

Political Science 340-002: Insurgency Fall 2011

**Department of Political Science
University of New Mexico**

Tuesday 7:00 pm-9:30 pm
Dane Smith Hall, Room#226

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Office Hours: M 5:30 pm-8:30 pm

Course Description

Why do insurgent movements emerge and end? How do they fight? How do governments and foreign armies respond? This course will address these questions from different perspectives and in different historical and geographic contexts. The course includes three parts: (1) theories and concepts of security and insurgency, (2) strategies and tactics of insurgency and counter-insurgency, and (3) case studies of the most formidable insurgencies of our era. The course will combine lectures, discussions and activities to help students develop critical thinking and analytical skills for further study of insurgency movements and other related topics of international politics.

Readings

All required readings can be found on UNM e-reserve at
<http://ereserves.unm.edu/eres/default.aspx>

Student Responsibilities

Attendance and Participation in Class Discussion. Students are expected to attend all lectures, and come prepared to discuss the readings or other materials. Students are strongly encouraged to ask questions, comment on the day's topics, and otherwise participate in the class discussion. Active engagement with the material is critical to your success in this class. Grades for class participation will be allocated as follows:

- F (2 points) - You sleep in class, are disruptive, miss more than three classes and/or fail to meet the requirements stated under "Attendance and Participation" listed above.
- D (4 points) - You come to class but are inattentive and/or miss more than three classes.
- C (6 points) - You have consistent attendance, are consistently prepared and consistently attentive.
- B (8 points) - You satisfy all of the requirements for a "C" and you consistently

volunteer substantive questions and substantive comments that reflect time spent reading and thinking about the course.

A (10 points) - You satisfy all of the requirements for a "B" and you consistently share observations, introduce new insights or thoughts that raise the discussion to a superior level of inquiry.

Reading. Each student is expected to complete assigned readings prior to class.

Current Events. In addition to the readings and other assignments, students are expected to monitor current events as related to the course or to the weekly topic(s). Two reliable sources you may access online are: The New York Times at <http://www.nytimes.com> or the BBC World Service at <http://www.bbc.co.uk>

Class Policies

Academic Honesty. Students should also be aware that university rules prohibiting cheating and plagiarism (using someone else's words or ideas without proper citation) will be enforced. Any violation of these rules will be reported to the university committee on academic misconduct and handled according to university policy. If students have any questions about what constitutes cheating or plagiarism, they should consult the University of New Mexico Code of Academic Integrity.

Cell Phone Policy. All cell phones should be turned off in the class. Exception can be made only for students who expect an emergency call.

In-class discussions. Students are encouraged to challenge the ideas discussed in this class. In all discussion, everyone must provide his or her fellow students with full respect and courtesy.

Make-up Policy. If a student has a University-approved excuse for missing an examination AND if the instructor is notified PRIOR to the examination, arrangements for a make-up examination will be made. This policy is for exams only.

Late Written Assignments. Papers turned in late will be docked one letter grade (10 points).

Completion. Grades of incomplete (I) will only be given in extraordinary circumstances.

Notes. Students absent from class should obtain class notes from other students.

All lectures, handouts, assignments, powerpoints and exams are the property of the professor and may not be published on the web or in any other manner without permission.

The instructor's notes are not available.

Course Requirements and Grading

Course requirements include analytical essays, presentation, and final exam. Students will be evaluated using the following grading system:

Attendance and Participation	10%
Presentation	35%
Analytical Essays	20%
Final Exam	35%
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	100%

Final exam is comprised of multiple-choice questions, short answers, and definitions. Students are required to write short analytical essays for in-class activities, videos and guest lectures. The instructor will give specific instructions and essay guidelines. Students will prepare presentations on specific insurgency cases. Presentations can be individual (10 min) or in groups up to three participants (30 min). All students will be assessed individually, according to their 10-min presentation or contribution to the group presentation.

Grades for activities, analytical essays, presentation, and exam are calculated from the raw score ("points") earned by the student.

Final Grades will be determined by the following scale.

