

**EXPLORING GLOBAL CONFLICT AND VIOLENCE**  
**POLITICAL SCIENCE 3596**  
**Fall 2017**

**Professor:** Dr. Ann Griffiths  
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**COURSE DESCRIPTION**

After the Cold War ended, more and more of the world adopted liberalism/capitalism, and many people speculated that we would see an unprecedented era of global peace. And, indeed, for a while this seemed to be the case. Yet conflict and violence continue and seem to be increasing, both between states and within states. What factors – at the system, state, institutional and individual levels – cause conflict and violence? How has conflict and political violence changed over the years in terms of actors, technology and strategy? What, if any, are the rules about conduct in conflict, and are they followed? What institutions exist to address violence/conflict, and are they effective?

These are a few of the issues and debates that this course will examine. This is not simply a course on current affairs, but it will use current conflicts to illustrate concepts and to explain the trends, actors, motives and strategies. The objective and rationale of the course is to introduce students to the theories of conflict/violence and to examine global actors, institutions, issues and debates.

The course is designed as part lecture and part seminar. Students will do one assignment in a small group and students are expected to participate in discussions.

**LEARNING OBJECTIVES**

By the end of the course students should:

- be able to describe how war/conflict is defined;
- be able to describe how the theory and study of war/conflict have changed over the years;
- understand systemic, state, institutional and individual causes of conflict;
- be able to differentiate the characteristics of inter-state and intra-state conflict;
- understand and identify the different types of non-state actors in political violence;
- be able to describe how the participants, technologies and strategies of conflict have changed over the years;
- understand the role of institutions and interventions in preventing or stopping conflict.

### **REQUIRED READINGS**

There is no required textbook. Required readings are listed in the section “Class Schedule and Readings” below. (There is also a list of Interesting Supplemental Readings given for most classes – these readings are supplemental.) Some readings are available on Brightspace (as indicated by a **B** below) and other readings are available online. Unless indicated as posted on Brightspace, readings can be found online (google the title or go to the website provided). Students are expected to read the required readings. **If you have problems accessing a reading, please tell the professor.**

### **PLAGIARISM**

Dalhousie University defines plagiarism as “the submission or presentation of the work of another as if it were one’s own.” **Plagiarism is considered a serious academic offence which may lead to loss of credit, suspension or expulsion from the university, or even to the revocation of a degree.** All students should read the Policy on Academic Integrity contained in the university calendar or on the website. Ignorance of such policies is no excuse for violations. It is essential that there be correct attribution of authorities/sources from which facts, statistics and exact words and opinions have been derived. If you are uncertain about how or when to use citations, the professor would be happy to explain.

Dalhousie University subscribes to Urkund, a computer-based service which checks for originality in submitted papers. Any paper submitted may be checked for originality to confirm that the student has not plagiarized from other sources. The Dalhousie Senate has affirmed the right of any professor to require that student papers be submitted in both written and electronic format, and to submit any paper to a check such as that performed by Urkund. Students are required to keep an electronic copy of papers, and the professor may request that electronic copy. Copies of student papers checked by this process will be retained by Urkund.

### **CELLPHONES**

Use of cellphones and social media in class is strongly discouraged. Texting, tweeting or otherwise using social media during class is distracting you, fellow students and the professor.

### **STUDENT ACCESSIBILITY SERVICES**

Students with disabilities are encouraged to register as quickly as possible at the Student Accessibility Services (SAS) office if they wish to receive academic accommodation. To do so, students can phone (902-494-2836), email ([access@dal.ca](mailto:access@dal.ca)), or visit [www.studentaccessibility.dal.ca](http://www.studentaccessibility.dal.ca). All forms are now available on the website. Please note that the onus is on the student, not on the professor, to make the arrangements to write exams at the SAS office.

### **STUDY SKILLS PROGRAMS AT DALHOUSIE**

Dalhousie has created the Study Skills/Tutoring Program to help students become more effective learners. There are workshops and/or individual study skills sessions for help with time management, critical reading, note taking, preparing for exams, etc. For more information, visit the Academic Support page on the Dalhousie website [https://www.dal.ca/campus\\_life/academic-support/study-skills-and-tutoring.html](https://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html).

