

SIGNATURE ROUTING LOG

General Information:

Proposal Type: Course Program Other
 Proposal Name¹ (course prefix & number, pgm major & degree, etc.): GEO 163 (new, gen ed c-gd)
 Proposal Contact Person Name: Anna Secor Phone: 7-1362 Email: ajseco2@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

*12/5/10
revised*

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Geography, DUS	<i>12/14/10</i>	Jonathan Phillips / 7-6950 / jdp@uky.edu	<i>J.D. Phillips</i>
Geography, Chair	<i>11/17/10</i>	Susan Roberts / 7-2931 / sueroberts@uky.edu	<i>Susan Roberts</i>
		/ /	
		/ /	
A&S Ed. Policy Cmte.	12/07/10	Joanna Badagliacco, Soc. Sci. / 7-4335 / jmb@uky.edu	<i>J. Badagliacco</i>
A&S Dean		Anna Bosch, Associate Dean / 7-6689 / bosch@uky.edu	<i>Anna Bosch</i>

External-to-College Approvals:

*GEOC
12/11/10*

Council	Date Approved	Signature	Approval of Revision ²
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

¹ Proposal name used here must match name entered on corresponding course or program form.

² Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

NEW COURSE FORM

1. General Information.

- a. Submitted by the College of: Arts and Sciences Today's Date: 11/17/2010
- b. Department/Division: Geography
- c. Contact person name: Anna Secor Email: ajseco2@uky.edu Phone: 7 1362
- d. Requested Effective Date: Semester following approval OR Specific Term/Year¹: _____

2. Designation and Description of Proposed Course.

- a. Prefix and Number: GEO 163
- b. Full Title: Global Conflicts
- c. Transcript Title (if full title is more than 40 characters): _____
- d. To be Cross-Listed² with (Prefix and Number): _____

e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

2 Lecture _____ Laboratory¹ 1 Recitation _____ Discussion _____ Indep. Study
_____ Clinical _____ Colloquium _____ Practicum _____ Research _____ Residency
_____ Seminar _____ Studio _____ Other – Please explain: _____

- f. Identify a grading system: Letter (A, B, C, etc.) Pass/Fail
- g. Number of credits: 3
- h. Is this course repeatable for additional credit? YES NO
- If YES: Maximum number of credit hours: _____
- If YES: Will this course allow multiple registrations during the same semester? YES NO

i. Course Description for Bulletin:

This course will focus on the dynamics and effects of conflicts over boundaries, territory, environmental resources, and civil and political rights. A geographic lens will be used to understand contemporary world conflicts. This course introduces students to an understanding of conflict as both grounded both in localities and an effect of global interconnections – political, economic, and cultural. The course will focus on six major contemporary conflicts. Students will become versed in the debates and possible options for solution of these problems. While lectures will provide students with an understanding of the coordinates of the conflicts, recitations sections provide an opportunity for discussion and debate. The readings are chosen to supplement lecture material, providing a greater depth of understanding of the issues at stake. Fulfills the Global Dynamics requirement of General Education.

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

² The chair of the cross-listing department must sign off on the Signature Routing Log.

³ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

NEW COURSE FORM

- j. Prerequisites, if any: none
- k. Will this course also be offered through Distance Learning? YES⁴ NO
- l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both
3. Will this course be taught off campus? YES NO
4. Frequency of Course Offering.
- a. Course will be offered (check all that apply): Fall Spring Summer
- b. Will the course be offered every year? YES NO
If NO, explain: _____
5. Are facilities and personnel necessary for the proposed new course available? YES NO
If NO, explain: _____
6. What enrollment (per section per semester) may reasonably be expected? 126
7. Anticipated Student Demand.
- a. Will this course serve students primarily within the degree program? YES NO
- b. Will it be of interest to a significant number of students outside the degree pgm? YES NO
If YES, explain: Will be taken to satisfy the Gen Ed Global Dynamics Requirement
8. Check the category most applicable to this course:
- Traditional – Offered in Corresponding Departments at Universities Elsewhere
- Relatively New – Now Being Widely Established
- Not Yet Found in Many (or Any) Other Universities
9. Course Relationship to Program(s).
- a. Is this course part of a proposed new program? YES NO
If YES, name the proposed new program: _____
- b. Will this course be a new requirement⁵ for ANY program? YES NO
If YES⁵, list affected programs: _____
10. Information to be Placed on Syllabus.
- a. Is the course 400G or 500? YES NO
If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b**. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)
- b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached.

