



# International Development Ph.D. Program

*The Knowledge to Change Your World*

## Course Syllabus

### **IDV 795 U.S. NATIONAL SECURITY POLICY**

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#### **Professor Contact Information**

**Instructor:** Dr. Tom Lansford

**Office:** MNB 1 USM Gulfport Center

**Phone:** 228 214 3291

**Email:** tom.lansford@usm.edu

**Office Hours:** By appointment during in-person sessions or any other time a student is on campus at the Gulf Coast Student Services Center in Gulfport.

#### **Drop Date:**

- Last day to drop without academic penalty is Wednesday, October 3.

#### **Important Dates:**

- Fall Break: October 18-19
- Thanksgiving November 21-25

#### **Prerequisites:**

Admission to the IDV program or by permission of the IDV director and instructor.

#### **Credit Hours**

This is a 3 (three) credit course.

**Course Description:** An examination of the structures, motivations, and major objectives of national security policymaking from a comparative perspective with particular emphasis on the politics of national defense in the United States.

#### **Course Overview:**

The course is designed to help students increase their knowledge and understanding of national security policy. The course will consider why and how national security problems impact the public agenda, why some solutions are adopted and others rejected, and why some policies appear to succeed while others appear to fail. The course will primarily examine policy making at the national level in the United States, but will also analyze examples at the state and local level, as well as placing U.S. policy in a comparative perspective.

#### **Learning Outcomes:**

Students will achieve the following outcomes by the end of the term:



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- Learn to find relevant scholarly works on various concepts and theories of national security.
- Learn to read critically to support, refute, and critique existing concepts, theories and models in a scholarly fashion.
- Develop a research topic within the context of international security and the subfield of national security.
- Produce a scholarly paper with associated references debating current issues surrounding national security.
- Identify an area where the student can add relevant research to the existing literature.

## **Course Objectives:**

Upon completion of the course, students will be able to:

- (1) Identify the main components of national security policy and describe how are they distinct from broader notions of security,
- (2) Analyze the financial implications, including possible costs and the scope for efficiency, that national security policy will have on the various levels of government in the U.S. and other countries,
- (3) Delineate the relationship between the actors, institutions and policies structures in U.S. national security,
- (4) Compare and contrast the national security policies of the U.S. with states such as Israel, the United Kingdom, France and Russia, and
- (5) Develop and implement a project that applies the class content in a way that is personally meaningful.

## **Course Communication**

- For personal communication please feel free to contact me at the following number 228-867-2633 or 228 214 3291.
- You may email me at [Tom.Lansford@usm.edu](mailto:Tom.Lansford@usm.edu).
- Communications for the course will be carried out through the Virtual Classroom in Blackboard/WebCt. Grades will be available through the instructor.

## **Technology Requirements**

- Students will need to have a minimal working knowledge of the following Technologies:
  - MS Word or some other word processing program.
  - PowerPoint—ability to make simple slide presentations.
  - Ability to email instructor or students on a daily basis.
  - Ability to access Blackboard as well as participate in Discussion Threads and/or text and/or audio “Chat” sessions.
  - Ability to download and view Windows Media and RealPlayer files.

## **Contact Minutes**



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- In the contexts of the In-Person Sessions, Discussion Threads and Telephone Office Hours, students will have no less than 2,250 contact minutes with the instructor over the course of the semester.

## **Americans with Disabilities Act (ADA) Policy Statement**

- If a student has a disability that qualifies under the American with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office for Disability Accommodations (ODA) for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact ODA if they are not certain whether a medical condition/disability qualifies.

### Address:

The University of Southern Mississippi on the Gulf Coast  
Office for Disability Accommodations  
730 East Beach Blvd  
Long Beach, MS 39560  
Voice Telephone: (228) 214-3232 or (601) 266-5024  
Fax: (601) 266-6035

Individuals with hearing impairments can contact ODA using the Mississippi Relay Service at 1-800-582-2233 (TTY) or email Suzy Hebert at [Suzanne.Hebert@usm.edu](mailto:Suzanne.Hebert@usm.edu).

