UNIVERSITY OF CENTRAL FLORIDA

Department of Political Science, College of Sciences
4297 Andromeda Loop N.
Orlando, FL 32816

INR 4084 – 0001 Politics of International Terrorism

COURSE SYLLABUS

Instructor:	Mr. Peter Dowling	Term:	Spring 2019
Office Phone:	407-823-2608	Class Meeting Days:	Tuesdays
E-Mail:	Webcourse Mail	Class Meeting Hours:	6 – 8:50 p.m.
Website:	N/A	Class Location:	CB2 0204
Office Hours:	Tuesdays from 5-6 p.m. and after class (in classroom)	Course Credits:	3 Credit Hours

I. University Course Catalog Description

The nature and politics of terrorism with a primary focus on its implications for international relations.

II. Course Overview

Terrorism is a chief policy concern and top funding priority in international relations. Despite the fact that terrorism directly affects a relatively small segment of the global population, studies in terrorism and strategies to counter it have penetrated virtually every 21st-century discussion on international conflict involving both state and non-state actors. Security is the most basic service that a state can provide to its citizens. As acts of terrorism continue attracting worldwide media attention and occupying popular conversations, citizens will continue demanding their governments' elevation of this security concern above most others and holding their leaders accountable for preventing future attacks.

The study of international terrorism and how it affects politics demands a multi-disciplinary approach. While political science is singularly useful in comparing governments, predicting elections, or explicating international diplomacy, it only begins to scratch the surface in explaining why individuals and groups commit acts of terrorism. History, sociology, psychology, anthropology, and communication are just some of the arts and sciences employed in this course to broaden students' perspectives and help them achieve new levels of understanding.

This course aims to break down the study of international terrorism into individual approaches that help simplify a focus area that is inherently dynamic and complex. These approaches provide the lens through which some of the most significant and controversial terrorist behavior can be further broken down and analyzed. This will form the

contextual framework for understanding how counterterrorism practices may be effectively applied in a contemporary political environment.

Case studies on the Irish Republican Army (IRA) and Hezbollah will provide examples of two terrorist groups that, despite being separated by geography, ideology, contextual/historical structure, and other unique circumstances, share common elements of achieving success through tactical innovation and adapting to their political environments. They are also worthy of individual study because of their controversial labeling as "terrorists" by the international community that has exposed some of the inherent biases existing in the subjectivity of Western terrorism studies.

This course puts a heavy emphasis on critical thinking and written/verbal communication. While it is by no means an English class, nor should English composition outweigh the importance of course knowledge objectives, it is absolutely essential for tomorrow's political scientists, diplomats, government employees, etc. to be capable thinkers and persuasive communicators. Upon completion of this course, students should at least have a better understanding of where they stand relative to some of the workplace expectations in agencies that are responsible for preventing the next terror attack on American soil.

III. Intended Student Learning Objectives

At the conclusion of this course, students will have:

- Acquired a general understanding of the historical foundations, present context, and future considerations for international terrorism as an arena for human political activities.
- Developed useful academic/industry skills in the following areas: critical thinking, interpreting research, reading comprehension, short-essay writing, and verbal communication.

IV. Course Prerequisites

ENC 1102 – Composition II ***OR*** POS 2041 – National American Government
****Recommended**** INR 2002 – Introduction to International Relations

V. Required Texts

Chenoweth, Erica and Pauline Moore. *The Politics of Terror*. Oxford: Oxford University Press, 2018.

English, Richard. *Armed Struggle: The History of the IRA*. Oxford: Oxford University Press, 2004.

Levitt, Matthew. *Hezbollah: The Global Footprint of Lebanon's Party of God*. Washington, D.C.: Georgetown University Press, 2015.

Woodward, Bob. *Obama's Wars*. New York: Simon & Schuster, 2011.

Recommended Text

Grossman, Dave. *On Killing: The Psychological Cost of Learning to Kill in War and Society*. New York: Back Bay Books, 2009.

VI. Supplementary Texts and Materials

In addition to weekly reading assignments from the textbook, students will be responsible for staying up to date on current events affecting international terrorism. These combined readings will form the foundation for our weekly classroom discussions and exams. There are many free news sources available that cover current events, and

students should strive to find fair and balanced coverage. This can be challenging in the contemporary media environment, so students are encouraged to follow current events through multiple channels. Here are a few source **suggestions (not requirements)**:

1. Internet: The Skimm for daily (and often-times humorous and entertaining) morning news emails, and the yahoo.com news section as a news aggregator to pull in coverage from numerous outlets and perspectives.
2. Radio: National Public Radio (NPR) news programs, particularly Morning Edition, All Things Considered, and 1A. NPR radio can be found on the local FM dial at 90.7, and the NPR One smartphone app can be downloaded to listen to news coverage and free podcasts.
3. Television: ABC World News Tonight with David Muir – Every day from 6:30 – 7:00 p.m. EST.
4. Paid Subscriptions: *Foreign Affairs* and *The Economist* provide balanced and comprehensive coverage of issues on a quarterly and weekly basis, respectively.