⁴ You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

⁵ In order to change a program, a program change form must also be submitted.

NEW COURSE FORM

General Education Course Approval Cover Sheet

Date of Submission 11/17/2010

1. Check which area(s) this course applies to

- | | | | |
|----------------------------------|--------------------------|--|-------------------------------------|
| Inquiry – Arts & Creativity | <input type="checkbox"/> | Composition & Communications - II | <input type="checkbox"/> |
| Inquiry – Humanities | <input type="checkbox"/> | Quantitative Foundations | <input type="checkbox"/> |
| Inquiry – Nat/Math/Phys Sci | <input type="checkbox"/> | Statistical Inferential Reasoning | <input type="checkbox"/> |
| Inquiry – Social Sciences | <input type="checkbox"/> | U.S. Citizenship, Community, Diversity | <input type="checkbox"/> |
| Composition & Communications - I | <input type="checkbox"/> | Global Dynamics | <input checked="" type="checkbox"/> |

2. Provide Course and Department Information.

Department: Geography

Course Prefix and Number: GEO 163 Credit hours: 003

Course Title: Global Conflicts

Expected # of Students per Calendar Yr: 126 Course Required for Majors in your Program (check one)? Yes No

Prerequisite(s) for Course? none

This request is for (check one) A New Course An Existing Course

Departmental Contact Information

Name: Prof. Anna Secor Email: ajseco2@uky.edu

Office Address: 1457 P.O.T. Phone: 7 1362

3. In addition to this form, the following must be submitted for consideration:

- A syllabus that conforms to the Senate Syllabi Guidelines, including a mapping of the stated learning outcomes to those presented on the corresponding Course Template.
- A completed Course Review Form. See the Gen Ed website <http://www.uky.edu/gened/forms.html> for these forms. Proposals prepared prior to September 15th, 2010 are allowed to use a narrative instead of the Course Review Form.
- If applicable, a major course change form for revision of an existing course, or a new course form for a new course.

4. Signatures

Department Chair:  Date: 11/17/10

Dean: Anna R. K. Bosch  Date: 12/9/10

All proposals are to be submitted from the College Dean's Office
Submission is by way of the General Education website <http://www.uky.edu/gened>

**Course Review Form
Global Dynamics**

Reviewer Recommendation

Accept Revisions Needed

Course:

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

Course activities which enable students to demonstrate a grasp of the origins and shaping influence of human diversity and issues of equality in the world.

Date/location on syllabus of assignment:

Reading discussions and assignments listed on weekly basis (course schedule on the syllabus), plus two exams (2/28, 5/5).

Brief Description:

Readings and lectures for this course focus on the intersection between local dynamics and global processes. The themes of nationalism, colonialism, and identity are carried throughout the course. Each week, students will discuss these issues and turn in small assignments (answering questions on the readings, etc.) that will allow them to demonstrate their grasp of these issues.

Course activities which enable students to demonstrate an understanding of the civic and other complexities and responsibilities of actively participating in a diverse, multiethnic, multilingual world community.

Date/location on syllabus of assignment:

Debates on Weeks 4, 6, 11, and 15

Brief Description:

Students engage in four debates dealing with difficult conflicts that are often framed as rooted in differences amongst people. However, students will learn to understand the territorial and geopolitical origins of these conflicts, thus bringing them to an awareness of the complexities and responsibilities attendant to participating in diverse societies.

Course activities which enable students to demonstrate an awareness of how individual and collective decision making and civic responsibilities often generate ethical dilemmas, conflicts, and trade-offs that must be thoughtfully evaluated, weighed, and resolved.

Date/location on syllabus of assignment:

Debates Weeks 4, 6, 11, and 15

Brief Description:

These debates will be a forum in which students will be asked to demonstrate their awareness of the ethical and practical dilemmas facing would-be problem solvers in the international arena.

Course activities which enable students to demonstrate an awareness of major elements of at least one non-US culture or society, and its relationship to the 21st century context. This does not preclude a studied examination of the historical evolution of such issues, or an emphasis on one prominent time period.

