

(as this document is likely to be constantly under revision in response to COVID, please note the DATE of revision HERE: **11/1/2020**)

**Syllabus**  
**Introduction to Peace and Security Studies**  
**The Curriculum in Peace, War, and Defense (PWAD 250)**  
<https://sakai.unc.edu/portal/site/pwad250>

**Wayne E. Lee**  
**#400 Pauli Murray Hall**  
**(formerly Hamilton Hall)**

**TR 4:45-6:00 (plague revised time)**  
**Location: Chapman 201**  
**wlee(at)unc.edu**

**Office hours:** TR 10-11 Zoom room (I will have a Zoom room open and will send out the link weekly. All are welcome to drop in and discuss whatever. This was VERY productive time when I did it last spring. I'm also open to making an appointment for an individual Zoom meeting. If we go more heavily asynchronous and online, I will create a different/expanded office hours system).

**Course Objective:** This course is the “gateway” course to the major in Peace, War, and Defense. It is designed as an *interdisciplinary* introduction to some of the basic principles in peace studies and security studies. Because of my own expertise, it is heavily weighted toward the causes and conduct of war, especially in the past, but it also includes examinations of international relations, peacemaking, and the public perception and representation of war and “security” issues. Fundamentally this course is designed to acquaint you with the complexity of defining and then pursuing “security.” There are no hard and fast lessons from the past, but understanding its complexity can give us a greater maturity in our approach to the problems of the present. The readings and lectures for this class are designed to take you on a very wide tour of human approaches to security. By the end of the semester we’ll be focusing rather narrowly on the present problems facing the United States, but you will do best, both in your thinking and in your assignments, if you gather evidence widely, and think carefully. Don’t fall behind in the readings. Some weeks are easier than others; use them to catch up!

**COVID NOTICE: Two main points.** ONE: as of now, UNC has designated this course as FTF/hybrid instruction (because it has fewer than 55 people enrolled). Also, as of now, I do not have the capacity to offer it fully online AND in a ftf mode. Students not in residence will not be able to take the class. If the university switches to fully online, so will we. I will be using some asynchronous online presentations to reduce overall contact time. TWO: when we are in the classroom, masks will be worn at all times and social distancing will be enforced.

**Required Texts:**

Howard, Michael. *War in European History*. Updated edition (Oxford: Oxford University Press, 2009) ISBN# 978-0199546190 (there is a kindle edition if necessary)

Kaufman, Joyce P. *Introduction to International Relations: Theory and Practice*. 2<sup>nd</sup> ed. (Lanham, MD: Rowman and Littlefield, 2018) ISBN 978-1538105375 (there is an e-book edition here <https://www.vitalsource.com/products/introduction-to-international-relations-joyce-p-kaufman-v9781538105382>)

### **Other Readings:.**

Many of the readings for this course (the vast majority) are from articles, news sources, and so on. They are all available under the Resources/Readings tab on Sakai. Many are also accessible directly from the web and are linked in the e-versions of this syllabus.

### **Assignments**

The major assignments for this course are three "discussion" papers. The first paper (5pp) is due on 9/8 (these dates appear in the calendar tab of Sakai); second paper (5pp) is due on 9/24; the third paper (3-4pp) is due on 10/20. The topics appear below in the schedule; further details appear under the "Assignments" tab on Sakai. We will discuss the format and nature of these papers in class, particularly on Aug 20 (don't miss that day!). As a general guide, papers will be double-spaced, using Chicago/Turabian style citations. No separate bibliography required. Please prepare to submit electronically, preferably as a Word doc or as a .pdf if necessary. No other formats will be accepted. All papers are due before the class time on that day (whether or not we are meeting synchronously).

### **Examinations**

The final exam will be a take home essay responding to one of the readings (which and how will be explained later. It will be due on our designated exam day.

Additional quizzes may be added as we adjust to how much online work we are doing.