VII. Basis for Final Grade

Assessment	Percent of Final Grade
Group Discussions	10%
Two Blue/Green Book Exams	25%
Two Case Studies	25%
• Case Study 1: Irish Republican Army (IRA) • Case Study 2: Hezbollah	
Six Film Quizzes	20%
Final Exam	20%
Total	**100%**

- **Group Discussions (10%)**
  Each class lecture will feature discussion topics and questions throughout the class period. Students will be divided into groups each class to negotiate responses and support them with relevant facts and theories. Responses will be submitted in writing to the instructor on notebook paper with each group member's name at the end of each class, as well as verbally argued and defended in class. An average of each student's group discussion grade will contribute 10 percent of each student's total course grade. The lowest score will be dropped to account for any unforeseen circumstances that may prevent students from attending a class meeting.

- **Exams 1 and 2 (25%)**
  Exams 1 and 2 will cover "Part I: Analyzing Terrorism" and "Part II: Explaining Terrorist Behavior," respectively, from Chenoweth and Moore's *The Politics of Terror*, and current events discussed in class. **Students must show up for each exam with their own Blue/Green Books.** Points are distributed based on how accurate, thorough, and concise each answer is given. Up to 20 points can be taken for grammatical/spelling errors. An average of each student's two blue/green book exam grades will contribute 25 percent of each student's total course grade.

  Exams 1 and 2 will consist of:
  - <u>Five Identifiers (10 Pts. each)</u>: Students are responsible for identifying five of seven given people, places or things by answering the relevant "Who? What? Where? When?" and most importantly, "Why?" questions in one short paragraph per identifier.
  - <u>Two Short Answers (25 Pts. each)</u>: Students are responsible for answering two of three given questions with short and concise responses, typically no more than two-to-three paragraphs each.

- **Case Studies 1 and 2 (25%)**

  A case study is a three-to-five-page (approx. 750 – 1,250-word) essay written in the third person that introduces a thesis and supports it through critical evaluation of the subject's situation, challenges, actions, and results. Case Study 1, the Irish Republican Army (IRA), and case study 2, Hezbollah, will use English's *Armed Struggle: The History of the IRA* and Levitt's *Hezbollah: The Global Footprint of Lebanon's Party of God*, respectively, as first resources, but outside sources (especially primary sources) are also encouraged.

  In the end, this is YOUR evaluation of each terrorist group. Do not simply inform, but build upon your thesis and analytical approach through evidence and examples provided in the text, and whether or not you found them to be logical or relevant. All sources (including the required texts) must be cited in **MLA style** on a works cited page.

  Each case study is graded on a 100-point scale. Points are given based on how thorough and concise the case study has been written according to the criteria described above. Up to 20 points can be taken for grammatical/spelling errors. Five points will be taken for every 50 words written beyond the 1,250-word limit (49 words or below written beyond the 1,250-word limit will not incur a grading penalty). A full letter grade (10 pts.) will be deducted from a student's case study for each subsequent week (beginning Wednesday after the Tuesday due date) that the student fails to print and submit his/her case study to the instructor in class. An average of each student's two case study grades will contribute 25 percent of each student's total course grade.

  Case studies should be structured according to the following outline (**IMPORTANT**: ALL sections must be written in the **THIRD PERSON**):

  - **Cover Page** (Identifies the title, student's name, course name, and date)
  - **Introduction** (1-2 Paragraphs):
    - Identifies the terrorist organization
    - Identifies the chosen analytical approach (**Case Study 1**: Strategic, Organizational, or Psychological; **Case Study 2**: Ideological, Structural, or Critical)
    - Introduces the thesis – What lesson(s) can this terrorist organization teach us about the politics of international terrorism?
  - **Body** (Several Paragraphs) – From the chosen analytical approach:
    - **Situation**: Assess the historical background, structure, and activities of the terrorist group
    - **Challenges**: Analyze reasons why the terrorist organization has been effective or ineffective at achieving political power
    - **Actions**: Analyze the effectiveness of counterterrorism efforts that were implemented in the terrorist organization's home country and abroad to prevent it from achieving political power
    - **Results**: What is the current status of the terrorist organization in terms of gaining, losing, and/or maintaining political power?
  - **Conclusion** (1-2 Paragraphs):
    - Summarize the case study from the chosen analytical approach. What strengths and weaknesses did the approach bring to the case study?
    - Thesis evaluation – How does the evidence provided in the Body support the thesis? How can that lesson(s) be applied to international relations today?
  - **Works Cited** (Identifies all sources used – not included in word count)

