS coursework have access to the University Library System's eResources, including 500+ research databases, 1.5+ million ebooks, and thousands of periodicals and other multimedia files (films, webinars, music, and images). Students can access these resources through the [Library's Homepage](#) by using their University username (NetID) and password (this is the same login information used to access email, BlackBoard, etc.). The Library does not mail physical items to students.

SCS students may make an appointment with a librarian to discuss a research topic, develop a search strategy, or examine resources for projects and papers. Librarians offer an overview of and in-depth assistance with important resources for senior or master's theses, dissertations, papers and other types of research. Appointments are conducted using Google Hangout (video-conferencing function) through the Georgetown Gmail System or by telephone. This service is available to currently enrolled students who need assistance with Georgetown-assigned projects and papers. Please review the [Services & Resources Guide for Online Students](#) for additional information.

Research Guide

The Project Management program has an extensive online [Library Research Guide](#) designed for the subject and research specifications of our program. This Guide will give you direct access to the library resources central to your course research work.

Learning Resources

SCS offers a host of [learning resources](#) to its students. Two that you might find particularly helpful in this course are the [Writing Center](#) and [Refworks](#).

- Use the [SCS Tutoring and Writing Center](#)
- The [Writing Center](#) offers professional writing support through its online peer tutoring service.
- [Refworks](#) is an online research management tool that aids in organizing, storing, and presenting citation sources for papers and projects.

Technical Support

Click on the Help link (on the bottom-left corner in Canvas) to reach Canvas Support, including the [Canvas Student Guide](#) and 24 hour Canvas Support Hotline at 855-338-2770.

In this course we will use VoiceThread, TurnItIn and Zoom.

- VoiceThread is a tool that enables teachers and students to upload and asynchronously present images, video, and/or other media and respond to others presentations with audio, video, and/or text comments. [Technical support for VoiceThread is available.](#)
- TurnItIn is a writing assessment tool that is used to detect plagiarism and allows teachers to provide assignment feedback to students. [Technical support for TurnItIn is available.](#)
- Zoom enables users to conduct synchronous (“real-time”) conferences, presentations, lectures, meetings, office hours and group chats via audio, video, text chat and content sharing. [Technical support for Zoom is available.](#)

COMMUNICATIONS GUIDELINES

Netiquette Guidelines

To promote the highest degree of education possible, we ask each student to respect the opinions and thoughts of other students and be courteous in the way that you choose to express yourself. The topics in this course are often controversial and promote debate. Students should be respectful and considerate of all opinions.

In order for us to have meaningful discussions, we must learn to genuinely try to understand what others are saying and be open-minded about others' opinions. If you want to persuade someone to see things differently, it is much more effective to do so in a polite, non-threatening way rather than to do so antagonistically. Everyone has insights to offer based on his/her experiences, and we can all learn from each other. Civility is essential.

Additionally, what happens in Canvas stays in Canvas. In order to make this a safe space for students to take risks and learn from one another in the wake of inevitable missteps, we ask that students refrain from publicly re-posting any comments that have been shared in this online course.

Finally, this is a professional environment. This course is designed to reflect the workplace experience. Language, grammar, and assignments should reflect what you would be comfortable sharing with your colleagues and supervisors in an office environment. With this in mind:

- **Use accurate spelling and grammar in all discussion boards and assignments.** An effective communicator must be able to write well. Points will be deducted for typos and inaccurate grammar. Text speak (e.g., acronyms, shorthand phrases, numbers as words) are unacceptable.
- **Discussion boards:** Postings are of three kinds: (1) Your weekly edited, written paper which should use apt quotations and page citations (see posted samples); (2) Your muddiest point (a question about readings) (3) Your peer replies. Your weekly paper and muddiest point should be **carefully written and edited responses to readings/posted questions** with quotes and proper citations using a thesis statement (See posted student Sample Answers). Your peer responses are reflective answers of college students not cell phone blogs or hashtags but should respond to each other and use a **conversational tone and convey personality on discussion boards**. This means the use of colloquial language in peer responses is only minimally acceptable. Responses should be thoughtful responses to each other's work. This is about helping you get to know your fellow students so that you feel more comfortable expressing your thoughts openly. Think of discussion boards as a meeting with your co-workers; you are making a point and engaging in conversation. Discussion Boards help you share with friends and practice the art of "conversation". Learning this art of conversation means understanding how to be an empathetic listener and meet the expectations of your interlocutor that you will be "coherent" and "reasonable" to be "convincing" in ways to "advance the argument".
- **Your assignments are assumed to be client-ready.** While the discussion boards are conversational, your assignments are not. You are expected to format and present assignments as you would to a client, which means avoiding too informal a tone or word use in your written assignments and presentations.