### **Grading:**

Three (3) essays	#1-15%; #2-20%; #3-15%;	= 50% total
Final exam		= 25%
Participation/Forum work, depends on online circumstances		= 25%
what will be included here! (for example, we may have to institute readings quizzes)		

### **POLICIES:**

**Attendance:** Attendance in class is not taken, but students remain responsible for all content. No right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences: 1. Authorized University activities; 2.

Disability/religious observance/pregnancy, as required by law and approved by [Accessibility Resources and Service](#) and/or the [Equal Opportunity and Compliance Office](#) (EOC); or 3.

Significant health condition and/or personal/family emergency as approved by the [Office of the Dean of Students](#), [Gender Violence Service Coordinators](#), and/or the [Equal Opportunity and Compliance Office](#) (EOC). Students are responsible for completing any reading/work due during their absence. If you know in advance that you are going to miss an exam, quiz, or turning in an assignment, then please contact me in advance. ALMOST ALL EXCUSES OFFERED IN ADVANCE will be accepted. Those brought up after the fact will require more explanation, even in these plague times.

**Honor Code:** Students are expected to be familiar with and observe the Honor Code:

<http://catalog.unc.edu/policies-procedures/honor-code/>

*Also, note that UNC's Copyright Policy clearly prohibits students from making commercial use of notes taken in class or labs; you may not sell or otherwise acquire financial or commercial*

gain from notes you take in this class. Students found to have violated this prohibition are in violation of the Honor Code and are subject to Honor Court proceedings.

**Accessibility Resources:** UNC-Chapel Hill facilitates the implementation of reasonable accommodations for students with learning disabilities, physical disabilities, mental health struggles, chronic medical conditions, temporary disability, or pregnancy complications, all of which can impair student success. See the ARS website for contact and registration information: <https://ars.unc.edu/about-ars/contact-us>

**University Testing Services:** The College of Arts and Sciences provides a secure, proctored environment in which exams can be taken. The center works with instructors to proctor exams for their undergraduate students who are not registered with ARS and who do not need testing accommodations as provided by ARS. In other words, the Center provides a proctored testing environment for students who are unable to take an exam at the normally scheduled time (with pre-arrangement by your instructor). For more information, visit <http://testingcenter.web.unc.edu/>.

**Counseling and Psychological Services:** CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: <https://caps.unc.edu/> or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

This syllabus is subject to MASSIVE changes at the professor's discretion and in reaction to plague conditions.

**ELECTRONIC DEVICES:** Phones in face-to-face classes are to be kept muted and in your bag. Considering the likelihood that will be switching from FTF to online, I will allow laptops in class, but ask that you refrain from using non-course related sites, if not for your sake, then for your neighbors'. Irrelevant flashy screens are a distraction.

**GRADES:** Final grades are arrived at mathematically, using the following conversion: B on a paper = 85, a B+ = 88, a B- = 82. (Note that an A = 95; A+ does exist and conveys 100 points).

**LATE POLICY:** Papers turned in after the beginning of class on the same day will be assessed a penalty of one-third of a letter grade. After that, late papers will be assessed a penalty of one full letter grade per day for every day it is late, unless there is a *documented* excuse acceptable to the instructor. Students should note, however, that an "F" (50 points) is substantially better than the "Zero" given for work not turned in at all. A grade of Incomplete will not be assigned unless the instructor has been consulted and has agreed in advance.

## **SCHEDULE**

As you read this schedule, please note that very often a Thursday class has the word "Discussion" appended. Those days will include much more discussion than other days, generally based on readings. The nature of "discussion" may change depending on how much online work we end up having to do.