## COURSE REQUIREMENTS

### 1. CLASS PARTICIPATION/ATTENDANCE (10%) (Throughout the course)

An outline of how this will be determined can be found on Brightspace.

### 2. CLASS DEBATES (20%) (Throughout the course, as specified on assignment sheet)

Students will pick a topic and in pairs build an argument for the assigned debate. On the assigned date the two sides will debate the issue in front of the class.

A selection of topics is attached and in the first class students will sign up for a topic from the list. This is designed as a debate so students are expected to make an argument – i.e., the point of a debate is to make an argument to convince others of the rightness of your position, not just describe or summarize. To make your argument convincing you should consult a number of academic sources and include a bibliography. You will submit your notes at the end of the debate.

### 3. CRITICAL ARTICLE REVIEW #1 (20%) (due in class, 11 October 2017)

Students will select one of the readings listed below and write a 1,200-2,000 word (4-6 double-spaced pages) *critical* article review. Note that a critical review means that you read the article with a questioning mind and examine the merits/shortcomings of its argument and assumptions rather than summarizing it. Students are expected to submit a hard copy, but to keep an electronic version just in case. **Late essays will be penalized at 2% per day.** A handout on how to write critical reviews is available on Brightspace.

Christopher J. Fettweis, “Unipolarity, Hegemony and the New Peace,” *Security Studies*, Vol. 26, No. 3 (2017) [B]

OR

John J. Mearsheimer and Stephen M. Walt, “The Case for Offshore Balancing: A Superior US Grand Strategy,” *Foreign Affairs*, Vol. 95, No. 4 (July/Aug 2016) [B]

OR

Jeff Stein and Jonathan Broder, “Can America Win a War?” *Newsweek*, 30 April 2015 [online]

### 4. CRITICAL ARTICLE REVIEW #2 (20%) (due in class, 8 November 2017)

Choose between the following articles to write your second critical review. Write a 1,200-2,000 word (4-6 double-spaced pages) *critical* article review. Students are expected to submit a hard copy, but to keep an electronic version just in case. **Late essays will be penalized at 2% per day.**

Ely Ratner, “Course Correction: How to Stop China’s Maritime Advance,” *Foreign Affairs*, Vol. 96, Issue 4 (July-August 2017) [B]

OR

Jon R. Lindsay, “Stuxnet and the Limits of Cyberwarfare,” *Security Studies*, Vol. 22 (2013) [B]

## EVALUATION OF THE REVIEWS

The review will be marked based on a combination of two broad criteria. The first criterion is the cognitive element. This means the intellectual thinking that is displayed in the assignment – in other words, the understanding of the article that the student expresses, the ideas and the evidence that the student presents in the critique, and the ability to explain, analyse and interpret information and provide evidence. The second criterion is the mechanical element. This means that students will be assessed for their writing ability, effective organization of the assignment, use of language, correctness of grammar and spelling, and use of quotations, references and citations.

5. FINAL EXAM (30%) (As scheduled by the Registrar)

The final exam will be scheduled by the Registrar during the exam period of **7-17 December 2017**. **Do not make plans to leave Halifax until the exam schedule has been posted**. Students are expected to be at the exam in the time scheduled – unless they can provide an acceptable written doctor's note. The exam will include material from lectures, readings and discussion in class. The format will be explained by the professor in class.

<b>Assignment</b>	<b>Due Date</b>	<b>Worth</b>
Participation/Attendance	throughout the term	10%
Critical Review #1	(in class) 11 October 2017	20%
Critical Review #2	(in class) 8 November 2017	20%
Debate	Throughout the term	20%
Final Exam	as scheduled by the Registrar 7-17 December 2017	30%

## **CLASS SCHEDULE AND READINGS**

### **CLASS 1: INTRODUCTION**

(6 September 2017)

### **CLASS 2: CONTEXT**

(13 September 2017)

Steven Pinker, Bradley A. Thayer, Jack Levy and William R. Thompson, “The Forum: The Decline of War,” *International Studies Quarterly*, 2013, pp. 396-419 [B]

Meredith Reid Sarkees, “The COW Typology of War: Defining and Categorizing Wars (Version 4 of the Data),” no date, pp. 1-32 [B]