Statement of Student Conduct, Civility, and Engagement

The School of Continuing Studies offers students the opportunity to engage with faculty, staff, and peers in ways that foster intellectual growth and development in their chosen field of study. It is important to recognize that each member of our community brings his or her own values, thoughts, perspectives, and experiences into each interaction. We expect students to behave in a manner that is civil and respectful of others, and appreciate the learning opportunities that come from engaging pluralistic perspectives in a dynamic educational environment.

Engagement within the SCS Georgetown community takes place in on-campus meeting spaces and classrooms, and extends to online learning platforms and forums. Students should be particularly mindful that participation in class discussions, group assignments, emails, blogs, and social media reflect upon them personally, academically, and professionally. All viewpoints, editorials, and opinions expressed by students represent those students exclusively – and not the students' instructors, classmates, academic program, School, or University – even in cases when students are using Georgetown-affiliated systems like email, blogs, and online portfolios. The expectations for respect and civility are consistent for on-campus classes and spaces, as

well as cyber, virtual, and online environments. Thus, civility and cybercivility are expected of all students, in all campus spaces.

SCS students are expected to adhere to the SCS guidelines for student conduct and the University Code of Student Conduct. In the event that a student's behavior is perceived to fall outside the stated SCS guidelines or may be a violation of the Code of Student Conduct, the matter may be referred to the Office of Student Conduct for further review and possible sanctioning. Such instances can include but are not limited to: disruption of official university functions (including teaching, research, administration), failure to comply with a directive issued by a University official, harassment and bullying, and incivility. For questions regarding the SCS student conduct expectations please review the policy in-full found in the [Graduate Professional Studies Student Handbook](#). For questions about the Code of Student Conduct, please review the information provided by the [Office of Student Conduct](#).

Communication with Peers

Notifications

In this course we will use Canvas to send email for private messages. You can either check your messages in the Canvas system or set your notifications to your preferred method of contact. Please check your messages at least once per day. When submitting messages, please do the following:

- Put a subject in the subject box that describes the email content with your name and module.
- Do not send messages asking general information about the class, please post those in the General Questions Discussion Board Forum.

Questions Forum

In online courses, everyone will likely have many questions about things that relate to the course, such as clarification about assignments and course materials. Please post these in the General Question Discussion Board Forum, which you can access by clicking Discussions in the course navigation menu. This is an open forum, and you are encouraged to give answers and help each other.

Turnaround and Feedback

If you have a concern and send me a message, you can expect a response within one business days. Please allow multiple business days for assessment submission feedback. Recall: posted submissions are due on Sunday midnight; peer responses are due on Wed midnight.

Copyright

The materials used in Georgetown University courses ("Course Materials") generally represent the intellectual property of course instructors which may not be disseminated or reproduced in any form for public distribution (e.g., sale, exchange, etc.) without the written permission of the course instructor. Course Materials include all written or electronic documents and materials, including syllabi, current and past examination questions/answers, and presentations such as lectures, videos, PowerPoints, etc., provided by a course instructor. Course Materials may only be used by students enrolled in the course for academic (course-related) purposes.

Published course readings (book chapters, articles, reports, etc.) available in Canvas are copyrighted material. These works are made available to students through licensed databases or fair use. They are protected by copyright law, and may not be further disseminated or reproduced in any form for distribution (e.g., uploading to websites, sale, exchange, etc.) without permission of the copyright owner.

More information about intellectual property and copyright can be found here:

<https://www.library.georgetown.edu/copyright>

More information about computer acceptable use policy and intellectual property can be found here:

<https://security.georgetown.edu/it-policies-procedures/computer-systems-aup>

SEXUAL MISCONDUCT

Georgetown University and its faculty are committed to supporting survivors and those impacted by sexual misconduct, which includes sexual assault, sexual harassment, relationship violence, and stalking. Georgetown requires faculty members, unless otherwise designated as confidential, to report all disclosures of sexual misconduct to the University Title IX Coordinator or a Deputy Title IX Coordinator. If you disclose an incident of sexual misconduct to a professor in or outside of the classroom (with the exception of disclosures in papers), that faculty member must report the incident to the Title IX Coordinator, or Deputy Title IX Coordinator. The coordinator, will, in turn, reach out to the student to provide support, resources, and the option to meet. [Please note that the student is not required to meet with the Title IX coordinator.]. More information about reporting options and resources can be found on the [Sexual Misconduct Website](#).