Date/location on syllabus of assignment:

All assignments (exams, weekly assignments, debates, and the paper) would fit this description.

Brief Description:

While we are interested in US responses and involvement internationally, all of our course material concerns societies outside of the US.

Course activities which enable students to demonstrate an understanding of how local features (economic, cultural, social, political and religious) of urban or rural communities, ethnicities, nations and regions are often linked to global trends, tendencies, and characteristics that mutually shape one another.

Date/location on syllabus of assignment:

Weekly discussions and assignments, plus exams (2/28, 5/5).

Brief Description:

Readings and lectures for this course focus on the intersection between local dynamics and global processes. The themes of nationalism, colonialism, and identity are carried throughout the course. Each week, students will discuss these issues and turn in small assignments (answering questions on the readings, etc.) that will allow them to demonstrate their grasp of these issues.

Evidence that this course's learning environment encourages students to actively learn about, and gain understanding of, at least two of the following:

- social, cultural, and institutional change;
- civic engagement;
- regional, national or cross-national comparisons;
- power and resistance.

Date/location on syllabus of such evidence:

All course content.

Brief description:

All course content on global conflicts deals with numbers 1, 3, and 4. The debates encourage civic engagement by having students take a stand on an issue and defend it.

An assignment, constituting a minimum of 15% of the course grade, which can be submitted as an artifact of the above set of six student learning outcomes.

Date/location on syllabus of such an assignment:

Week 16.

Brief description:

There is a term paper that is worth about 19% of the total grade. The paper will be a research paper that will reflect students' achievement of the learning objectives.

The non-US focus constitutes at least 50% of the course.

Brief Description:

All of the course deals with non-US localities.

Palpable evidence that students make effective use of library facilities or information sources, when applicable, in order to demonstrate information literacy in the exploration of the course's major thematic foci.

Date/location on syllabus of such an assignment:

Week 16

Brief description:

There is a term paper due the last day of class that will require students to make effective use of library facilities or information sources. The paper will have students present multiple perspectives on a political geographic conflict.

Reviewer Comments:

University Senate Syllabi Guidelines

GEO 163
new
general C-6D

General Course Information

- Full and accurate title of the course.
- Departmental and college prefix.
- Course prefix, number and section number.
- Scheduled meeting day(s), time and place.

Instructor Contact Information (if specific details are unknown, "TBA" is acceptable for one or more fields)

- Instructor name.
- Contact information for teaching/graduate assistant, etc.
- Preferred method for reaching instructor.
- Office phone number.
- Office address.
- UK email address.
- Times of regularly scheduled office hours and if prior appointment is required.

Course Description

- Reasonably detailed overview of the course.
- Student learning outcomes.
- Course goals/objectives.
- Required materials (textbook, lab materials, etc.).
- Outline of the content, which must conform to the Bulletin description.
- Summary description of the components that contribute to the determination of course grade.
- Tentative course schedule that clarifies topics, specifies assignment due dates, examination date(s).
- Final examination information: date, time, duration and location.
- For 100-, 200-, 300-, 400-, 400G- and 500-level courses, numerical grading scale and relationship to letter grades for *undergraduate* students.
- For 400G-, 500-, 600- and 700-level courses, numerical grading scale and relationship to letter grades for *graduate* students. (Graduate students cannot receive a "D" grade.)
- Relative value given to each activity in the calculation of course grades (Midterm=30%; Term Project=20%, etc.).
- Note that undergraduate students will be provided with a Midterm Evaluation (by the midterm date) of course performance based on criteria in syllabus.
- Policy on academic accommodations due to disability. Standard language is below:
If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Course Policies

- Attendance.
- Excused absences.
- Make-up opportunities.
- Verification of absences.
- Submission of assignments.
- Academic integrity, cheating & plagiarism.
- Classroom behavior, decorum and civility.
- Professional preparations.
- Group work & student collaboration.

minimum punishment
inaccurate statement corrected pg 3
revised by BH
12/9/10

Global Conflicts
GEO 163

Instructor: Dr. Anna Secor
Office: Patterson Office Tower Rm. 1463
Phone: 257-1362
Email: ajseco2@uky.edu
Office Hours: TBD
Preferred method for reaching instructor: TBD

