Fall 2018 Syllabus
INR 4744-0001: Militaries in World Politics
Instructor: Dr. Paul Vasquez, Department of Political Science

Class location:	Classroom Building I, Room 308
Class times	Tuesdays and Thursdays, 1:30-2:45 PM
Office Hours:	Tues. & Thurs. 11:00AM-12:00 PM; Wed. 10-11AM & 12:30-1:30 PM; or by appointment
Office location:	Howard Philips Hall 302R (main Political Science suite)
Contact information	paul.vasquez@ucf.edu or (407) 823-2659

Course Description: In this course we examine one of the world's oldest institutions with relevance to politics and governance: military institutions. A person would be hard pressed to identify more powerful and important entities in world politics, since armed forces are created primarily to defend states and their interests against other states and threatening actors. However, they can also play an important role in the domestic political affairs of the states that they are created to defend. Because an all-encompassing treatment of military affairs is impossible within the context of a single semester, this course will emphasize the role played by people (soldiers, officers and their civilian leaders) rather than simply machines (tanks, artillery pieces, small arms, etc.), although we will cover the interaction of man and machine.

We will begin this course by becoming familiar with the concept of civil-military relations, which should be helpful throughout the course. Second, we will examine several topics related to the empirical development of military actors. Next, we will examine the way that military actors affect interstate relations and domestic politics in greater detail. Finally, we will devote the last week of the course to explore current issues related to military affairs.

Course goals: In terms of substance, this course is designed to give students a better understanding of: 1) major theoretical perspectives involving the role of military institutions in international and domestic politics; 2) important empirical developments with regard to military institutions; and 3) the influence of military institutions, even if only indirect, on their own lives. Regarding skill development, students will have the opportunity: 4) to improve upon their capacity to conduct independent scholarly research and 5) to improve their verbal and written communication skills.

Required Materials: You do not need to buy any texts for this class. Electronic links to journal articles are included here in the syllabus. Should those links not work for one reason or another, all of these articles can be accessed for free from UCF's Hitt Library once you have logged into it as student user.

Requirements: I will evaluate your performance in this class in accord with the table below.

Read this syllabus and assignments carefully to put yourself in position to succeed.

A	B	C	D	E
Assignments	**% of Final Grade**	**Assignment average (add grades for each row & ÷ by the # of grades for this task)**	**Component Score = column B x column C**	**Due Date**
Class Participation	5			To be announced
Quizzes	20			To be announced
Midterm exam	25			Tuesday, Oct. 16
Paper	25			Tues., Nov. 29
Final exam	25			Tuesday, Dec. 4, 1:00-3:00 AM
Total	100%	**Add Column D to estimate final grade →**		

Assignments

Class Participation: Participating in class means much more than just attending and spectating. It involves asking and answering questions and participating in class discussions.

Quizzes and Information Literacy Tutorial Assessment: Quizzes may cover any material covered in this course. Some quizzes will be announced in advance and other evaluations will be pop quizzes. In addition to traditional, individually taken quizzes, some quizzes will be taken in small groups to allow for collaboration and discussion. These team quizzes will include questions with more than one correct answer for a question or questions, and you will be graded on your ability to identify all of the correct answers on those quizzes. On these team quizzes you will be aided by knowing the total number of correct answers for the assignment. The lowest quiz grade for each student will be dropped when calculating final course grades.

Also, before midnight Tuesday, November 6, you will also be expected to complete the UCF Online Information Literacy tutorial "Avoiding Plagiarism Using Chicago Manual of Style, 16th Edition" and the assessment included in it under the Assignments Tab in Webcourses, which will be counted as a separate quiz. That tutorial should help to improve course paper grades above what they would be otherwise and help avoid instances of plagiarism. You can take the assessment associated with it twice, and you can receive the average of your two scores.