If you would prefer to speak to someone confidentially, Georgetown has a number of fully confidential professional resources that can provide support and assistance. These resources include:

1. Health Education Services for Sexual Assault Response and Prevention: confidential email sarp@georgetown.edu
2. Counseling and Psychiatric Services (CAPS): 202. 687.6985 or after hours, call 202. 444.7243 and ask for the on-call CAPS clinician.

Thank you for supporting our students impacted by sexual violence. If interested, other helpful more general resources are included below:

- [Georgetown Self-Care Resource Guide](#)
- [Georgetown Wellness Wheel](#)
- [Georgetown Guide to Recognizing Students in Distress](#)

PREGNANCY ADJUSTMENTS AND ACCOMMODATION

Georgetown University is committed to creating an accessible and inclusive environment for pregnant and parenting students. Students may request adjustments based on general pregnancy needs or accommodations based on a pregnancy-related complication. Specific adjustments will be handled on a case by case basis and will depend on medical need and academic requirements.

Students seeking a pregnancy adjustment or accommodation should follow the process laid out at the [Pregnancy Adjustments and Accommodations for Students webpage](#).

COURSE SCHEDULE

*Course schedule will be followed but is not a contract.

All readings are posted on Canvas

All assignments are due by the Sunday of the week of the module at 11:59 PM US Eastern Time, unless otherwise stated. **Initial postings for all discussion fora are due by Sundays 11:59 p.m. Responses to peers are due by Wednesday of the following week at 11:59 p.m.**

WEEK	TOPIC	VIDEO	READING (SELECTIONS)	POST
Prior To Course		<i>Esposito (or)</i>	Mueller, Ghosh, Esposito, Kelsay, etc	<ul style="list-style-type: none"> •Biog Blog •Online Scavenger Hunt •VARK self-inventory •Honors Pledge
ONLINE MEETING WEEK 1: <i>Posted work Deadline SUN MAY 24</i>	Presidential Elections and Terrorism Talk	<i>Trump(and Clinton, etc.); 2016 Presidential Candidates</i>	Ginsberg, Tilley, Kegley, Gelb, Arthur, Lim, Reus-Smit and Snidal; Merica, Sanger and Haberman, Kessler and Ye Hee, DeYoung, etc.	Analysis: 09/11 doc, OR Candidate Speeches OR Party Platforms
ONLINE WEEK 2 <i>Posted work Deadline SUN MAY 31</i>	Historical Lessons: Presidents and Foreign Policy	<i>Interviews: Beschloss & Leuchtenburg</i>	Mead, Jentleson, Nincic, Shirley, Rapoport, Howell, Ginsberg, Bolton, Winkley, Beschloss,	Use three readings, select president, institutional arrangement, policy, in response to foreign urgency.

			Leuchtenburg, etc.	
WEEK 3 <i>Posted work</i> <i>Deadline</i> <i>Deadline</i> SUN JUN 07	Vietnam War: Gulf of Tonkin	<i>LBJ: Gulf of Tonkin Incident (08/1964) [09-10/1991]</i>	Lewis (Paul, 2016); Halberstam, 1992; Prados, 2004; McNamara, 1996; Hanyok, 2001; Johnson Tapes 08/4/64; White House Staff Meeting 08/05/65; Johnson, Message to Congress 08/05/64; Congress, Gulf of Tonkin Resolution, 08/07/64; McNamara, 1968, etc..	Were the government's actions regarding the Gulf of Tonkin incident ethical?
WEEK 4 <i>Posted work</i> <i>Deadline</i> <i>Sunday JUN</i> 14	09/11 and Just War Response	<i>Inside the White House on 9/11; Top Secret America (09/2015); The Man Who Knew (John O'Neill) (10/3/02)</i>	NPR 10/12; Olson, Savage, Leffler, Kelsay, Arendt, Ricks, etc.	How is the world different after 09/11? : SELECT One: White House NSS 2015; Kennedy 1963; Reagan, 1987; Bush, 2001.
WEEK 5 <i>Posted work</i> <i>Deadline</i> <i>Sunday JUN</i> 21	IRAQ WAR(S): <i>defeat of Baathism and Hussein</i>	<i>Interview: General David Petraeus</i>	Savage, Winkler, Woodward, Grey, Monten, Dubrin, Lefeber, Filkins, Weinberger, Hashim, Lockett, Ricks, Simons, etc.	DEBATE: Are Iraq Wars Just/ Unjust? Compare Weigel, Neuhaus, Shaw; Christiansen, USCCB, Hehir (or others)
WEEK 6 <i>Posted work</i> <i>Deadline</i> <i>Sunday JUN</i> 28	Afghan War; bin Laden Assassination	<i>Presidential Statement Death of Osama bin Laden (02/02/11) & 'We Got Him':</i>	Savage, Mahler, Hastings, Bergen, Smith, COIN, Landler, etc.	How did Afghan war/ bin Laden operation impact electoral politics?