## **Plagiarism Policy Statement**

- A. Plagiarism is scholarly theft, and it is defined as the unacknowledged use of secondary sources. More specifically, any written or oral presentation in which the writer or speaker does not distinguish clearly between original and borrowed material constitutes plagiarism.
- B. Because students, as scholars, must make frequent use of the concepts and the facts developed by other scholars, plagiarism is not the mere use of another's facts and ideas. However, it is plagiarism when students present the work of other scholars as if it were their own work.
- C. Plagiarism is avoided when students give credit (footnotes or other documentation forms) to the sources consulted in researching all written work.
- D. Plagiarism is a serious offense. An act of plagiarism may lead to a failing grade on the paper and in the course, as well as sanctions that may be imposed by the student judicial system.

-*USM Student Handbook*, pages 74-75.

## **Required Text (s) and Readings**

### **Required Books**

- Sam Sarkesian, John Allen Williams and Stephen Cimballa, *U.S. National Security Policy: Policymakers, Processes, and Politics*, 3rd edn., (Lynne Rienner, 2002)



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- Donald M. Snow, *National Security for a New Era: Globalization and Geopolitics* (Pearson, 2007).

**Additional articles and essays are listed under weekly readings and available online or through JSTOR or EBSCOHOST**

## **Class Procedures and Requirements**

### **Summary**

- Students will participate in asynchronous chat sessions (25 percent of final grade).
- Students will complete a book review on a scholarly work approved by the instructor. Book reviews will be posted online (15 percent of final grade).
- Students will write a scholarly research paper and present their research to the class (paper is 50 percent of final grade; presentation is 10 percent).

### **Research paper**

The main component of each student's grade will be a major research project (minimum of 25 pages, typed and double-spaced). Students will be expected to develop a work that incorporates elements of the major themes of the class, including theory and/or policy analysis. The essay should also contain a significant bibliography. Students will present their research orally to the class at the last in-person. Presentations should be limited to 15 minutes and should include an outline of the project suitable for distribution to your fellow students.

The formatting requirements for the paper are as follows:

- 1) Use 12-point Times New Roman font.
  - 2) Set a one-inch left margin and one-inch top, bottom and right margins.
  - 3) Include a separate title page.
  - 4) Choose one style and maintain consistency in the use of that style throughout the paper.
- In addition to the final paper, students must submit a Research Paper Prospectus by the end of Week #5 and an Outline/Working Bibliography by the end of Week #7. The professor will also be happy to review a rough draft of any student's paper so long as it is submitted by the end of Week #14. The Final Paper is due by the end of Week #16.

The grading criteria for the paper are as follows:

### ***Content***

- 1) Extent to which at least one concept or theory addressed in the seminar is incorporated into the paper (100 points).



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- 2) Extent to which that concept or theory is applied effectively to past or present events and the author's analytical points are supported by clear and detailed practical examples (100 points).
- 3) Organizational clarity of the paper (100 points).
- 4) Range and quality of evidentiary sources consulted (100 points).

## **Presentation**

- 1) Quality of the prose (50 points).
- 2) Extent to which style guidelines are followed accurately and consistently (50 points).

## **Book Review**

Each student will write a Book Review on a monograph of their choice. The piece should be 800-1,000 words in length and follow the guidelines below. The assignment is worth a maximum of 200 points or 20 percent of the final grade. Grades will be determined on the basis of the quality of the content (extent to which one's assessment of the chosen monograph is convincing) and presentation (quality of the prose) of the review. The assignment is due by the end of Week 6.

**Book Review Guidelines:** There are three main points to consider in your review:

- 1) What did the author try to communicate—what was the main point of the book?
- 2) How well did the author communicate the message (concentrate on the structure and organization of the book)?
- 3) Was the book worth reading?