Important Note: In order to verify that you began this course, you should complete a graded syllabus quiz that is due before midnight on Friday, August 24. Failure to complete the assignment will result in a zero for the assignment and could cause a delay in the disbursement

of any financial aid (this is a UCF policy and beyond my control). To do this task, go to the myUCF portal (https://my.ucf.edu) and select the Webcourses@UCF button on the left side of the screen. Log in with your NID and NID password, and then access the course by selecting it in the "Courses" dropdown menu at the top of the page. From the course homepage, click on the Assignments tab to left, then click on Syllabus quiz, complete the quiz and submit it.

Midterm and Final Exams: These will be multiple choice exams with each question having only one correct answer per question. The final exam will be cumulative as it will cover material covered before and after the midterm exam. However, it will be more heavily weighted to cover material from the second half of the class. **Warning:** Do not assume that these exams will be easy simply because they will take the form of a multiple choice exam.

Short writing assignment: For this assignment, you will write a paper that will discuss a topic related to military institutions and world politics covered in this syllabus or another approved by the instructor. In the paper you will integrate insights from 3 articles or book chapters not on the syllabus with relevant materials from the syllabus. If you cover a case that was covered in class with regard to a specific case (such as the British use of Gurkhas), then your paper should include several substantially new findings beyond what was covered in class readings or lecture. The papers should be 5 pages in length and include at least 2,000 words of text beyond the title page and bibliography.

Please note that mechanical elements of writing including, but not limited to proper spelling, grammar, punctuation, etc. are all important components of formal writing such as a college paper. Exceptionally poor performance in this regard could lower your paper grade by as much as 20 points, so take steps to avoid this eventuality. Papers should use 12-point font, double-spacing and 1 inch margins.

The paper will be graded in accord with the following distribution of credit.

Mechanics of writing	20%
Application of concepts	30%
Clear and logical analysis	30%
Organization of paper	20%
	100%

Missed Assignments/Make-Up Policy: Quizzes are due by dates outlined in the syllabus and may not be made-up unless they are for an officially UCF excused absence, an excused religious holiday or a military deployment. Students who represent the university in an authorized event or activity (for example, student-athletes, intercollegiate debaters, etc) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy (http://policies.ucf.edu/documents/4-401.1MakeupAssignmentsForAuthorizedUniversityEventsOrCocurricularActivities.pdf). Also, you must notify me in advance if you intend to miss class for a religious observance and want latitude for completing assignments. For more information, see the UCF policy (http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALOct17.pdf). Finally, if you will be a deployed person who is either on active military duty and/or

serving with the National Guard/Reserve personnel and will need an accommodation, you should contact me as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements. If you don't fall into one of these categories, please keep in mind that my policy of dropping the lowest quiz grade is designed to account for unforeseen problems that might arise and keep you from attending class once.

Make-up exams may be given without penalty in instances mentioned above or when students have a verifiable medical, funeral, excuse or one that is sufficiently verifiable, compelling, significant and unexpected. When no such excuse exists students will be allowed to take exams late, but they will be penalized by 10 points "off the top" and by 10 points for every 3 hours that pass from the time an exam began, up to a maximum of 30 points. Late papers will be penalized 10% for each full calendar day they are late, up to as much as 30%. I do not offer extra credit, so direct your energies accordingly.

Grades scale for course assignments

Letter Grade		Points			
A	=	93 – 100	C	=	73 – 76
A-	=	90 – 92	C-	=	70 – 72
B+	=	87 – 89	D+	=	67 – 69
B	=	83 – 86	D	=	63 – 66
B-	=	80 – 82	D-	=	60 – 62
C+	=	77 – 79	F	=	59 and below

Communicating with the Instructor Online: This document was created to empower you to answer many questions on your own as responsible and maturing learners. If you have questions that are not answered by this document, do not hesitate to contact the instructor by email. However, if you email questions that are easily answered within this document, do not be surprised if you get a reply encouraging you to "Keep calm and read your syllabus." ☺ Communicate online with the instructor using either his UCF email address Paul.Vasquez@ucf.edu) or using the email feature within Webcourses rather than replying to postings under the Announcements tab, as he can respond to emails much more quickly.

Behavior

Disruptions: If circumstances require you to arrive late for class or leave early, please do so in as discreet a manner as possible. Please limit distractions in class as much as possible. Such behavior bothers others who are paying good money to learn, and it may be distracting to me as I attempt to teach the class.