Course Description

The course will focus on contemporary geographic conflicts across the globe. Through lectures, discussions, debates, and readings, we will study some of the most intractable conflicts of the contemporary world: conflicts over boundaries, territory, environmental resources, and civil and political rights. We will argue that contemporary world conflicts are best understood using a geographic lens. This course introduces students to an understanding of conflict both as grounded in specific localities, their histories and imaginaries, and as an effect of global interconnections – political, economic, and cultural. The course will focus on major contemporary conflicts in Europe, the Middle East, Asia, and Africa. Students will become versed in the debates and possible options for resolving these problems. While lectures will provide students with an understanding of the coordinates of the conflicts, recitation sections provide an opportunity for discussion and debate. The readings are chosen to supplement lecture material, providing a greater depth of understanding of the issues at stake.

Course Objectives

This course fulfills the Global Dynamics requirement. By the end of this course, students will have a greater appreciation for global complexity and be better equipped to understand the context of newsworthy events. Students will develop an understanding of basic political geographic concepts, such as the role of territory and space in global conflicts. Further, students will come to understand the difficulty of resolving conflicts where each side sees a situation in a radically different light. At the same time, we will work to see how steps towards peace might be taken, even in the cases that seem most irresolvable. This course thus helps students to become better

informed global citizens with enhanced abilities to evaluate US foreign policy choices. The end result for participants will be an increased interest in world affairs and a deeper appreciation of the diversity of situations in which people live and struggle.

Evaluation

Assignment	Date	Points	%
10 Recitation Assignments	Due In recitation sections on weeks indicated below.	50 pts. (5 pts. each)	12.50
Attendance and participation	Recorded in recitation sections.	30 pts (2 pts/week)	7.50
Preparation for and participation in 1 debate	Either Week 5, 6, 11, or 13 (see below for dates), in your recitation section.	20 points	5.00
Midterm Exam	February 28th	100 pts.	2.50
Course Paper	Week 16, in recitation section	75 pts.	18.75
Final Exam	May 5 th , 10:30	125 pts.	31.25
TOTAL GRADE		400 pts.	

Grades will be determined as follows:

360-400	90-100%	A
320-359	80-89%	B
280-319	70-79%	C
240-279	60-69%	D
Below 240	below 60%	E

Assignments

Readings: Readings are listed on a weekly basis. They will be made available on Blackboard. There is no text book for this class. All readings should be completed by the time of your recitation section. The readings are selections designed to provide background information regarding individual regions and conflicts. Many of these readings are from the archives of the New York Times, the New Yorker, and other newspapers and magazines.

Recitation Assignments: In your recitation sections, you will turn in 10 assignments. Some of these assignments will be prepared prior to the recitation, while some will be in-class assignments. These assignments will include answering questions on the readings or in-class movies, studying relevant maps, reviewing relevant web sites, or analyzing provided data. Assignments will be explained in detail during the course of the semester.

Debates: There will be four class debates that will take place during recitation sections. Each student will sign up to participate in one of the debates so that for each debate, six students will be participating (3 on each of two teams). In order to present an informed position, each team will be required to read items related to the issue (available on Blackboard) that provides background for

their position. Debaters will be graded on their performance in the debate according to a rubric that will be made available.

Exams: There are two exams for this course. Each exam covers readings, class lectures, videos, and other class activities. The format of the exams is multiple choice and short essay questions. The exams also include a mapping section. Before each exam, I will distribute a "Map Study Sheet" which will tell you what you need to study for the mapping section. The final exam is cumulative.

Course Paper: This is a seven page paper exploring in more depth a significant conflict from a geographic perspective. You will be asked to evaluate and take an informed position on one of the controversial topics debated in the discussion sections. More detailed instruction regarding the paper will be made available in Week 3.

Disability Accommodations: Please be aware that disability accommodations are available through the Disability Resource Center on campus:
<http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.
Do let me know if you need any accommodations and I will work with you to make sure these are put in place at the beginning of the semester.