**Style and Format** (the review should include the following information):

Heading (information on the book and the author's byline)—use the following example as a guideline:

*A Pirate Looks at Fifty*

By James D. Buffett

New York: Random House, 2000, 358 pages

Reviewed by: Tom Lansford

**Format:** Please try to adhere to the following format, though use your discretion and feel free to modify.

- 1) Introduction: Overview of contents, including author's thesis and overall quality of book;
- 2) Organization of the book, including number and arrangement of chapters or sections; logical quality of organization (do chapters flow into the next); suggestions for improvements;
- 3) Theoretical or methodological orientation (what are they trying to prove and how do they present their argument);
- 4) Strengths and Weaknesses, including comparisons with similar works;



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- 5) The intended audience of the book (also include any known information about the author in this section);
- 6) Your recommendations.

## **Discussion Threads**

The following pointers regarding the grading criteria and format for the asynchronous weekly Discussion Threads should prove useful in helping us to develop intellectually stimulating and mutually beneficial exchanges over the course of the semester.

Students will earn a score of 0-100 for each week of graded threads. There are 14 weeks of graded threads, 12 of which count toward each student's final discussion grade (the lowest score is dropped). The average of those 12 scores accounts for 25 percent of the Final Course Grade.

Each week, students must post initial responses to any two of the questions related to the readings. The professor will post those questions in the Virtual Classroom by Monday morning each week.

Students' initial responses to a given question should be approximately 250 words in length. These responses will be assessed on the basis of both content (quality of analysis and incorporation of sources into one's arguments) and presentation (quality of prose and style [i.e., consistency in the use of terms, grammar, punctuation, sentence structure, spelling and formatting of references]) with the instructor providing detailed reactions to each initial posting over the first two weeks of the semester and briefer reactions over the balance of the semester. The intention here is to impress upon students the expectations for written work from the outset of the semester. This process is designed to help students to improve their ability to write incisively, which should prove beneficial in both the academic and professional arenas. These responses are worth a maximum of 25 points each.

In addition to the initial posting, students will be required to post at least 2 additional responses to their fellow group members' postings and/or the instructor's follow-up questions each week. There is no length requirement for these postings, which are designed to be more informal in nature and thus foster free-flowing discussions among group members and the professor on the weekly topics. These responses are worth a total of 50 points.

When fashioning their initial responses, students are encouraged to provide practical examples drawn from past and contemporary world events, but only so long as those examples relate directly to the readings associated with the questions for a given week. They should also make clear references to one or more of the readings in their responses. The intention here is for students to link the literature to past and present events in a practically useful manner.



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Students are encouraged to post their initial responses as early in the week as possible (ideally by the end of Wednesday evening) and their secondary responses by 6 p.m. (CT) Sunday. The instructor will post grades for the discussion threads on Monday mornings.

The professor will post Discussion Thread Grades on Monday mornings.

## **Evaluation Criteria**

### **Grading Scale**

A=93-100%  
A-=90-92%  
B+=88-89%  
B=83-87%  
B-=80-82%  
C+=78-79%  
C=73-77%  
C-=70-72%  
F=69% or less

### **Late Assignments or Projects:**

**All due dates are final unless the student can show cause or has prior permission from the instructor. Failure to turn in assignments by the due date will result in the deduction of one half letter grade per day for four days when a grade of C will be given automatically.**

## **Schedule**

### **CLASS SCHEDULE**

<b>Week/Date</b>	<b>Topic</b>	<b>Assignment</b>
Week 1	Introduction: National Security Policy	<b>Readings:</b> Preface and Chapters 1-4 (Sarkesian, et al), and the Preface, the Introduction, and Chapter 1 (Snow). In addition, in the course documents section, you will find the essay "Post-Westphalian Europe? Sovereignty and the Modern Nationstate," <i>International Studies</i> 37/1 (2000). Please peruse the essay for an overview of the evolution of sovereignty and the rise of international organizations and institutions. The essay will be useful as we get into discussions on national sovereignty, multilateral security organizations, and contemporary international security. A copy of the 2002 <i>National Security Strategy of the</i>