- **Film Quizzes (20%)**

  There will be a total six (6) film quizzes posted on the course website after each in-class film shown throughout the semester. Each film quiz will be graded on a 10-point scale, and question structure will be determined on a case-by-

case basis by the instructor. Students will have 30 minutes from the moment they begin each film quiz to complete it. Students who do not complete each film quiz by 5:59 p.m. the following Tuesday from its online posting will not receive credit for it. Each student's lowest film quiz grade will be dropped at the end of the semester, and an average of the remaining five film quiz grades will contribute 20 percent of each student's total course grade.

- **Final Exam (20%)**

  The final exam will cover Part III: Countering Terrorism in Chenoweth and Moore's *The Politics of Terror*, Bob Woodward's *Obama's Wars*, and current events discussed in class. Students may bring their personal copies of *Obama's Wars* to use as a reference during the exam. **Blue/Green Books are NOT required for the final exam**. The final exam will contribute 20 percent of each student's total course grade. It will be graded on a 100-point scale and will consist of:
  - Ten (10) matching questions (3 pts. each)
  - Twenty-five (25) multiple-choice questions (2 pts. each)
  - Five (5) critical-thinking questions (4 pts. each)

- **Extra Credit**

  A total of ten (10) extra points may be awarded in each of the two blue/green book exams and the final exam for correct answers to fill-in-the-blank questions taken from recommended readings in Dave Grossman's *On Killing: The Psychological Cost of Learning to Kill in War and Society*.

Grade Dissemination

Graded exams and case studies in this course will be returned as they are graded with instructor commentary so that students can see their progress and make future improvements as needed. If there are any questions regarding the instructor's approach to grading an assignment, students are encouraged to speak with the instructor BEFORE that particular assignment is due.

All grades are final. Make-up exams may be given without penalty in instances when students have a verifiable medical, funeral, official UCF excuse, or one that is sufficiently verifiable, compelling, significant and unexpected. Late-comers on exam days arriving after the first exam is submitted must do a make-up exam, the structure and formatting of which is up to the instructor. Book reviews and policy briefs turned in late will be assessed a full letter-grade penalty for every day that it is late. Book reviews and policy briefs will not be accepted if overdue by more than five days. Students can access your scores at any time using the Grades section of Webcourses@ucf.edu.

Grading Scale (%)	
90-100	A
87-89	B+
80-86	B
77-79	C+
70-76	C
67-69	D+
60-66	D
0 - 59	F

VIII. Financial Aid Activity Requirement: Syllabus Quiz

In order for students' financial aid to not be delayed for this course, an online syllabus quiz must be submitted by **midnight on Friday, Jan. 11**. Financial Aid Activity reports are pulled only on Saturdays, so completion of the syllabus

quiz during week one will result in a week two distribution of financial aid. Week two completion of the syllabus quiz results in a week three distribution of financial aid, and so on and so forth.

IX. Course Policies: Technology and Media

Email Policy
Students may email comments or questions to the instructor through course mail at Webcourses@ucf.edu. All communication between student and instructor and between student and student should be respectful and professional. Students should also be respectful of the instructor's time and recognize that emails sent late at night or during the weekends may not receive a quick response.

It is the student's responsibility to check the "course mail" tool frequently. You must also create a Knight's Email account at www.knightsemail.ucf.edu for separate official communication from the university. Under university policy, the instructor is prohibited from communicating official information about student performance except through Knight's email (the email system is free).

Smartphone and Laptop Usage
Students should recall from earlier in this syllabus that ten percent of their participation grade "is earned by regularly taking part in class discussions, that is, commenting on topics and asking or answering questions." Laptops and smartphones may be useful for the discussion of current events from multiple news sources in real time. However, if the instructor feels that the students' smartphones and laptops are interfering with class discussions, he reserves the right to ask for all smartphones and laptops to be put away at any time.

X. Course Policies: Student Expectations

Accessibility Access
The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Accessibility Services, Ferrell Commons Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Professionalism Policy
Per university policy and classroom etiquette; mobile phones, iPods, *etc*. **must be silenced** during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, *etc*., and have been warned may suffer a reduction in their final class grade.