<u>Percentage Earned</u>	<u>Letter Grade</u>
99.0 and above	A+
94.0 to 98.9	A
90.0 to 93.9	A-
87.0 to 89.9	B+
83.0 to 86.9	B
80.0 to 82.9	B-
77.0 to 79.9	C+
73.0 to 76.9	C
70.0 to 72.9	C-
67.0 to 69.9	D+
63.0 to 66.9	D
60.0 to 62.9	D-
below 60.0	F

General Grading Rubric for Presentations

Assessment criteria	A	90	91	92	93	94	95	96	97	98	99+
	B	80	81	82	83	84	85	86	87	88	89
	C	70	71	72	73	74	75	76	77	78	79
	D	60	61	62	63	64	65	66	67	68	69
	F	50	51	52	53	54	55	56	57	58	59

Assessment criteria (general)

- A** Presentation is well structured and covers all points raised in the assignment with appropriate depth and relevance, and provides a complete analysis and description of the topic, and arguments are clear and consistent, and references to literature are relevant and support the line of reasoning, and all answers to the questions are logical and demonstrate presenter's knowledge of the topic, and multimedia tools used in the presentation such as powerpoint, posters, etc. are appropriate and helpful.
- B** Most of the presentation is structured and covers most points raised in the assignment with appropriate depth and relevance, and provides almost a complete analysis and description of the topic, and most of the arguments are clear and consistent, and most of the references to literature are relevant and support the line of reasoning, and most answers to the questions demonstrate presenter's knowledge of the topic, and multimedia tools used in the presentation such as powerpoint, posters, etc. are mostly appropriate and helpful.
- C** Presentation is not well structured, covers most points raised in the assignment but lacks depth, or provides only some analysis and description of the topic, or some arguments are confusing, or some references to literature are irrelevant, or some questions are not properly answered and demonstrate presenter's incomplete knowledge of the topic, or some multimedia tools used in the presentation such as powerpoint, posters, etc. are not very helpful.
- D** Presentation is poorly structured, does not cover some important points raised in the assignment but lacks depth, or provides poor analysis and description of the topic, or arguments are not clear, or references to literature are mostly missing or irrelevant, or questions are not properly answered and demonstrate presenter's poor knowledge of the topic, or most multimedia tools used in the presentation such as powerpoint, posters, etc. are distracting and not helpful.
- F** Presentation is not structured, does not cover any points raised in the assignment, lacks depth and is off-target, or does not provide analysis and description of the topic, or arguments are missing or illogical, or references to literature are missing, or questions are not answered, or multimedia tools used in the presentation such as powerpoint, posters, etc. are distracting and not helpful at all.

Office Hours

I am available during my scheduled office hours. In order to ensure that you have ample time to speak with me, I would encourage you to e-mail me in advance to make an appointment.

Americans with Disabilities Act

Qualified students with disabilities needing appropriate academic adjustments should contact me as soon as possible to ensure your needs are met in a timely manner. Handouts are available in alternative accessible formats upon request. It is imperative that you take the initiative to bring such needs to my attention, as I am not legally permitted to inquire. If you need more information on ADA, please contact the Office of Equal Opportunity at 277-5251.

Lectures and Readings Schedule**

Date	Main Topic	Readings
August 23 rd	Introduction	Syllabus
August 30 th	Conceptualizing Security	Kilcullen Ch.1, Fowler Ch1., Schneckener
September 6 th	Conceptualizing Insurgency	Collier and Hoeffler, Berdal, Fearon and Laitin, O'Neill
September 13 th	Ethnic Conflict	Sambanis 1, 2, Cornell, Jesse and Williams
September 20 th	Guerilla Wars	Joes, Beckett Ch1, Rice Ch.2, Che Guevara
September 27 th	International Influences and Transborder Insurgencies	Salehyan Ch.1, Peceny and Durnan,
October 4 th	Approaches to Counter-Insurgency	Rice Ch.3 & Ch.5, Joes Ch.7, Counterinsurgency Ch1.
October 11 th	Extremists, Radicals, Moderates	Karam, Fowler Ch.3, Baran et al.
October 18 th	Global Insurgency	Fowler Ch.6 & Ch.7, Kilcullen,
October 25 th	War of Ideas	Blinken, Rosenau
November 1 st	How the Weak Win Wars	Merom Intro, Arreguin-Toft Intro & Ch.2

November 8 th	Non-traditional Insurgencies: Organized Crime, Riots, Green Guerillas	TBD
November 15 th	Insurgent Leaders	TBD
November 22 nd	Case Study: The Taliban Insurgency	TBD
November 29 th	Reserved for final presentations	
December 6 th	Exam Preparation	
December 13 th	Final Exam	

*** The instructor reserves the right to adjust the reading schedule and assignments as the semester progresses*

Required Readings (e-reserve):

Arreguin-Toft, I., 2005, *How the Weak Win Wars, A Theory of Asymmetric Conflict*, Cambridge University Press.