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		<i>United States</i> , which is referenced in Snow, is available through the course <b>External Links</b> , as is the 2004 <i>The U.S. Army War College Guide to National Security</i> which has useful chapters on national interests, power and strategy.
Week 2	The Nexus of Security and Foreign Policy	Robert D. Putnam, "Diplomacy and Domestic Politics: The Logic of Two-Level Games," <i>International Organization</i> , 42/3 (Summer 1988): 427-460; 3) Jack Levy, "Learning and Foreign Policy," <i>International Organization</i> , 48/2 (Spring 1994): 279-312; 4) Peter J. Katzenstein, "Domestic Structures and Strategies of Foreign Economic Policy," <i>International Organization</i> , 31/4 (Fall 1977): 879-920. These essays available through JSTOR.
Week 3	The Presidency and Executive Branches	<b>Readings:</b> Chapters 5-9 (Sarkesian, et al), Chapter 2 (Snow). Chapters 16-18 in the <i>U.S. Army War College Guide to National Security</i> (available through the <b>External Links</b> ) are useful supplements for the week's readings.
Week 4	The Military and Intelligence Branches	<b>Readings:</b> Chapters 7-9 (Sarkesian, et al), and Chapters 17 and 19 from the <i>U.S. Army War College Guide to National Security</i> (available through the <b>External Links</b> ).  <b>Book Review Topic Due</b>
Week 5	National Security History	<b>Readings:</b> Chapters 3-5 (Snow), Chapter 10 ( <i>U.S. Army War College Guide to National Security</i> ); Roland Paris, "Human Security: Paradigm Shift or Hot Air?" <i>International Security</i> , 26/2 (Autumn 2001): 87-102; Brian M. Pollins and Randall L. Schweller, "Linking the Levels: The Long Wave and Shifts in U.S. Foreign Policy, 1790- 1993," <i>American Journal of Political Science</i> , 43/2 (April 1999), 431-464
Week 6	Congress and Policy Formulation	<b>Readings:</b> Sarkesian, et al, Chapters 10-12; Snow, Chapt. 7; Melvyn P. Leffler, "National Security," <i>The Journal of American History</i> , 77/1 (June 1990): 143-152.  <b>Research Paper Prospectus Due</b>
Week 7	Homeland Security	<b>Readings:</b> Congressional Research Service Reports (CRS): "Homeland Security: Department Organization and Management" (available online at <a href="http://www.fas.org/irp/crs/RL31493.pdf">http://www.fas.org/irp/crs/RL31493.pdf</a> ); Tomisek, Steven J. "Homeland Security: The New Role for Defense," <i>Strategic Forum</i> , 189 (February 2002). U.S. White House. <i>Securing the Homeland, Strengthening the Nation</i> . (Washington, D.C.: White House, 2002); ( <a href="http://www.whitehouse.gov/homeland/homeland_security_book.html">http://www.whitehouse.gov/homeland/homeland_security_book.html</a> ).  <b>Book Review Due</b>
Week 8	State and Local Issues	<b>Readings: (read 3 of the following):</b> Lansford, et al, chap. 5; Caruson, Kiki, and Susan A. MacManus. "Homeland Security Preparedness: Federal and State Mandates and Local Government." <i>Spectrum: The Journal of State Government</i> (Spring 2005);