Diversity and Inclusion
The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

Academic Dishonesty, Plagiarism, or Cheating
UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to infringements of academic integrity. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be

preceded by the letter Z. For more information about the Z Designation, see http://z.ucf.edu/. For more information about UCF's Rules of Conduct, see http://www.osc.sdes.ucf.edu/.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see http://www.ehs.ucf.edu/AEDlocations-UCF (click on link from menu on left). (insert class specific information if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert", fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video (https://youtu.be/NIKYajEx4pk) about how to manage an active shooter situation on campus or elsewhere.

Deployed Active Duty Military Students

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

Turnitin.com

For the two case studies in this course we will utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit assignments through the Canvas Assignment Tool in electronic format the day they are due in printed form in class. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit http://www.turnitin.com.

University Writing Center

The University Writing Center (UWC) offers writing support to students from first-year to graduate in every discipline. Tutors 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 or edit papers, but to teach writing strategies that can be applied to any writing situation. Consultations are available for individuals and small groups. You may schedule a 45-minute appointment by clicking the *Success Resources* tab on Webcourses, calling the UWC at 407-823-2197, or through the UWC website.

XI. Important Dates to Remember

All the dates and assignments are tentative, and can be changed at the discretion of the professor.

First Day	**Tues, Jan. 8, 2019**
Drop/Swap Deadline:	Thurs, Jan. 10, 2019
Financial Aid Activity Requirement Due:	**Fri, Jan. 11, 2019**
Add Deadline:	Fri, Jan. 11, 2019

Film Quiz 1 Posted:	**Tues, Feb. 5, 2019**
Exam 1:	**Tues, Feb. 12, 2019**
Case Study 1 Due:	**Tues, Feb. 19, 2019**
Film Quiz 2 Posted:	**Tues, March 5, 2019**
Spring Break (No Class)	March 11 – 16, 2019
Film Quiz 3 Posted:	**Tues, March 19, 2019**
Withdrawal Deadline:	Wed, March 20, 2019
Exam 2:	**Tues, March 26, 2019**
Case Study 2 Due:	**Tues, April 2, 2019**
Film Quiz 4 Posted:	**Tues, April 2, 2019**
Film Quiz 5 Posted:	**Tues, April 9, 2019**
Film Quiz 6 Posted:	**Tues, April 16, 2019**
Study Day (No Class)	Tues, April 23, 2019
Final Exam:	**Tues, April 30, 2019 from 7 – 9:50 p.m.**

Religious Observances

Students are expected to notify their instructor in advance if they intend to miss class to observe a holy day of their religious faith. For a current schedule of major religious holidays, see the Faculty Center's main web page under "Calendars," and for additional information, contact the Office of Diversity Initiatives at 407-823-6479.

Spring 2019 Schedule (14 Class Meetings) * Note: the schedule is subject to revision, however unlikely that may be.

Date	Finish This Assignment Before Class	Topics to be Discussed in Class
1/8	First day of class; no assignment is due	Introduction and Syllabus Overview
1/15	• **Financial Aid Activity Requirement Due By Midnight of Previous Friday, Jan. 11 (Electronic Submission)** • Read chapters 1 through 3 in *The Politics of Terror* (pp. 3 – 95) • Recommended: Section IV, Chapters 1, 2 and 4 in *On Killing* (pp. 141 – 155, 171 – 176) • Begin reading *Armed Struggle: The History of the IRA*	• Introducing Terrorism • The Strategic Approach • The Organizational Approach • "The Demands of Authority: Milgram and the Military" • "Group Absolution: 'The Individual Is Not a Killer, but the Group Is'" • "The Nature of the Victim: Relevance and Payoff"
1/22	• Read chapters 4 and 5 in *The Politics of Terror* (pp. 96 – 162) • Recommended: Section II, Chapters 2 and 5, and Section IV, Chapter 5 in *On Killing* (pp. 50 – 65, 75 – 81, 177-185)	• The Psychological Approach • The Ideological Approach • "The Reign of Fear" • "The Wind of Hate" • "Aggressive Predisposition of the Killer: Avengers, Conditioning, and the 2 Percent Who Like It"