Baran, Z., Starr, F. Cornell, S., 2006. Islamic Radicalism in Central Asia and the Caucasus: Implications for the EU, Silk Road Paper, Washington DC: John Hopkins University.

Beckett, I.F.W., 2001, *Modern Insurgencies and Counter-Insurgencies. Guerillas and Their Opponents Since 1750*, London and New York: Routledge.

Berdal, M., 2005, Beyond Greed and Grievance – and Not Too Soon . . . A Review Essay, *Review of International Studies*, 31, pp.687–698.

Blinken, A., 2002, Winning the War of Ideas, *The Washington Quarterly*, Spring, pp.101-114.

Che Guevara On Guerrilla Warfare, 1961, New York: Praeger.

Collier, P., and Hoeffler, A., 2002, Greed and Grievance in Civil War, *World Bank*, CSAE WPS/2002-01.

Cornell, S., 2002, Autonomy as A Source of Conflict: Caucasian Conflicts in Theoretical Perspective, *World Politics*, 54 (January 2002), pp. 245-276.

Counterinsurgency, 2006, Field Manual No. 3-24, *Headquarters Department of the Army*, Washington, DC

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- Fearon, J., and Laitin, D., 2003, Ethnicity, Insurgency, and Civil War, *American Political Science Review* Vol. 97, No. 1 February, pp.75-90.
- Fowler, M., 2005, *Amateur Soldiers, Global Wars: Insurgency and Modern Conflict*, Westport, CT: Praeger.
- Jesse, N., and Williams K., 2010, *Ethnic Conflict: A Systematic Approach to Cases of Conflict*, CQ Press.
- Joes, A.J., 1996, *Guerilla Warfare: A Historical, Biographical, and Bibliographical Sourcebook*, Westport, CT: Greenwood Press,.
- Karam, A., 2000, Islamism: Globalization, Religion and Power in Munck, R., and de Silva, P.L., editors, *Post-Modern Insurgencies. Political Violence, Identity Formation and Peacemaking in Comparative Perspective*, New York: St.Martin Press, Inc. pp. 217-236
- Kilcullen, D., 2005, Countering Global Insurgency, *Journal of Strategic Studies* 28, 4 (August 2005), pp.597-617.
- Kilcullen, D., 2009, *The Accidental Guerrilla*, Oxford University Press.
- Merom, G., 2003, *How Democracies Lose Small Wars*, Cambridge University Press.
- Metz, S., and Millen, R., 2004, *Insurgency and Counterinsurgency in The 21st Century: Reconceptualizing Threat and Response*, Carlisle, PA: Strategic Studies Institute, United States Army War College.
- O'Neill, B., 1980, Insurgency: A Framework For Analysis, in *Insurgency in the Modern World*, ed. By B.O'Neill, W.Heaton and D.Alberts, Boulder, CO: Westview, pp. 1-44.
- Peceny, M., and Durnan, M., 2006. The FARC's Best Friend: U.S. Antidrug Policies and the Deepening of Colombia's Civil War in the 1990s, *Latin American Politics and Society*, 48(2) Summer, 95-116.
- Rice, E., 1988, *Wars of the Third Kind: Conflict in Underdeveloped Countries*, Berkley: University of California Press.
- Rusenau, W., 2006, *Waging the "War of Ideas"*, RAND Corporation reprints series.
- Salehyan, I., 2009, *Rebels Without Borders*, Ithaca: Cornell University Press.
- Sambanis, N., 2000, Partition As a Solution to Ethnic War: An Empirical Critique of The Theoretical Literature, *World Politics*, 52 (July 200), pp. 437-483.
- Sambanis, N., 2001, Do Ethnic and Nonethnic Wars Have the same causes?: A Theoretical and Empirical Inquiry, *The Journal of Conflict Resolution*, Vol.45, No 3 (June 2001), pp. 259-282.

Schneckener, U., 2006, *Fragile Statehood, Armed Non-State Actors and Security Governance*, in *Private Actors and Security Governance*, ed. by Bryden, A., and Caparini, M., Geneva: LIT & DCAF.