Meredith Reid Sarkees, Frank Whelon Wayman and J. David Singer, “Inter-State, Intra-State and Extra-State Wars,” *International Studies Quarterly*, Vol. 47 (2003), pp. 49-70 [B]

Jeronimo Mohar Volkow and Benoit Gomis, “Overblown Coverage: Why More Care is Needed in Conflict and Terrorism Reporting,” OpenCanada.org, 27 June 2017 [at <https://www.opencanada.org/features/overblown-coverage-why-more-care-needed-conflict-and-terrorism-reporting/>]

### **Interesting Supplemental Readings**

Erik Melander, “Organized Violence in the World: An Assessment by the Uppsala Conflict Data Program,” Uppsala Conflict Data Program, UCDP Paper No. 9, 2015, pp. 1-9

Christopher J. Fettweis, “Unipolarity, Hegemony and the New Peace,” *Security Studies*, Vol. 26, No. 3 (2017)

George Orwell, *1984* (London: Penguin Books, 1949)

Jonathan Freedland, “Welcome to the Age of Trump,” *The Guardian*, 19 May 2016, online

“Watch List 2017,” International Crisis Group, Second Update, 20 July 2017

Council on Foreign Relations, Global Conflict Tracker

### **CLASS 3: CAUSES OF CONFLICT #1 SYSTEM LEVEL**

(20 September 2017)

Jack S. Levy and William R. Thompson, “Chapter 2: System-Level Theories,” pp. 28-54, in *Causes of War*, John Wiley & Sons, 2010, available [B] [NOTE: the entire book is here, other classes will require you to read other selected chapters]

Stewart M. Patrick, “Trump and World Order: The Return of Self-Help,” *Foreign Affairs*, Vol. 96, Issue 2 (March-April 2017) [B]

Baohui Zhang, “Xi Jinping’s ‘Pragmatic’ Offensive Realism and China’s Rise,” *Global Asia*, 1 July 2014 [B]

Robert D. Kaplan, “Eurasia’s Coming Anarchy,” *Foreign Affairs*, Vol. 95, Issue 2 (March-April 2016) [B]

Jennifer Lind, “Asia’s Other Revisionist Power: Why US Grand Strategy Unnerves China,” *Foreign Affairs*, Vol. 96, Issue 2 (March-April 2017) [B]

Graham Allison, “Why ISIS Fears Israel,” *The National Interest*, September/October 2016 [B]

### **Interesting Supplemental Readings**

Ely Ratner, “Course Correction: How to Stop China’s Maritime Advance,” *Foreign Affairs*, Vol. 96, Issue 4 (July-August 2017)

Benoit Hardy-Chartrand, “China-Japan Relations and the Politics of Threat,” *On Track*, the Conference of Defence Associations Institute, Summer 2016, pp. 10-15

G. John Ikenberry, “The Plot Against American Foreign Policy: Can the Liberal Order Survive?” *Foreign Affairs*, Vol. 96, Issue 3 (May-June 2017)

### **CLASS 4 – CAUSES OF CONFLICT #2: STATE AND ORGANIZATIONAL LEVELS**

(27 September 2017)

Jack S. Levy and William R. Thompson, “Chapter 3: The Dyadic Interaction of States,” pp. 55-82; “Chapter 4: The State and Societal Level,” pp. 83-129, and “Chapter 6: Decision Making: The Organizational Level,” pp. 162-185, in *Causes of War* [B] [NOTE: the book is in the Class 3 file]

### **Interesting Supplemental Readings**

Graham Allison, *Essence of Decision*, 1971

### **CLASS 5: CAUSES OF CONFLICT #3: INDIVIDUAL LEVEL**

(4 October 2017)

Jack S. Levy and William R. Thompson, “Chapter 5: Decision-Making: The Individual Level,” pp. 128-161, in *Causes of War* [B] [NOTE: see the file for Class 3]

Luc De Keyser, “Is It in Man’s Nature to Wage War?” Stratfor, Global Affairs, 3 August 2016, pp. 1-3, at <https://www.stratfor.com/weekly/it-mans-nature-wage-war>

Allan Dafoe, Jonathan Renshon and Paul Huth, "Reputation and Status as Motives for War," *Annual Review of Political Science*, Vol. 17, No. 1 (2014), pp. 371-393 [B]