1/29	• Read chapters 6 and 7 in *The Politics of Terror* (pp. 163 – 226) • Recommended: Section IV, Chapters 3 and 6 in *On Killing* (pp. 156 –170, 186 – 194)	• Structural Approaches • Critical Approaches • "Emotional Distance: 'To Me They Were Less than Animals'" • "All Factors Considered: The Mathematics of Death"
2/5	• **Film Quiz 1 Posted (Due by 5:59 p.m. on 2/12)** • Finish reading *Armed Struggle: The History of the IRA*	• Exam 1 Study Guide Distribution • In-Class Viewing and Discussion of Film, "Michael Collins" (1996)
2/12	• **Exam 1 (Students to Provide Blue/Green Books)**: Chapters 1 – 7 in *The Politics of Terror* and current events discussed in class • Case Study 1 Preparation	• **Exam 1 (Blue/Green Books)** • Assessing the Irish Republican Army (IRA) from Strategic, Organizational, and Psychological Approaches
2/19	• **Case Study 1 Due (Printed In-Class and Electronic Submissions): The Irish Republican Army (IRA)** • Read chapters 8 and 9 in *The Politics of Terror* (pp. 227 – 276) • Recommended: Section V, Chapters 1 and 2 in *On Killing* (pp. 197 – 215) • Begin reading *Hezbollah: The Global Footprint of Lebanon's Party of God*	• Terrorist Target Selection • Suicide Terrorism • "The Full Spectrum of Atrocity" • "The Dark Power of Atrocity"
2/26	• Read chapters 10 and 11 in *The Politics of Terror* (pp. 277 – 321) • Recommended: Section V, Chapters 3 and 4 in *On Killing* (pp. 216 – 223)	• Terrorism and Social Services • State Sponsorship of Terror • "The Entrapment of Atrocity" • "A Case Study in Atrocity"
3/5	• **Film Quiz 2 Posted (Due by 5:59 p.m. on 3/12)** • Read Chapter 12 in *The Politics of Terror* (pp. 322 – 344) • Recommended: Section V, Chapter 5 and Section VI, Chapter 1 in *On Killing* (pp. 224 – 242)	• Gender and Terrorism • "The Greatest Trap of All: To Live with That Which Thou Hath Wrought" • "What Does It Feel Like to Kill?" • In-Class Viewing and Discussion of Film, "ISIS Women Unveiled" (2016)
3/12	Spring Break (No Class)	Spring Break (No Class)

3/19	• **Film Quiz 3 Posted (Due by 5:59 p.m. on 3/26)** • Finish reading *Hezbollah: The Global Footprint of Lebanon's Party of God*	• Exam 2 Study Guide Distribution • In-class viewing and discussion of film, "Path of Blood" (2018)
3/26	• **Exam 2 (Students to Provide Green/Blue Books)**: Chapters 8 – 12 in *The Politics of Terror* and current events discussed in class • Case Study 2 Preparation	• **Exam 2 (Blue/Green Books)** • Assessing Hezbollah from Ideological, Structural, and Critical Approaches
4/2	• **Case Study 2 Due (Printed In-Class and Electronic Submissions): Hezbollah** • **Film Quiz 4 Posted (Due by 5:59 p.m. on 4/9)** • Read Chapter 13 in *The Politics of Terror* (pp. 345 – 370) • Recommended: Section III, Chapters 1 and 2 in *On Killing* (pp. 99 – 110) • Begin reading *Obama's Wars*	• Counterterrorism Instruments • "Distance: A Qualitative Distinction in Death" • "Killing at Maximum and Long Range: Never a Need for Repentance or Regret" • In-class viewing and discussion of film, "Terror in Europe" (2016)
4/9	• **Film Quiz 5 Posted (Due by 5:59 p.m. on 4/16)** • Read Chapter 14 in *The Politics of Terror* (pp. 371 – 388) • Recommended: Section II, Chapters 7 and 8 in *On Killing* (pp. 86 – 95)	• The Politics of Counterterrorism • "The Burden of Killing" • "The Blind Men and the Elephant" • In-class viewing and discussion of film, "Home Grown: The Counter-Terror Dilemma" (2016)
4/16	• **Film Quiz 6 Posted (Due by 5:59 p.m. on 4/23)** • Read Chapter 15 in *The Politics of Terror* (pp. 389 – 407) • Recommended: Section I, Chapter 1 and Section VIII, Chapter One in *On Killing* (pp. 5 – 17, 303 – 309) • Finish reading *Obama's Wars*	• Final Exam Study Guide Distribution • How Terror Groups End • "Fight or Flight, Posture or Submit" • "A Virus of Violence" • In-class viewing and discussion of film, "Dirty Wars" (2013)
4/23	Study Day (No Class)	Study Day (No Class)
4/30	• **Final Exam (No Blue/Green Books Required)**: Chapters 13 – 15 in *The Politics of Terror*, *Obama's Wars*, and current events discussed in class • Students may use *Obama's Wars* as an open-book resource during the exam	• **Final Exam (Printed by Instructor)** • **Time: 7 to 9:50 p.m.**