**Week 1 Introduction: What is Security? What is War?**

**Class #01: 8/11 Tues: National Security Strategies**

**Read (BEFORE CLASS!!!):**

- <https://obamawhitehouse.archives.gov/the-press-office/2015/02/06/fact-sheet-2015->

[national-security-strategy](#)

- <https://www.whitehouse.gov/briefings-statements/president-donald-j-trump-announces-national-security-strategy-advance-americas-interests/>

- The Ammerdown Group, *Rethinking Security: A Discussion Paper* (May 2016), 1-5. <https://rethinkingsecurityorguk.files.wordpress.com/2016/10/rethinking-security-a-discussion-paper.pdf>

**Class #02: 8/13 Thurs (discussion):** What is War? What is Security? Posse Comitatus and the Insurrection Act

Read:

- Kaufmann, 1-28 (focus on 1-15)

- [https://www.justsecurity.org/70482/the-president-the-military-and-minneapolis-what-you-need-to-know/?fbclid=IwAR129A\\_zmIMaYnVA2HxJgZ3\\_wcc4JVeaOBiD1CbUiAxsjC59MNayj6XH8Xk](https://www.justsecurity.org/70482/the-president-the-military-and-minneapolis-what-you-need-to-know/?fbclid=IwAR129A_zmIMaYnVA2HxJgZ3_wcc4JVeaOBiD1CbUiAxsjC59MNayj6XH8Xk)

- Insurrection Act: <https://www.law.cornell.edu/uscode/text/10/subtitle-A/part-1/chapter-13>

## Week 2 Origins of War

**Class #03: 8/18 Tues: The Problem of Biology (& subsection on Mediasphere/ Reading)**

read:

- Michael L. Wilson, "Chimpanzees, Warfare, and the Invention of Peace," in *War, Peace, and Human Nature: The Convergence of Evolutionary and Cultural Views*, ed. Douglas P. Fry (Oxford: Oxford University Press, 2013), 361-88. **<BRING THIS TO CLASS!>**

Watch:

[https://www.ted.com/talks/yuval\\_noah\\_harari\\_what\\_explains\\_the\\_rise\\_of\\_humans?language=en#t-31860](https://www.ted.com/talks/yuval_noah_harari_what_explains_the_rise_of_humans?language=en#t-31860) (16 minutes)

**All classes henceforth will be online. Mostly synchronous. Announcements of asynchronous recorded lecture (or online discussion work) will be made in advance. Check your UNC email regularly for changes.**

**Class #04: 8/20 Thurs (Live discussion): Tribes, States, and Motivations**

read:

- Gat, Azar. "So Why Do People Fight? Evolutionary Theory and the Causes of War," *European Journal of International Relations* 15 (2009), pp. 571-599.

- Thucydides, Fear, Honor, and Interest extract

## Week 3 War within the State System—The Preindustrial World, part I

**TO AID IN THE FACT THAT MANY OF YOU ARE MOVING, I WILL COLLAPSE CLASS #5 INTO CLASS #6 AS A SINGLE PRE-RECORDED LECTURE.**

**Class #05: 8/25 Tues: Greece: Ritual, Territory, and the Profits of Empire**

Read:

- Louis Rawlings, "War and Warfare in Ancient Greece," in *The Oxford Handbook of*

*Warfare in the Classical World*, eds., Brian Campbell and Lawrence A. Tritle (New York: Oxford University Press, 2013), 3-16.

Combined video lecture of Class 5 and 6 is **HERE**: <https://youtu.be/tuiwyZPZwdA>

#### **Class #06: 8/27 Thurs: The Strategies of Empire**

##### **Read:**

- Edward N. Luttwak, Edward N. Luttwak, *The Grand Strategy of the Roman Empire*, 2<sup>nd</sup> ed. (Baltimore: Johns Hopkins University Press, 1976, 2016) 1-55.

#### **Week 4 War within the State System—The Preindustrial World, part II**

#### **Class #07: 9/1 Tues: Gunpowder, Security, and the “Honor of Princes.” (LIVE)**

##### **Read:**

- Howard, *War in European History*, 1-37

#### **Class #08: 9/3 Thurs (LIVE discussion): “What is Winning?”**

##### **Read:**

- Harari, Yuval Noah. “The Concept of “Decisive Battles” in World History,” *Journal of World History* 18:3 (Sept. 2007), pp. 251-266.