Philip Gordon, "A Vision of Trump at War: How the President could Stumble into Conflict," *Foreign Affairs*, Vol. 96, Issue 3 (May-June 2017) [B]

Keren Yarhi-Milo, "In the Eye of the Beholder: How Leaders and Intelligence Communities Assess the Intentions of Adversaries," *International Security*, Vol. 38, No. 1 (Summer 2013), pp. 7-51 [B]

Keith Gessen, "What if Putin were Nice?" *Politico*, 23 February 2015 [B]

### **Interesting Supplemental Readings**

Sheri Berman, "Populism is Not Fascism," *Foreign Affairs*, Vol. 95, Issue 6 (Nov-Dec 2016)

Richard Evans, "The Madness of King Donald," *Foreign Policy*, 13 June 2017

Susan Shirk, "Trump and China: Getting to Yes with Beijing," *Foreign Affairs*, Vol. 96, Issue 2 (March-April 2017)

Robert Kagan, "This is How Fascism Comes to America," *The Washington Post*, 18 May 2016

### **CLASS 6: 'TRADITIONAL' WAR: INTER-STATE WARFARE**

(11 October 2017)

Daniel Brunstetter and Megan Braun, "From *Jus ad Bellum* to *Jus ad Vim*: Recalibrating our Understanding of the Moral Use of Force," *Ethics and International Affairs*, Vol. 27, No. 1 (2013) [B]

Robert Farley, "Asia's Greatest Fear: A US-China War," *The National Interest*, 4 June 2014 [google title, or go to <http://nationalinterest.org/feature/asia-flames-us-china-war-10621>]

Rashid Abdi, "A Dangerous Gulf in the Horn: How the Inter-Arab Crisis is Fuelling Regional Tensions," International Crisis Group, 3 August 2017, online, google title

Mark Bowden, "How to Deal with North Korea: There are No Good Options. But Some are Worse than Others," *The Atlantic*, July/August 2017, online, google title

### **Interesting Supplemental Readings**

Sun Tzu, *The Art of War*, 5<sup>th</sup> century BCE(ish)

Sumit Ganguly, "The Doklam Dispute in Context: China is Drawing India's Neighbors Closer to Beijing," *Foreign Affairs*, 9 August 2017

Aaron David Miller, Richard Sokolsky and Robert Malley, “How Trump’s Iran Threats could Backfire – in North Korea,” *Politico Magazine*, 7 August 2017

Stockholm International Peace Research Institute (SIPRI), Military Expenditures Databases

### **CLASS 7: TECHNOLOGY AND STRATEGY**

(18 October 2017)

Vincent Bernard, “Editorial: Science Cannot be Placed above its Consequences,” in *New Technologies and Warfare, International Review of the Red Cross*, Vol. 94, No. 886 (Summer 2012), pp. 457-466, available at <https://www.icrc.org/eng/resources/international-review/review-886-new-technologies-warfare/review-886-all.pdf> [NOTE: only the Editorial is required reading]

Erica D. Borghard and Shawn W. Lonergan, “The Logic of Coercion in Cyberspace,” *Security Studies*, Vol. 26, No. 3 (2017) [B]

Dan Altman, “Advancing without Attacking: The Strategic Game around the Use of Force,” *Security Studies*, Vol. 26 (2017) [B]

Felix Gilbert, “Machiavelli: The Renaissance of the Art of War,” in Peter Paret, Gordon A. Craig and Felix Gilbert (eds), *Origins of Modern War: Makers of Modern Strategy from Machiavelli to the Nuclear Age* (Princeton: Princeton University Press, 1986) [B]

Robert Cassidy and Jacqueline Tame, “How We Twitterized Clausewitz and Ended up Bogged Down in Afghanistan and Iraq,” Part II of *the Wages of War Without Strategy*, 20 June 2017, available at <https://thestrategybridge.org/the-bridge/2017/6/20/the-wages-of-war-without-strategy>

### **Interesting Supplemental Readings**

Tobias Feakin, “Developing a Proportionate Response to a Cyber Incident,” Cyber Brief, Council on Foreign Relations, August 2015