Academic Integrity, Cheating and Plagiarism: Cheating will result in prosecution. The minimum penalty is an "E" on the assignment, with an "E" in the course or, suspension and dismissal also possibilities. Be very careful to prevent others from cheating off of your exam because if it is unclear who copied whose paper, both students will suffer the consequences.
http://www.uky.edu/Faculty/Senate/rules_regulations/index.htm University Senate Rules (6.3.1 & 6.3.2

Make-up policy: **There will be no make-ups given for the exams unless you have a UNIVERSITY APPROVED excuse.** University excuses include serious illness, death in the family, or religious holidays. Senate Rule 5.2.4.2 states that faculty have the right to request appropriate verification when students claim an excused absence because of illness or death in the family. If you are on a sports team and have pre-arranged absences, I must receive your schedule at the beginning of the semester. Please see your handbook, *Student Rights and Responsibilities*.

Classroom Expectations

Attendance will not be taken in lecture, but will be taken in recitation sections. I do not provide lecture notes for missed classes. You are responsible to get these from a fellow student in the event of a missed a class. I am also not available to repeat the material that I covered in class, though of course I am always happy to answer your questions regarding that material.

You are expected to behave respectfully in the classroom. This means listening and speaking respectfully to the TA and to fellow students. Disruptive and inattentive behavior will not be tolerated. Such behavior includes arriving late, leaving early, eating, talking, reading newspapers, texting, and packing bags before the end of class. **NO LAPTOPS MAY BE USED IN THE CLASSROOM**

See Schedule of Classes on following pages.

Schedule of Classes

All readings are to be completed by the date on which they are listed.

Lecture dates	LECTURE TOPIC	READING	RECITATION ASSIGNMENT or ACTIVITY
Part 1: Introduction			
Week 1: 1/12	Introduction: Globalization and locality	- Friedman, T. 2005: 'It's a flat world, after all', <i>The New York Times Magazine</i> 3 April, available at: http://www.nytimes.com/2005/04/03/magazine/03DOMINANCE.html - Shiva, V. 2005: 'The Polarised World of Globalisation', <i>Global Policy Forum</i> , available at: http://www.globalpolicy.org/component/content/article/162/27674.html	Reading questions
Week 2: 1/19	Geographies of conflict	- Keegan, J. 1998 <i>War and Our World</i> . New York: Vintage, Chapters 1 and 2.	Data exploration
Part 2: Empires, States and Nations			
Week 3: 1/24, 1/26	Empires, states, and nations	- Anderson, B. 'Chapter 10: Census, Map, Museum' in <i>Imagined Communities</i> (London: Verso) pp. 163-186. - <i>The Student Atlas of World Politics</i> , pp. 21-32	Reading questions
Week 4 1/31, 2/2	Ethno-territorialism: The Balkans	- Carroll, C. 2009: 'Serbs face the future', <i>National Geographic Magazine</i> July 2009: 96-119, available at: http://ngm.nationalgeographic.com/2009/07/serbs/carroll-text - Bieber, F. 2010: 'Bosnia and Herzegovina since 1990', in <i>Central and Southeast European Politics since 1989</i> , ed. S.P. Ramet (Cambridge University Press: Cambridge) pp. 311-327.	DEBATE 1
Week 5: 2/7, 2/9	After empires: Cyprus	'Northern Cyprus: A Mediterranean quagmire,' <i>The Economist</i> , Apr 22nd 2010, http://www.economist.com/node/15954444 Cowell, A. 'U.N. Leader Seeks Elusive Unity Deal in Cyprus,' <i>New York Times</i> , 2/1/2010. http://www.nytimes.com/2010/02/02/world/europe/02cyprus.html?_r=1&ref=cyprus	Web project: perspective
Week 6: 2/14,	Making states: Israel -Palestine	-Atran, S. and Ginges, J. 'How Words Could End a War,' <i>New York Times</i> : http://www.nytimes.com/2009/01/25/opinion/25atran.html?scp=2&sq=Palestine+symbolic&st=nyt	DEBATE 2