**(Conduct group discussion—asynchronously prior to class--leading to a single example of a battle that was decisive or believed decisive between 1946 and 2018. Post the summary on group wiki)**

#### **Week 5 Representations & Memory: Part I**

**Also on 9/8 First PAPER DUE:** Prepare a 5 page paper discussing the causes of war and the nature of "security" problems in the pre-industrial world. What were they, and what parts seem relevant today, or not, and why? (SEE THE ASSIGNMENTS TAB IN SAKAI FOR MORE DETAIL)

#### **Class #09: 9/8 Tues: Art (RECORDED LECTURE)**

##### **Read:**

- Peter Paret, "Machine Gun Section Advancing," in *Imagined Battles: Reflections of War in European Art*, Peter Paret (Chapel Hill: University of North Carolina Press, 1997), 99-111.

#### **Class #10: 9/10 Thurs (LIVE discussion): Literature**

##### **Read:**

- extracts from John Keegan, *The Book of War*, 52-60, 187-96, 226-28, 296-303, 318, 349-53

- Yuval N. Harari, "Martial Illusions: War and Disillusionment in Twentieth-Century and Renaissance Military Memoirs," *Journal of Military History* 69 (2005): 43-72

#### **Week 6 Representations & Memory: Part II**

#### **Class #11: 9/15 Tues: Film (asynchronous LECTURE)**

##### **Read:**

- Frank Joseph Wetta and Martin A. Novelli, "'Now a Major Motion Picture': War Films and Hollywood's New Patriotism," *Journal of Military History* 67 (2003): 861-882

- Bayles, Martha. "Portraits of Mars," *The Wilson Quarterly* 27:3 (Summer 2003), pp. 12-19

**Class #12: 9/17 Thurs (NO CLASS, BUT USE THIS TIME TO - Watch two paired films from the list handed out in class):** The Role of "Representation," Memory, and the Next War

### Week 7 Modern States and Modern Theories

**also on 9/24 2<sup>nd</sup> PAPER DUE:** Watch two films and write a paper of about five pages comparing the "theses" of the films (their goals and what they are saying about war/conflict) and analyzing what you think the films tell us about war/conflict as a human phenomenon.

#### **Class #13: 9/22 Tues: Capitalism & Nationalism (live lecture)**

**Read:** (the page count this week seems high, but you can skim most of these quickly; these are not academic articles and this is not a history class, you're looking for the big themes in Howard)

- Kaufmann, 123-53 (optional)
- Howard, *War in European History*, 38-115
- Chris Hedges, *War Is a Force That Gives Us Meaning* (New York: Anchor Books, 2002), 43-61.

#### **Class #14: 9/24 Thurs: Building The Post-War Order and the Nat. Security State (live lecture)**

**Read:** (same advice about the readings for today: you can skim most of those quickly; these are not academic articles and this is not a history class, you're looking for the big themes).

- Howard, *War in European History*, 135-47
- Alex Roland, *The Delta of Power: The Military-Industrial-Congressional Complex* (Baltimore: Johns Hopkins University Press, forthcoming). (this is an unpublished draft!), 6-70.
- Odd Arne Westad, "The Cold War and America's Delusion of Victory," *The New York Times*, August 28, 2017.
- Anand Toprani, "'Our Efforts Have Degenerated into a Competition for Dollars.' The 'Revolt of the Admirals,' NSC-68, and the Political Economy of the Cold War," *Diplomacy and Statecraft* 30.4 (2019): 681-706

### Week 8: Theories of Strategy

#### **Class #15: 9/29 Tues: The Classics (asynchronous lecture)**

**Read:**

- Colin S. Gray, "Clausewitz, History, and the Future Strategic World," in *The Past as Prologue: The Importance of History to the Military Profession*, edited by Williamson Murray and Richard Hart Sinnreich (Cambridge: Cambridge University Press, 2006), 123-32.
- Mao Tse-Tung [Mao Zedong], *On the Protracted War* (Peking: Foreign Languages Press, 1960): extracts (23pp) [notice that this is photocopied in chunks, pay attention to non-continuous pages].