Academic Integrity Expectations: Do not cheat. Students are prohibited from cheating by including, but not limited to: 1) attempting to use unauthorized materials for academic assignments, n of examination or course-related material also constitutes cheating; 2) presenting material obtained through the effort of someone other than the student for the student's assignment credit, 3) selling course materials such as class notes or assigned work to other

students; 4) falsifying or misrepresenting one's academic work; and 5) plagiarism (including using another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own or submitting work for more than one class without instructor approval). After taking the UCF Online Information Literacy tutorial "Avoiding Plagiarism Using Chicago Manual of Style, 16th Edition," you should clearly understand my expectations of you with regards to correctly citing material. Thus, you should do this prior to starting to write your course paper. For more details on academic integrity matters, you are encouraged to consult UCF's Rules of Conduct (http://osc.sdes.ucf.edu/process/roc) and UCF's student handbook, *The Golden Rule* (http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf).

All UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so we must seek to prevent unethical behavior and when necessary respond to academic misconduct. If I determine that there has been an instance of unambiguous academic dishonesty in the course, I will inform you of my concern, report the violation to the Office of Student Rights and Responsibilities, and assign you a 0 grade for the associated assignment. At the end of the semester, a letter grade of Z, indicating academic dishonesty, will precede the letter grade earned. For more information about the Z grades and the process for appealing such a finding, please consult the following website: (http://goldenrule.sdes.ucf.edu/zgrade).

Campus Safety Statement

Campus emergencies are rare, but if one should arise during class, everyone needs to work together. Be aware of your surroundings and familiar with basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted near the door. Please make a note of the guide's physical location and review the online version at http://emergency.ucf.edu/emergency_guide.html and learn the evacuation routes from our classroom. If you have a special need that would leave you especially vulnerable during a possible evacuation or emergency, please let me know outside of class.
- If there is a medical emergency during class, you may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see http://www.ehs.ucf.edu/workplacesafety.html (click on link from menu on left).
- To stay informed about emergency situations, you can sign up to receive UCF text alerts by going to ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- To learn about how to respond to active-shooter situations here, you can view this video: https://www.youtube.com/watch?v=NIKYajEx4pk&feature=youtu.be.

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need **not** make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

Academic Support Services

Student Academic Resource Center (SARC) (SARC) (Trevor Colbourn Hall, Room 117/ (407) 823-5130): If you have trouble succeeding in this class and comprehending the material, you might benefit from contacting this office for assistance with improving your study skills.

University Writing Center (UWC) The University Writing Center (UWC) offers writing support to UCF students from first-year to graduate in every discipline. Trained peer consultants provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix papers or to make better writers, but to teach writers' strategies to navigate complex situations for writing, both in and outside the University. Consultations are available for individuals and small groups. To make the best use of the UWC, visit far enough before your due dates to allow yourself time to revise after your consultation, browse the writing resources on our website, and arrange a regular weekly appointment if you'd like long-term help. You may schedule a 45-minute appointment by phone or by using the TutorTrac scheduler on our website; walk-in consultations are also available. The main location is in Trevor Colburn Hall, Room 109 and can be reached at 407-823-2197 or http://uwc.cah.ucf.edu/. In addition, the UWC seeks graduate and undergraduate tutors from all majors; contact the UWC to learn more about peer writing consulting and ENC 4275/5276: Theory & Practice of Tutoring Writing, our three-credit tutor-education course.

UCF Counseling Center (Building #27/ (407) 823-2811 Students experiencing challenges, including, but by no means limited to stress, anxiety, or depression, that are hindering their ability to be the best they can be should contact this office for help. There is absolutely no shame in getting help so that you can attempt to live up to your true potential.