Jon R. Lindsay, “Stuxnet and the Limits of Cyberwarfare,” *Security Studies*, Vol. 22 (2013)

Joint Chiefs of Staff, “Joint Operating Environment 2035,” Department of Defense, 14 July 2016

Robert Graham, “How Terrorists Use Encryption,” *CTC Sentinel*, Combating Terrorism Center, West Point, Vol. 9, Issue 6 (June 2016)

Frederik Rosen and John Karlsrud, “The MONUSCO Unmanned Aerial Vehicles: Opportunities and Challenges,” *Conflict Trends*, Issue 4 (2014)



**CLASS 8: CONFLICT WITHIN STATES – 21<sup>ST</sup> CENTURY WARFARE?**

(25 October 2017)

Jack Levy and William R. Thompson, “Chapter 7: Civil War,” pp. 186-223, in *Causes of War* [B]

Max Boot, “The Evolution of Irregular War,” *Foreign Affairs*, 5 February 2013, available at [www.foreignaffairs.com/articles/138824/max-boot/the-evolution-of-irregular-war](http://www.foreignaffairs.com/articles/138824/max-boot/the-evolution-of-irregular-war)

Vince Tumminello, “A Primer on Counterinsurgent Warfare,” *Small Wars Journal*, 5 August 2016 [B]

Jon Barnett and w. Neil Adger, “Climate Change, Human Security and Violent Conflict,” *Political Geography*, Vol. 26 (2007) [B]

**Interesting Supplemental Readings**

Mao Zedong, *On Guerrilla Warfare*, 1937

Joost Hiltermann, “Syria: The Hidden Power of Iran,” *New York Review of Books*, 13 April 2017

Gavin Lyall, “Rebellion and Conflict Minerals in North Kivu,” *Conflict Trends*, Issue 1 (2017)

Patrick Kanyangara, “Conflict in the Great Lakes Region: Root Causes, Dynamics and Effects,” *Conflict Trends*, Issue 1 (May 2016)

Stephen Biddle and Jacob Shapiro, “America Can’t Do Much About ISIS,” *The Atlantic/Defense One*, 20 April 2016

International Crisis Group, “Power Without the People: Averting Venezuela’s Breakdown,” Latin American and Caribbean Briefing #36, 19 June 2017

**CLASS 9: NON-STATE ACTORS #1: TERRORISM**

(1 November 2017) (Guest Speaker)

Alex P. Schmid, “The Revised Academic Consensus Definition of Terrorism,” *Perspectives on Terrorism*, Vol. 6, No. 2 (May 2012), pp. 158-159 [B]

David C. Rapoport, “The Four Waves of Rebel Terror and September 11,” *Anthropoetica*, Vol. 8, No. 1 (Spring/Summer 2002) [B]

Audrey Kurth Cronin, “The ‘War on Terrorism’: What does it Mean to Win?” *The Journal of Strategic Studies*, Vol. 37, No. 2 (2014) [B]

“What Comes After ISIS?” *Foreign Policy*, 10 July 2017, available via Dal libraries, or at <http://foreignpolicy.com/2017/07/10/what-comes-after-isis-islamic-state-mosul-iraq-syria/>

**Interesting Supplemental Readings**

Institute for Economics and Peace, “Executive Summary,” *Global Terrorism Index 2016*, November 2016 [NOTE: new report will be published in November 2017]

Carl Bildt, “The Fourth Jihadist Wave,” Project Syndicate, 22 April 2016

Max Boot, “Why Won’t Trump Use the ‘T’ Word to Describe Charlottesville?” *The Weekly Standard*, 15 August 2017

Peter R. Neumann, “Don’t Follow the Money: The Problem with the War on Terrorist Financing,” *Foreign Affairs*, Vol. 96, Issue 4 (July-August 2017)

Alasia Ibfuro Joy, “Demystifying Extremism in Nigeria: Understanding the Dynamics of Boko Haram,” *Conflict Trends*, Issue 3 (2015)

Hal Brands and Peter Feaver, “Trump and Terrorism: USA Strategy after ISIS,” *Foreign Affairs*, Vol. 96, Issue 2 (March-April 2017)

Anti-Defamation League, “A Dark and Constant Rage: 25 Years of Right-Wing Terrorism in the United States,” June 2017