**Class #16: 10/1 Thurs: Current Conceptions of Strategy (and Failure)**

Read:

- Nathan K. Finney and Francis J. H. Park, "A Brief Introduction to Strategy," in *On Strategy: A Primer*, ed. Nathan K. Finney (Ft. Leavenworth, KS: Combat Studies Institute Press, 2020), 3-14.
- Conrad C. Crane, "Off to See the Wizard: Planning for Iraq," in *Cassandra in Oz: Counterinsurgency and Future War* (Annapolis, MD: Naval Institute Press, 2016), 23-40.
- Supplemental reading (already emailed to you this summer):  
<https://thestrategybridge.org/the-bridge/2020/7/23/in-defense-of-a-strategy-of-not-losing>

**Week 9: Problems of the Recent Past**

**Class #17: 10/6 Tues. Airpower and Coercion (Kosovo case study)**

Read:

- Tami Davis Biddle, "Coercion Theory: A Basic Introduction for Practitioners," *Texas National Security Review* 3.2 (2020): [https://tnsr.org/2020/02/coercion-theory-a-basic-introduction-for-practitioners/#\\_ftnref71](https://tnsr.org/2020/02/coercion-theory-a-basic-introduction-for-practitioners/#_ftnref71)
- Dag Henriksen, "Inflexible Response: Diplomacy, Airpower, and the Kosovo Crisis, 1998-1999," *Journal of Strategic Studies* 31.6 (2008): 825-858.
- The Ammerdown Group, *Rethinking Security: A Discussion Paper* (May 2016), 28-31.  
<https://rethinkingsecurityorguk.files.wordpress.com/2016/10/rethinking-security-a-discussion-paper.pdf> <yes, the same document from day 1, note the pages!!>

**Class #18: 10/8 Thurs: 9/11 and the Past and Future of American Foreign Policy**

Read:

- Melvyn P. Leffler, "9/11 and the Past and Future of American Foreign Policy," *International Affairs* 79.5 (Oct., 2003): 1045-1063.
- Uri Friedman, "Fighting Terrorism with a Credit Card," *The Atlantic* (September 12, 2016): [https://www.theatlantic.com/international/archive/2016/09/cost-wars-iraq-afghanistan/499007/?utm\\_source=fbia](https://www.theatlantic.com/international/archive/2016/09/cost-wars-iraq-afghanistan/499007/?utm_source=fbia)

**Week 10: Current Threat Perceptions**

**Class #19: 10/13 Tues: Terrorism and Instability**

Read:

- Andrew H. Kydd and Barbara F. Walter, "The Strategies of Terrorism," *International Security*, 31.1 (Summer, 2006): 49-80.
- Thomas P. M. Barnett "The Pentagon's New Map," *Esquire* 139.3 (March 2003) (8pp).
- Begin reading for Thursday also!

**Class #20: 10/15 Thurs (Jigsaw Discussion): "Conventional" Near-Peer Threats**

Read:

**GROUP A:**

- H.R. McMaster, "How China Sees the World: and How We Should See China," *The Atlantic* (May 2020):  
<https://www.theatlantic.com/magazine/archive/2020/05/mcmaster-china-strategy/609088/>

**GROUP B:**

Francis P. Sempa, "Is H. R. McMaster the New Mr. X," *The Diplomat* (April 23, 2020): <https://thediplomat.com/2020/04/is-h-r-mcmaster-the-new-mr-x/>  
- Lyle J. Goldstein, "How a few tweets helped lead HR McMaster to envision a new cold war with China," *Responsible Statecraft* (May 13, 2020): <https://responsiblestatecraft.org/2020/05/13/how-a-few-tweets-helped-lead-hr-mcmaster-to-envision-a-new-cold-war-with-china/?fbclid=IwAR0PV2jiapHnfiE7cj3FergWtb53dSVgz2VgZ4402jb-xGFBxMx6qMMsi68>