		<i>President Obama, Bin Laden and the Future of the War on Terror" (05/2/16)</i>		
WEEK 7 <i>Posted work Deadline Sunday JUL 05</i>	Politics of Counter-Terrorism	<i>Interviews: former Secretary of Defense Robert Gates & Presentation by FBI Director James Comey</i>	Savage, Gates, etc.	How do and which CT policies impact electoral politics?
WEEK 8 <i>Posted work Deadline Sunday JUL 12</i>	Torture and Politics	<i>Secrets, Politics, Torture, FRONTLINE, (05/19/15)</i>	Savage; Senate Intelligence Committee Study on CIA Detention and Interrogation Program (December 2014); National Journal Staff, December 9 2014; Hartnett, etc.	What is a definition of torture (custody and mistreatment)? According to what criteria is torture right or wrong? How does torture impact electoral politics?
WEEK 9 <i>Posted work Deadline Sunday JUL 19</i>	GITMO and Politics	<i>Interview: Paul Lewis and Charlie Savage</i>	Savage, Luban, etc.	How does GITMO impact electoral politics?
WEEK 10 <i>Posted work Deadline Sunday JUL 26</i>	The Politics Of Drones	<i>Frontline "Rise of the Drones" (1/23/13)</i>	Savage, Luban, Lewis, etc.	How does drone usage impact electoral politics? Or <i>Select one element of Luban Essay and write Essay PRO/CON.</i>
WEEK 11 <i>Posted work Deadline Sunday APR 07</i>	The Politics of Cyber- Conflicts as War, Crime or Business?	<i>CPAN Hearings: National Security Agency (09/24/15); Worldwide Cybersecurity Threats, House (Select)</i>	Savage, FBI, Cyber Security Task Force, etc.	What are the political implications of understanding cyber-security as crime, war and business?

		<i>Intelligence Committee (09/11/2015); Cybersecurity Policy, Senate Armed Services Committee Senate Intelligence Committee (09/28/15)</i>		
WEEK 12 <i>Posted work Deadline Sunday AUG 02</i>	Humanitarian Intervention, Ethnic Cleansing, State Terrorism: CASE STUDY: Kosovo/a	<i>Samantha Power</i>	"Responsibility to Protect" (UN 2005), Power, Osnos, Buckley, Ben-Porath, ICTY (2002), Bizirake, MANTLE, etc.	(1) Is there an R2P and (2) how does it apply in stateless parts of the world?
Week 13 <i>Posted work Deadline Sunday AUG 09</i>	Domestic Terrorism	<i>Authors/Video: TBA</i>	Readings TBA	Case Study: TBA
WEEK 14: Final PAPER DUE <i>Posted work Deadline WED AUG 12</i>	STUDENT FINAL PAPER ONLINE	<i>TBA</i>	TBA	<ul style="list-style-type: none"> • Case Study <u>OR</u> • Policy Memo <u>OR</u> • Assess Social Media/News Cycle re some event
OPTIONAL RESEARCH	Terrorisms and Presidential Politics in : CASE STUDY: Syria	<i>FRONTLINE: Obama At War (5/26/15); Escaping ISIS, (07/14/15); ISIS in Afghanistan (11/17/15) CSPAN: Petraeus (09/15)</i>	Goldberg, Cordesman, Lister, Sky, Weiss and Hassan, Gerth and Warrick, Stern and Berger, Kakutani, Baker, Howell, Warrick, Boghani; Cordesman, etc.	Is Syria a failed state or invaded nation? Describe how at least three key events, with at least three principal sides evolved into no fewer than a three sided Syrian civil conflict with at least three parties in an ethnic conflict with no fewer than four outside parties supporting at least three different groups.

<i>OPTIONAL RESEARCH</i>	Terrorisms and Presidential Politics in : CASE STUDY: Northern Ireland	<i>Frontline; IRA and SEIN FEIN (1997); Interviews: George Mitchell (1998-2015)</i>	Mitchell, Fawcett, McGarry & O'Leary, Tilley, etc.	Are solutions in Northern Ireland suggestive for other conflicts (consociational, McGarry/O'Leary)?
OPTIONAL RESEARCH	Terrorisms and Presidential Politics in : CASE STUDIES: tba: Africa-Rwanda? Russia-Ukraine? China? Israel-Palestine?; Iran-India-Pakistan? Indonesia-Malaysia-Philippines?	<i>TBA</i>	TBA	TBA

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