Jonathan Powell, “How to Talk to Terrorists,” *The Guardian*, 7 October 2014

Daniel Byman, “How to Hunt a Lone Wolf: Countering Terrorists Who Act on Their Own,” *Foreign Affairs*, Vol. 96, Issue 2 (March-April 2017)

Omar Saif Ghobash, “Advice for Young Muslims: How to Survive in an Age of Extremism and Islamophobia,” *Foreign Affairs*, Vol. 96, Issue 1 (January-February 2017)

**FALL STUDY BREAK: NO CLASSES WEEK OF 6-10 NOVEMBER 2017**

**CLASS 10: NON-STATE ACTORS #2: OTHER ACTORS**

(15 November 2017)

Robert Muggah, “Terrorism is on the Rise – But There’s a Bigger Threat We’re Not Talking About,” Canadian Global Affairs Institute, 27 April 2016, online, available at <http://www.cgai.ca/opedapril272016b>

Keith Krause and Jennifer Milliken, “Introduction: The Challenge of Non-State Armed Groups,” *Contemporary Security Policy*, Vol. 30, No. 2 (2009) [B]

Wendy Isaacs-Martin, “The Motivations of Warlords and the Role of Militias in the Central African Republic,” *Conflict Trends*, Issue 4 (2015), online, google title

Orlando J. Perez, "Gang Violence and Insecurity in Contemporary Central America," *Journal of the Society for Latin American Studies*, Vol. 32, Issue 1 (March 2013) [B]

Patricio Asfura-Heim and Ralph H. Espach, "The Rise of Mexico's Self-Defense Forces," *Foreign Affairs*, Council on Foreign Relations, 11 June 2013, available at [www.foreignaffairs.com/print/1113144](http://www.foreignaffairs.com/print/1113144)

Peter W. Singer, "Outsourcing War," *Foreign Affairs*, March 2005 [don't google title, go to <https://www.foreignaffairs.com/articles/2005-03-01/outourcing-war>]

### **Interesting Supplemental Readings**

Marcus Hedahl, "Unaccountable: The Current State of Private Military and Security Companies," *Criminal Justice Ethics*, Vol. 31, No. 3 (December 2012)

International Crisis Group, "Mexico's Worsening War without a Name," 15 June 2017

"Mexico: First Statement from the Self-Defense Group of Aquila, Michoacán," 21 January 2014, *Warrior Publications* (Warning: statement contains a graphic photo)

Eromo Egbejule, "They're Defeating Boko Haram but are They Nigeria's Next Security Threat? Why Care is Needed Over the Demobilisation of Vigilante Groups," *IRIN News*, 22 August 2016

Jack Watling, "The Shia Militias of Iraq," *The Atlantic*, 22 December 2016

### **CLASS 11: ENDING/PREVENTING CONFLICT: INSTITUTIONS AND INTERVENTIONS**

(22 November 2017)

Anke Hoeffler and Marta Reynal-Querol, "Measuring the Costs of Conflict," *ConflictRecovery.org*, 2003 [B]

Charter of the United Nations, "Chapter V: The Security Council," "Chapter VI: Pacific Settlement of Disputes," and "Chapter VII: Action with Respect to Threats to the Peace, Breaches of the Peace, and Acts of Aggression," available at <http://www.un.org/en/documents/charter/chapter5.shtml>

Report of the Secretary-General, United Nations, General Assembly/Security Council, "A Vital and Enduring Commitment: Implementing the Responsibility to Protect," 13 July 2015 [B]

International Crisis Group, "Seizing the Moment: From Early Warning to Early Action," Special Report No. 2, 23 June 2016 [B]

### **Interesting Supplemental Readings**

Comfort Ero, "A Changing Environment Brings Opportunities and Threats for the African Union," International Crisis Group, 26 July 2017

Permanent Court of Arbitration, “The South China Sea Arbitration (The Republic of the Philippines v. The People’s Republic of China),” The Hague, 12 July 2016

Joshua Stanton, Sung-Yoon Lee and Bruce Klingner, “Getting Tough on North Korea: How to Hit Pyongyang Where It Hurts,” *Foreign Affairs*, May/June 2017

Brian Resnick, “A Psychologist Explains the Limits of Human Compassion,” *Vox*, 19 July 2017

Chris McGreal, “What’s the Point of Peacekeepers When They Don’t Keep the Peace?” *The Guardian*, 17 September 2015

**CLASS 12: LAST THOUGHTS/REVIEW**

(29 November 2017)

There are no readings for this class!