Accessibility Statement: The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) (http://sas.sdes.ucf.edu/) (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Tuesday, Aug. 21 **Course introduction and orientation**

Thursday, Aug. 22 **I. Introductory Concepts**

Civil-Military Relations

Peter D. Feaver. 1999. "Civil-Military Relations." *Annual Review of Political Science*. Vol. 2 (June): 211-241.
https://login.ezproxy.net.ucf.edu/login?auth=shibb&url=http://search.ebscohost.com/login.aspx?direct=true&db=buh&AN=5366759&site=eds-live&scope=site

11:59 PM **Course Drop deadline**

Friday, Aug. 24 **11:59 PM** **Course Add deadline and Webcourse Syllabus Quiz deadline**

Tuesday, Aug. 28 **II. Evolution in Military Institutions**

Militaries, State Building and Citizenship

Janice E. Thomson. 1990. "State Practices, International Norms, and the Decline of Mercenarism." *International Studies Quarterly*, Vol. 34, No. 1. (March): 23-47.
<http://www.jstor.org/stable/2600404>

Deborah Avant. 2000. "From Mercenary to Citizen Armies: Explaining Change in the Practice of War." *International Organization*. Vol. 54, No. 1 (Winter): 41-72.
<http://www.jstor.org/stable/2601317>

Thursday, Aug. 30

Ronald R. Krebs. 2004. "A School for the Nation? How Military Service Does Not Build Nations, and How It Might." *International Security*. Vol. 28, No. 4 (Spring): 85–124. http://www.jstor.org/stable/4137450

Tuesday, Sep. 4 **Military Service and Identity**

Kaushik Roy. 2001. **"**The Construction of Regiments in the Indian Army: 1859-1913." *War in History*. Vol. 8, No. 2: 127-148. <http://wih.sagepub.com.ezproxy.lib.ucf.edu/content/8/2/127.full.pdf+html>

Thursday, Sep. 6 **Military Structure and Command**

M. D. Feld. 1959. "Information and Authority: The Structure of Military Organization." *American Sociological Review*, Vol. 24, No. 1. (February): 15-22. <http://www.jstor.org/stable/2089578>

Samuel P. Huntington. 1961. "Interservice Competition and the Political Roles of the Armed Services." *The American Political Science Review*. Vol. 55, No. 1. (March): 40-52. <http://www.jstor.org/stable/1976048>

Tuesday, Sep. 11 **III. Military Actors in International Relations**

Military Doctrine

Scott D. Sagan. 1986. "1914 Revisited: Allies, Offense, and Instability." *International Security*, Vol. 11, No. 2. (Autumn): 151-175. <http://www.jstor.org/stable/2538961>

Thursday, Sep. 13

Elizabeth Kier. 1995. "Culture and Military Doctrine: France between the Wars." *International Security*. Vol. 19, No. 4 (Spring): 65-93. <http://www.jstor.org/stable/2539120>

Tuesday, Sep. 18 **The Offense/Defense Balance**

Charles L. Glaser and Chaim Kaufmann. 1998. "What is the Offense-Defense Balance and Can We Measure it?" *International Security*, Vol. 22, No. 4 (Spring), pp. 44-82. http://www.jstor.org/stable/2539240

Thursday, Sep. 20 **Military Effectiveness**

Risa Brooks. 2003. “Making Military Might: Why Do States Fail and Succeed?” *International Security*. Volume 28, Number 2, (Fall): 149-191. <http://www.jstor.org/stable/4137471>

Tuesday, Sep. 25 **Organizational Behavior & International Threats**

Michael C. Desch "Soldiers, States, and Structures: The End of the Cold War and Weakening US Civilian Control." *Armed Forces & Society* 24, no. 3 (1998): 389-405. https://login.ezproxy.net.ucf.edu/login?auth=shibb&url=http://search.ebscohost.com.ezproxy.net.ucf.edu/login.aspx?direct=true&db=edsgea&AN=edsgcl.20979986&site=eds-live&scope=site

Caitlin Talmadge. "Different Threats, Different Militaries: Explaining Organizational Practices in Authoritarian Armies." *Security Studies* 25, no. 1 (2016): 111-141. https://login.ezproxy.net.ucf.edu/login?auth=shibb&url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=113304622&site=eds-live&scope=site http://dx.doi.org.ezproxy.net.ucf.edu/10.1080/09636412.2016.1134192