2/16		-Cohen, R. Going, Going, Gone. <i>The New York Times</i> , October 21, 2010: http://www.nytimes.com/2010/10/22/opinion/22iht-edcohen.html?scp=4&sq=Palestine&st=cse - <i>The Student Atlas of World Politics</i> , pp. 33, 44	
Week 7: 2/21, 2/23	Civil War: Chechnya	- King, C. and Menon, R. 2010: Prisoners of the Caucasus: Russia's Invisible Civil War. <i>Foreign Affairs</i> 89(4): pp. 20-34. - Collier, P. 2003: Selection: 'Changes in the Global Pattern of Civil War' from 'Chapter 4: Why is Civil War So Common?' in <i>Breaking the Conflict Trap</i> (Washington, DC: World Bank) pp. 93-97. - <i>The Student Atlas of World Politics</i> , pp. 42-43	Reading Questions <i>Review for exam</i>
Week 8: 2/28	MIDTERM EXAM: MONDAY, February 28th		
Part 3: Colonialism and conflict			
Week 8: 2/30	Colonialism and conflict	- <i>The Student Atlas of World Politics</i> , pp. 34-41	Map project
Week 9: 3/7, 3/9	Kashmir	- Jacobsen, M. 2007: 'Mumbai's Shadow City', <i>National Geographic Magazine</i> May 2007, pp. , available at: http://ngm.nationalgeographic.com/2007/05/dharavi-mumbai-slum/jacobson-text - Malik, R. 1993: 'India seeks harmony amid diversity', <i>Christian Science Monitor</i> 3 February 1993, available at: http://www.csmonitor.com/1993/0203/03191.html	Reading questions
Week 10 3/14, 3/16	NO CLASS, SPRING BREAK!		
Week 11: 3/21, 3/23	Congo	- Hochschild, A. 2003: 'Heart of Sadness: Congo', <i>Amnesty Magazine</i> Fall 2003, available at: http://www.amnestyusa.org/magazine/fall_2003/congo/ - Montague, D. 2002: 'Stolen Goods: Coltan and Conflict in the Democratic Republic of Congo' <i>SAIS Review</i> 22(1): 103-118.	DEBATE 3
Week	Failed state:	- Draper, R. 2009: 'Shattered Somalia', <i>National Geographic Magazine</i> September 2009: 70-97,	Reading

12 3/28, 3/30	Somalia	available at: http://ngm.nationalgeographic.com/2009/09/somalia/draper-text - Zakaria, F. 2010: 'The failed state conundrum', <i>The Washington Post</i> . 19 July 2010, available at: http://www.washingtonpost.com/wp-dyn/content/article/2010/07/18/AR2010071802734.html - Traub, J. 2010: 'In the beginning there was Somalia', <i>Foreign Policy</i> 21 June 2010, available at: http://www.foreignpolicy.com/articles/2010/06/21/in_the_beginning_there_was_somalia	questions
Part 4: Terror, Rogue States, and Imperialism			
Week 13: 4/4, 4/6	The War on Terror and the New Imperialism	-Barnett, T.P.M. 'The Pentagon's New Map' from <i>Esquire</i> (2003) -Roy, A. 'Instant Mix Imperial Democracy (Buy one, get one free), from <i>The Ordinary Person's Guide to Empire</i> (2003) - <i>The Student Atlas of World Politics</i> , pp. 50-56	Reading questions
Week 14: 4/11, 4/13	Afghanistan and Pakistan	- Their, J.A. 2010: 'Afghanistan's rocky path to peace', <i>Current History</i> April 2010, pp. 131-137. - Fishman, B. 2010: Selection: Introduction and Cross-cutting issues for FATA's militants, in: 'The Battle for Pakistan: Militancy and Conflict Across the FATA and NWFP', <i>Counterterrorism Strategy Initiative Policy Paper</i> , <i>New America Foundation</i> , pp. 1-6.	Web project
Week 15: 4/18, 4/20	Iran	-In <i>Taking Sides: Clashing Views in World Politics</i> , by John Rourke (2011): Issue 14. Is Patient Diplomacy the Best Approach to Iran's Nuclear Program? YES: Christopher Hemmer, from "Responding to a Nuclear Iran," <i>Parameters</i> NO: Norman Podhoretz, from "Stopping Iran: Why the Case for Military Action Still Stands," <i>Commentary</i>	DEBATE 4
Week 16: 4/25, 4/27	Iraq	- <i>New York Times</i> : Times Topics: Iraq: http://topics.nytimes.com/top/news/international/countriesandterritories/iraq/index.html?scp=1-spot&sq=Iraq&st=cse - <i>The Student Atlas of World Politics</i> , p. 48	Review for exam Papers Due
FINAL EXAM: WEDNESDAY MAY 5, 10:30			