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		<p>Wright, Deil S. "Federalism and Intergovernmental Relations: Traumas, Tensions and Trends." <i>Spectrum: The Journal of State Government</i> (Summer 2003); Sostek, Anya. "Taking Action: New York's State of Mind: Out of the Twin Towers' Ashes, NY is building a World Class Terror-Fighting Machine." <i>Securing the Homeland: A Special Report From Governing Magazine and Congressional Quarterly</i>, online at <a href="http://www.manhattan-institute.org/html/govmag-out_of_the_twin_towers.htm">http://www.manhattan-institute.org/html/govmag-out_of_the_twin_towers.htm</a>;</p> <p>National Governors Association. <i>Homeland Security in the States: Much Progress, More Work</i>, Issue Brief. Washington, D.C.: NGA Center for Best Practices, 24 January 2005, online at <a href="http://www.nga.org/cda/files/0502homesecc.pdf">http://www.nga.org/cda/files/0502homesecc.pdf</a>; CRS: "Intelligence and Law Enforcement: Countering Transnational Threats to the U.S." (<a href="http://www.fas.org/irp/crs/RL30252.pdf">http://www.fas.org/irp/crs/RL30252.pdf</a>).</p> <p><b>Outline/Working Bibliography Due</b></p>
Week 9	Regional Threats	<p><b>Readings:</b> Sarkesian, et al, Chapters 13 and 14; Snow, Chapt. 6; in addition, please read at least one of the following on regional threats: Esther Pan, "The Scope of China's Military Threat" (2006); Daniel Fried, "Russia: In Transition or Intransigent" (2007); Robert Hunter, "Grand Strategy for the Middle East" (2006); all available online through the External Links section of the course website.</p>
Week 10	Non-security Threats	<p><b>Readings:</b> CRS: "Terrorism and the Military's Role in Domestic Crisis Management" (<a href="http://www.fas.org/irp/crs/RL30938.pdf">http://www.fas.org/irp/crs/RL30938.pdf</a>); Daniels, Ronald J., Donald F. Kettl and Howard Kunreuther, eds. <i>On Risk and Disaster: Lessons from Hurricane Katrina</i>. Philadelphia, PA: University of Pennsylvania Press, 2006 (selected chapters will be posted as PDFs).</p>
Week 11	Terrorism	<p><b>Readings:</b> Snow, Chapt. 9 and 10; <i>National Strategy for Homeland Security</i> (2002), available online in the External Links section of the Course Website; : CRS: "Critical Infrastructure: Control Systems and the Terrorist Threat" (<a href="http://www.fas.org/irp/crs/RL31534.pdf">http://www.fas.org/irp/crs/RL31534.pdf</a>); CRS: "Homeland Security: Protecting Airliners From Terrorist Missiles" (<a href="http://www.fas.org/irp/crs/RL31741.pdf">http://www.fas.org/irp/crs/RL31741.pdf</a>);</p>
Week 12	Cybersecurity	<p><b>Readings:</b> Jackson, Brian. "Organizational Learning and Terrorist Groups." Working Paper: RAND Corporation, WR 133 NIJ (February 2004); online at <a href="http://www.rand.org/pubs/working_papers/2004/RAND_WR133.pdf">http://www.rand.org/pubs/working_papers/2004/RAND_WR133.pdf</a>; Weiman, Gabriel. "Cyberterrorism: How Real is the Threat?" United States Institute of Peace, Special Report 119 (December 2004); online at <a href="http://www.usip.org/pubs/specialreports/sr119.html">http://www.usip.org/pubs/specialreports/sr119.html</a>.</p>
Week 13	Proliferation and Rogue States	<p><b>Readings:</b> Sarkesian, et al, Chapter 15; Snow, Chapt. 8 and 11.</p>
Week 14	The U.S. and	<p><b>Readings:</b> Sarkesian, et al, Chapter 17; Snow, Chapt. 12 and 13.</p>