Thursday, Sep. 27

Scott D. Sagan. "The Perils of Proliferation: Organization Theory, Deterrence Theory, and the Spread of Nuclear Weapons." *International Security* 18, no. 4 (1994): 66-107. http://www.jstor.org/stable/2539178

Len Scott. 2011. "Intelligence and the Risk of Nuclear War: Able Archer-83 Revisited." Intelligence & National Security 26, no. 6: 759-777. https://login.ezproxy.net.ucf.edu/login?auth=shibb&url=http://search.ebscohost.com.ezproxy.net.ucf.edu/login.aspx?direct=true&db=hus&AN=69838641&site=eds-live&scope=site

Tuesday, Oct. 2 **Casualties and Military Conflict**

Scott S. Gartner and Gary M. Segura. (2000), Race, Casualties, and Opinion in the Vietnam War. *Journal of Politics*, 62: 115–146. https://login.ezproxy.net.ucf.edu/login?auth=shibb&url=http://search.ebscohost.com/login.aspx?direct=true&db=edsgea&AN=edsgcl.62101404&site=eds-live&scope=site

James Burk. 1999. “Public Support for Peacekeeping in Lebanon and Somalia: Assessing the Casualties Hypothesis.” *Political Science Quarterly.* Vol. 114, No. 1 (Spring): 53-78. <http://www.jstor.org/stable/2657991>

Thursday, Oct. 4

Christopher Gelpi, Jason Reifler Jason, and Peter Feaver. 2007. "Iraq the Vote: Retrospective and Prospective Foreign Policy Judgments on Candidate Choice and Casualty Tolerance." *Political Behavior*, 2007. 151. http://www.jstor.org/stable/4500240

Tuesday, Oct. 9 **Conscript, Volunteer Forces & Conflict**

Joseph Paul Vasquez, III. 2011. "More Than Meets the Eye: Domestic Politics and the End of British Conscription." *Armed Forces & Society*, 37, 4 (October): 636-656. http://afs.sagepub.com/content/37/4/636.abstract?patientinform-links=yes&legid=spafs;37/4/636

Yagil Levy. 2010. "How the Military's Social Composition Affects Political Protest: The Case of Israel." *Peace & Change*, 35: 123–145. <http://onlinelibrary.wiley.com/doi/10.1111/j.1468-0130.2009.00615.x/pdf>

Thursday, Oct. 11

Robert S. Erikson and Laura Stoker. 2011. "Caught in the Draft: The Effects of Vietnam Draft Lottery Status on Political Attitudes." *American Political Science Review* Vol. 105, No. 2 (May): 221-237.< http://journals.cambridge.org/action/displayAbstract?fromPage=online&aid=8278955>

Tuesday, Oct. 16 ****Midterm exam****

Thursday, Oct. 18 **Military Occupation and Stability Operations**

Pfiffner, James P. "US Blunders in Iraq: De-Baathification and Disbanding the Army." *Intelligence and National Security* 25, no. 1 (2010): 76-85. http://pfiffner.gmu.edu/files/pdfs/Articles/CPA%20Orders,%20Iraq%20PDF.pdf

Stephen D. Biddle, "Allies, Airpower, and Modern Warfare: The Afghan model in Afghanistan and Iraq." (2006). *International Security*. Winter 2005/06, Vol. 30, No. 3: 161-176. https://login.ezproxy.net.ucf.edu/login?auth=shibb&url=http://search.ebscohost.com/login.aspx?direct=true&db=edsjsr&AN=edsjsr.4137490&site=eds-live&scope=site

Tuesday, Oct. 23

Stephen Biddle, Stephen, Jeffrey A. Friedman, and Jacob N. Shapiro. "Testing the Surge: Why did violence decline in Iraq in 2007?." *International Security*. Vol. 37, no. 1 (2012): 7-40. https://login.ezproxy.net.ucf.edu/login?auth=shibb&url=http://search.ebscohost.com/login.aspx?direct=true&db=edspmu&AN=edspmu.S1531480412100012&site=eds-live&scope=site