**Group C:**

-Michael Kofman, "The Moscow School of Hard Knocks: Key Pillars of Russian Strategy," (2017, republished Nov., 21 2019), <https://warontherocks.com/2019/11/the-moscow-school-of-hard-knocks-key-pillars-of-russian-strategy-2/>  
- Tom O'Connor, "Russia Sends More Troops West, Challenging U.S.-NATO Presence Near Borders," MSN News, 6/5/2020: <https://www.msn.com/en-us/news/world/russia-sends-more-troops-west-challenging-us-nato-presence-near-borders/ar-BB156dgJ>

**Group D:**

- Nathan Jennings, Amos Fox, and Adam Taliaferro, "The Army is Wrong on Future War," *Modern War Institute* (December 18, 2018) (13 pp): <https://mwi.usma.edu/us-army-wrong-future-war/#:~:text=The%20most%20decisive%20act%20of,War%20in%20which%20he%20engages.&text=The%20Army's%20failure%20to%20conceptualize,battlefield%20is%20a%20dangerous%20mistake.>  
- David Barno and Nora Bensahel, "A New Generation of Unrestricted Warfare," *War on the Rocks* (April 19, 2016): <https://warontherocks.com/2016/04/a-new-generation-of-unrestricted-warfare/>

**Week 11: Managing Security and Creating Peace Pt. 1**

**Also:** **Due on 10/20:** Paper #3 BLOG/Podcast evaluation. Choose a podcast or a substantive blog post (not a one-page meandering thought piece) from one of the sites listed below. Summarize it and evaluate its argument through the lens of some aspect of the course thus far. For more details see the Assignment tab in Sakai.

A list of sites is available here: <https://prezi.com/view/bayt9PEijPIZ2VUE9pw5/>

For more sites from non-U.S. sources: <https://prezi.com/view/bayt9PEijPIZ2VUE9pw5/>

**Class #21: 10/20 Tues:** Intelligence and the Prevention of War

**Read:**

- Johnson, Loch K., "The First Line of Defense," *National Security Intelligence* (Cambridge, UK: Polity, 2012), 1-34.

**Class #22: 10/22 Thurs:** The National Security Architecture of the United States

**Read:**

- Kaufmann, 153-66.

- Jordan, Amos A. et al., "The National Security Decisionmaking Process: Putting the Pieces Together," *American National Security, 5th Edition* (Baltimore: Johns Hopkins



University Press, 1999), 217-234.

- Gary R. Hess, "George W. Bush and the Second Crisis with Iraq: 'Time is not on our side,'" *Presidential Decisions for War*, 2<sup>nd</sup> ed. (Baltimore, MD: Johns Hopkins University Press, 2009), 221-48.

## **Week 12 Managing Security and Creating Peace Pt. 2**

**Class #23: 10/27 Tues:** (asynchronous lecture) The Temptation(s) of Technology—the Rev. in Military Affairs

### **Read:**

- Roland, *The Delta of Power*, 71-160.

- Laura Grego and David Wright, "Broken Shield," *Scientific American* (June 2019): 62-7.

- <SKIM!> David R. Mets, *The Long Search for a Surgical Strike: Precision Munitions and the Revolution in Military Affairs* (Maxwell Air Force Base, Alabama: Air University Press, 2001), 1-4, 27-47 (print the bibliography and notes at your option).

**Class #24: 10/29 Thurs** (asynchronous discussion): The Drone Problem

### **Read:**

- Hugh Gusterson, "Drones 101," in *Drone: Remote Control Warfare* (Cambridge, MA: MIT Press, 2016), 1-28 (e-book at Project Muse: Project MUSE.muse.jhu.edu/book/46059)

- Jared Keller, "A missile full of swords was likely behind the death of two Al Qaeda commanders in Syria," *Task and Purpose* (June 16, 2020):

<https://taskandpurpose.com/military-tech/r9x-hellfire-missile-al-qaeda-syria>

## **Week 13 Managing Security and Creating Peace Pt. 3**

**Class #25: 11/3 Tues:** Class cancelled; go vote. Syllabus adjusted below.

**Class #26: 11/5 Thurs:** Conflict Resolution and Sustaining Peace <Live>, with a guest appearance by [Barbara Stephenson \(click for bio!\)](#)