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	World Security	
Week 15	Civil Liberties and National Security Policy	<p><b>Readings:</b> Brinkerhoff, John R. “The Posse Comitatus Act and Homeland Security.” <i>Journal of Homeland Security</i> (February 2002); Brookings Institution/Harvard Forum on “The Role of the Press in the Anti-Terrorism Campaign; Assessing the Media and the Government.” <i>A Quarterly Review</i>, January 9<sup>th</sup>, 2002, available at <a href="http://www.brookings.edu/GS/Projects/Press/Press.htm">http://www.brookings.edu/GS/Projects/Press/Press.htm</a>;</p> <p>Hosein, Gus. “Threatening the Open Society: Comparing Anti-terror Policeis and Strategies in the U.S. and Europe.” <i>Privacy International</i>, 13 December 2005; CRS: “USA Patriot Act: A Legal Analysis” (<a href="http://www.fas.org/irp/crs/RL31377.pdf">http://www.fas.org/irp/crs/RL31377.pdf</a>)</p>
Week 16	Conclusions: Non-Security Threats to National Security	<p><b>Readings:</b> CRS: “Terrorism and the Military’s Role in Domestic Crisis Management” (<a href="http://www.fas.org/irp/crs/RL30938.pdf">http://www.fas.org/irp/crs/RL30938.pdf</a>); Daniels, Ronald J., Donald F. Kettl and Howard Kunreuther, eds. <i>On Risk and Disaster: Lessons from Hurricane Katrina</i>. Philadelphia, PA: University of Pennsylvania Press, 2006 (selected chapters will be posted as PDFs).</p> <p><b>Research Paper Due</b></p>

**Note:** The instructor reserves the right to change any and all course requirements, readings or assessment/grading procedures.

## Course Bibliography

### Books

- Benjamin, Daniel, and Steven Simon. *The Age of Sacred Terror*. New York: Random House, 2002.
- Bergen, Peter L. *Holy War, Inc.: Inside the Secret World of Osama bin Laden*. New York: The Free Press, 2001.
- Black, Jeremy. *War: Past, Present & Future*. New York: St. Martin’s Press, 2000.
- Boot, Max. *The Savage Wars of Peace: Small Wars and the Rise of American Power*. New York: Basic Books, 2002.
- Brown, Michael E., Owen R. Coté, Jr., Sean M. Lynn-Jones, and Steven E. Miller, eds. *Offense, Defense and War, An International Security Reader*. Cambridge: MIT Press, 2004.
- Brzezinski, Zbigniew. *Out of Control: Global Turmoil on the Eve of the Twenty-first Century*. New York: Touchstone Books, 1993.
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- Caram, Peter. *The 1993 World Trade Center Bombing: Foresight and Warning*. London: Janus Publishing, 2002.
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- Childs, John Brown, ed. *Hurricane Katrina: Response and Responsibilities*. Santa Cruz, CA: New Pacific Press, 2005.
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- Cole, Leonard A. *The Anthrax Letters, A Medical Detective Story*. Washington, D.C.: Joseph Henry Press, 2003.
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- Hanson, Victor Davis. *Ripples of Battle: How Wars of the Past Still Determine How We Fight, How We Live and How We Think*. New York: Doubleday, 2003.
- \_\_\_\_\_. *An Autumn of War: What America Learned from September 11 and the War on Terrorism*. New York: Anchor Books, 2002.
- Hayes, Stephen F. *The Connection: How Al Qaeda's Collaboration with Saddam Hussein has Endangered America*. New York: HarperCollins Publishers, 2004.
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- Hoffman, Bruce. *Inside Terrorism*. New York: Columbia University Press, 1998.
- Howard, Paul, ed. "Hard Won Lessons: How Police Fight Terrorism in the United Kingdom." *Safe Cities Project*, Manhattan Institute, December 2004.
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- Hulnick, Arthur S. *Keeping Us Safe: Secret Intelligence and Homeland Security*. Westport, CT: Praeger, 2004.
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- Metz, Steven, and Douglas V. Johnson, II. *Asymmetry and US Military Strategy: Definition, Background, and Strategic Concepts*. Carlisle Barracks: Army War College, 2001.



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- New York Times. *Portraits: 9/11/01: The Collected "Portraits of Grief."* New York: Times Books, 2002.
- Nyatepe, Akorlie A., and Dorothy Zeisler-Vralsted, eds. *Understanding Terrorism: Threats in an Uncertain World*. Upper Saddle, NJ: Pearson, 2004.
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