PBS. *Frontline: Losing Iraq*. July 29, 2014. http://www.pbs.org/wgbh/pages/frontline/losing-iraq/

Abbas, Yasir, and Dan Trombly, "Inside the Collapse of the Iraqi Army's 2nd Division," *War on the Rocks*, July 1, 2014. http://warontherocks.com/2014/07/inside-the-collapse-of-the-iraqi-armys-2nd-division/

Thursday, Oct. 25 **Facilitating Cooperation**

Kimberly Zisk. 1999. "Contact Lenses: Explaining U.S.-Russian Military-to-Military Ties," *Armed Forces and Society* Vol. 25, No. 4 (Summer): 579-611. <http://afs.sagepub.com/content/25/4/579.short>

Monday, Oct. 26 **Course Withdrawal Deadline**

Tuesday, Oct. 30 **Writing Improvement lecture**

IV. Military Actors in Domestic Politics

Smedley D. Butler. 1935. *War is a Racket.* Round Table Press. https://ratical.org/ratville/CAH/warisaracket.html

Michael Dardia, Kevin F. McCarthy, Jesse Malkin and Georges Vernez. 1996. *The Effects of Military Base Closures on Local Communities. A Short-Term Perspective*. Santa Monica, CA: RAND: 1-56. http://www.rand.org/pubs/monograph_reports/MR667.html

Thursday, Nov. 1 ****Information Literacy Tutorial Quiz (deadline 11:59 PM)****

Military Attitudes

Peter D. Feaver and Richard H. Kohn. 2000. "The Gap." *National Interest*. Issue 61 (Fall): 29-37. http://ezproxy.lib.ucf.edu/login?URL=http://search.ebscohost.com.ezproxy.lib.ucf.edu/login.aspx?direct=true&db=aph&AN=3546197&site=ehost-live

Tuesday, Nov. 6 **Internal Security**

Wendy Hunter. 1999. "The Dirty War and Its Aftermath: Recent Contributions on the Military and Politics in Argentina." *Latin American Research Review*. Vol. 34, Issue 2: 198-212. <http://www.jstor.org/stable/2503918>

Thursday, Nov. 8 **Class Lecture** (With no assigned reading to do before class today, I encourage you to use the time before today to work on your course papers.)

Tuesday, Nov. 13 **Military Coups**

Jonathan Powell. "Determinants of the Attempting and Outcome of Coups d'état." Journal of Conflict Resolution. Vol. 56, No. 6 (2012): 1017-1040.
http://www.jstor.org/stable/23414730

Thursday, Nov. 15 **Military Institutions & the Transition to Democracies' Third Wave**

Katherine J. Worboys. 2007. "The Traumatic Journey from Dictatorship to Democracy Peacekeeping Operations and Civil-Military Relations in Argentina, 1989-1999." *Armed Forces & Society*. Vol. 33, No. 2: 149-168. <http://afs.sagepub.com/content/33/2/149.short>

Tuesday, Nov. 20 **V. Contemporary Issues**

Deborah Avant and Lee Sigelman. 2010. "Private Security and Democracy: Lessons from the U.S. in Iraq." *Security Studies*. Vol. 19, No. 2: 230-265.
<http://www.tandfonline.com/doi/abs/10.1080/09636412.2010.480906>

Michael Boyle. "The Costs and Consequences of Drone Warfare." *International Affairs*. Vol. 89, No. 1: 1-29.
https://login.ezproxy.net.ucf.edu/login?auth=shibb&url=http://search.ebscohost.com/login.aspx?direct=true&db=buh&AN=84763678&site=eds-live&scope=site

Thursday, Nov. 22 **Thanksgiving Holiday—Class does not meet**

Tuesday, Nov. 27

Wide Angle. *Lord's Children.* Aired: 07/28/2008. FYI, this pertains to the use of child soldiers.
http://www.pbs.org/wnet/wideangle/episodes/lords-children/video-full-episode/?p=2188

Thursday, Nov. 29 ****Course Paper Due****

No readings assigned, but class will meet for lecture

Tuesday, Dec. 4 ****Final Exam, 1:00-3:00 PM****