### **Read:**

- Kaufman, 109-117

~~Suzanne Werner and Amy Yuen, "Making and Keeping Peace," *International Organization* 59:2 (Spring 2005): 261-292.~~

- **USJFCOM J7Pam.pdf** *Draft Planning Framework for Reconstruction, Stabilization, and Conflict Transformation*

skim the entire document, read with care pages 6-9 for an overview and key definitions (esp. "conflict transformation" and "locally led nascent peace"), 21-22, and the sample plan, pages 43-49. This sample is an adaptation of the plan for Sudan, from 2005, when the Comprehensive Peace Agreement had been signed, and keeping the country together still seemed possible.

## **Week 14 Managing Security and Creating Peace (cont'd) and Problems of Near Future**

**Class #27: 11/10 Tues:** International Organizations, Intervention, and Peacekeeping

### **Read:**

- Kaufmann, 171-99

- V. Paige Fortna, "Does Peacekeeping Keep Peace? International Intervention and the Duration of Peace After Civil War," *International Studies Quarterly* 48.2 (2004): 269-292.

**Class #28: 11/12 Thurs (discussion):** A Melange of Challenges: MNCs, Terrorism, Cyber, and More

**Read:**

(All students read Kaufman; then the additional readings divided into standard groups as below. You'll meet DURING CLASS to identify and summarize the key points and then brief them to the whole class.

- Kaufmann, 199-220.

Greeks read: Gregory D. Koblentz, "Biosecurity Reconsidered: Calibrating Biological Threats and Responses," *International Security* 34.4 (2010): 96-132.

Romans read: Chapter 1, David E. Sanger, *The Perfect Weapon: War, Sabotage, and Fear in the Cyber Age* (New York: Crown, 2018), 7-37.

Persians read: Michael C. Horowitz, Lauren Kahn, and Christian Ruhl, "Introduction: Artificial Intelligence and International Security" part I of "Policy Roundtable: Artificial Intelligence and International Security," in *Texas National Security Review*, June 2, 2020. <https://tnsr.org/roundtable/policy-roundtable-artificial-intelligence-and-international-security/> (You don't have to read the whole roundtable! Just this intro).

Han read (all 3): Noel Sharkey, "Autonomous Warfare," *Scientific American* (February 2020): 52-57.- <https://www.airforcemag.com/air-force-to-test-fighter-drone-against-human-pilot/>

- <https://scipol.duke.edu/content/air-force-chief-scientist-confirms-f-35-will-include-artificial-intelligence>

- <https://www.defenseone.com/technology/2020/08/ai-just-beat-human-f-16-pilot-dogfight-again/167872/>

## Week 15 Conclusions

**Class #29: 11/17 Tues (discussion):** The future of "national security"?

**Read:**

- Andrew J. Bacevich, "Changing the Subject: How the United States Responds to Strategic Failure," in David Fitzgerald, David Ryan, and John M. Thompson, eds., *Not Even Past: How the United States Ends Wars* (New York: Berghahn, 2020), 199-210.

- Stephen Wertheim, "The Price of Primacy: Why American Shouldn't Dominate the World," *Foreign Affairs*, 99.2 (2020) (7pp)

**Final Exam: Nov. 24, 4:00 (it's the very last one!)**

### **Community Standards in Our Course and Mask Use.**

This fall semester, while we are in the midst of a global pandemic, all enrolled students are required to wear a mask covering your mouth and nose at all times in our classroom. This requirement is to protect our educational community — your classmates and me — as we learn together. If you choose not to wear a mask, or wear it improperly, I will ask you to leave immediately, and I will submit a report to the [Office of Student Conduct](#). At that point you will be disenrolled from this course for the protection of our educational community. An exemption to the mask wearing community standard will not typically be considered to be a reasonable accommodation. Individuals with a disability or health condition that prevents them from safely wearing a face mask must seek alternative accommodations through the [Accessibility Resources and Service](#). For additional information, see [Carolina Together](#).