## DEBATE ASSIGNMENT AND TOPICS (20%)

This is a list of topics available for debate. You will divide your group so that half takes one side of the argument, and half takes the other. You will work together, or apart, to make up your case for your side of the argument. On the date indicated here, you will conduct your debate before the class. Each side will have 15 minutes to present its case, or a total of 30 minutes for the debate. How you divide this time is up to you. You may use PowerPoint if you wish, but make sure that you either provide your slides in advance to the professor so that they can be loaded on to the professor's computer, or have your own computer in class.

You will be graded based on the quality of the points you make and the quality of your presentation of them. You are welcome to be imaginative in your points – i.e., feel free to think outside the box. You will submit your notes at the end of the class, but you will not be graded on the quality of your notes but rather the quality of your presentation. This is designed as a debate so students are expected to make an argument – i.e., the point of a debate is to make an argument to convince others of the rightness of your position, not just describe or summarize. Remember that it's supposed to be an interactive debate, not two people reading from their notes.

### Class 4: 27 September 2017

1. China is a revisionist state and therefore a danger to the current era of global peace.

Member 1: \_\_\_\_\_ Member 2: \_\_\_\_\_  
Member 3: \_\_\_\_\_ Member 4: \_\_\_\_\_

2. The key to global peace and stability is for more states to obtain nuclear weapons.

Member 1: \_\_\_\_\_ Member 2: \_\_\_\_\_  
Member 3: \_\_\_\_\_ Member 4: \_\_\_\_\_

### Class 5: 4 October 2017

3. The policy of targeted drone strikes to kill the leaders of terrorist groups is effective and should be continued.

Member 1: \_\_\_\_\_ Member 2: \_\_\_\_\_  
Member 3: \_\_\_\_\_ Member 4: \_\_\_\_\_

### Class 6: 11 October 2017

4. Syrian President Assad should be supported in order to end the conflict and allow refugees to return home.

Member 1: \_\_\_\_\_ Member 2: \_\_\_\_\_  
Member 3: \_\_\_\_\_ Member 4: \_\_\_\_\_

- 5. To avoid large-scale conflict, the United States should let China claim the South China Sea as its sphere of influence.

Member 1: \_\_\_\_\_  
Member 3: \_\_\_\_\_

Member 2: \_\_\_\_\_  
Member 4: \_\_\_\_\_

**Class 7: 18 October 2017**

- 6. Better technology wins wars/conflicts.

Member 1: \_\_\_\_\_  
Member 3: \_\_\_\_\_

Member 2: \_\_\_\_\_  
Member 4: \_\_\_\_\_

**Class 8: 25 October 2017**

- 7. Failed states lead to conflict. No, conflict leads to failed states.

Member 1: \_\_\_\_\_  
Member 3: \_\_\_\_\_

Member 2: \_\_\_\_\_  
Member 4: \_\_\_\_\_

- 8. Money spent on counter-terrorism/security agencies in the post-9/11 world would be more effective if spent on foreign aid.

Member 1: \_\_\_\_\_  
Member 3: \_\_\_\_\_

Member 2: \_\_\_\_\_  
Member 4: \_\_\_\_\_

**Class 11: 22 November 2017**

- 9. Forming ‘self-defence groups’ is a good solution to the absence of security.

Member 1: \_\_\_\_\_  
Member 3: \_\_\_\_\_

Member 2: \_\_\_\_\_  
Member 4: \_\_\_\_\_

- 10. Outsourcing military operations is a great idea.

Member 1: \_\_\_\_\_  
Member 3: \_\_\_\_\_

Member 2: \_\_\_\_\_  
Member 4: \_\_\_\_\_

- 11. The United Nations does a good job of its primary mission – i.e., promoting global peace and security.

Member 1: \_\_\_\_\_  
Member 3: \_\_\_\_\_

Member 2: \_\_\_\_\_  
Member 4: \_\_\_\_\_