Course Syllabus and Policy Requirement Statement

In order to access your course materials, you must agree to the following, by clicking the "Mark Reviewed" button below.

By checking the "Mark Reviewed" link below, you are indicating the following:

- You have read, understood, and will comply with the policies and procedures listed in the class syllabus, and that you have acquired the required textbook(s).
- You have read, understood, and will comply with class policies and procedures as specified in the online Student Handbook.
- You have read, understood, and will comply with computer and software requirements as specified with Browser Test.
- You have familiarized yourself with how to access course content in Blackboard using the Student Quick Reference Guide or CSS Student Orientation Course.

SEC 6318 Weak and Failing States and National Security

Course Description/ Overview

For many years following the end of the Cold War, weak states, failing states and failed states failed to gain the attention of the United States. With the exception of the Somalia case study (a failed state), the United States tended to ignore states that were either weak or on the brink of being failed states. The events of 9/11 ended this, for the most part. Because Afghanistan was essentially a failing state and supported terrorism, this issue has now become one that is ripe for examination. What constitutes a weak state, a failing state or a failed state? Are failed states a threat to the U.S. security? If so, why? Who are these states, and what can be done to remedy their ominous and often distinctive situations? All of these issues will be examined in this course, which will provide current and recent case studies as a method for conducting analysis of an issue that has only recently come to the forefront of Washington's foreign policy.

The course is targeting the notion of the "weak" and "failed" states from two perspectives: intrinsic (the domestic causes and consequences of state failures) and extrinsic (influence of outside factors on state failures and the impacts these failures on regional and global security). The major aim is to create a complex understanding among the students of the whole array of complexities behind state failures from political, economic, religious and cultural viewpoints.

Course Objectives/ Learning Outcomes

Objectives: As a result of completing this course, the student will be able to:

- Apply the theoretical and practical knowledge of the multiple issues underlying the concept of weak and failed states in their future research;
- Analyze the causes of state failures and their consequences to the regional, international and US national security;
- Conduct independent study on the topics vital of prevention of state-failure, containment of their threats and post-failure reconstruction.
# Grading Policies

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent of Grade</th>
<th>Due</th>
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<tbody>
<tr>
<td>First Essay (Mid term)</td>
<td>20%</td>
<td>Friday at the end of week 5 before 2100 hrs. Central Standard Time. <strong>Answers on the questions shall be between 4500 and 5000 words</strong></td>
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<tr>
<td>Powerpoint Presentation</td>
<td>20%</td>
<td>Friday at the end of week 3 before 2100 hrs. Central Standard Time. <strong>10-15 slide PowerPoint presentation</strong></td>
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<tr>
<td>Discussion Thread participation</td>
<td>20%</td>
<td>Occurs in weeks with no written assignment</td>
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<tr>
<td>Final Essay</td>
<td>40%</td>
<td>Wednesday at the end of week 8 before 2100 hrs. Central Standard Time. <strong>The answers on the questions should be between 7000 and 7500 words</strong></td>
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Angelo State University employs a letter grade system. Grades in this course are determined on a percentage scale:

- A = 90 - 100 %
- B = 80 - 89 %
- C = 70 - 79 %
- D = 60 - 69 %
- F = 59 % and below.

**Discussion**

Selected classes have the lists of 2-3 questions, which they are expected to cover using the Blackboard tool during their discussions. The students will be divided into groups within which they are expected to fully cover the aspects raised in the questions. The length of the responses shall not be less than 300 words. There are no discussion questions for the weeks with presentations, mid-term and final paper.

**Mid-term**
The mid-term exam is meant to evaluate understanding of the topics covered as well as specific terms and their applications in the field of national and international security. The students will be offered a list of six short essay questions out of which they shall chose two. The mid-term will be due by 09:00 CT of Friday of Lesson II. The length of the mid-term paper shall not exceed 2500 words.

Presentations

Each student is expected to come up with a 15-20-slide presentation on the topics of weekly readings covered so far with relevant annotations to each slide. Presentations should be based on readings as well as any other relevant materials the students find appropriate. The students are expected to consult with the course instructor on the relevance of the additional literature and/or other supporting materials they select for their presentations. The students are also encouraged to use any applicable audio and visual aids (such as imbedded video or audio) during their presentation. The topic for the presentations will be due by 09:00 CT of Friday of Lesson VII.

Final exam

The final exam is the key requirement for the course that reflects analytical efforts or the students to independently conduct social science research. The final exam paper serves as an important exercise in how to design an independent social science research project. The students will be offered a list of six essay questions out of which they shall chose two. The research paper should not be more than 7000 words and should include individual efforts of a student to cover the issues identified during the course. Students are particularly encouraged to consult with the course instructor on the matter of using additional literature relevant for their research papers' topics. The topics for the final exam will be available on BlackBoard on Monday of Lesson 6 and will be due by 09:00 PM CT of Friday of Lesson 8.

Course Organization:

Lesson 1:  **What is a Weak/ Failed State (WFS)?**: Introduces the notion of weak and failed states within the political science context and discusses historical causes and modern-day consequences of state failures.

Lesson 2:  **Weak/ Failed State as a Security Threat**: Focuses on the impact of states failures on regional, international and US national security environment and studies different types and categories of failed states.

Lesson 3:  **Weak/ Failed States in Africa**: Discusses the causes and consequences of state failures in Africa.

Lesson 4:  **Weak/ Failed State in Asia**: Discusses the causes and consequences of state failures in Asia.

Lesson 5:  **Weak/ Failed State in Latin America**: Discusses the causes and consequences of state failures in Latin America.

Lesson 6:  **Weak/ Failed State in Europe**: Discusses the causes and consequences of state failures in Europe.

Lesson 7:  **Weak/ Failed State in Middle East**: Discusses the causes and consequences of state failures in Middle East.
Lesson 8: Remedies To Weak/Failed States: Outlines possible remedies to state failures available to domestic and international actors.

Course Bibliography and Required Readings:

There are two books for purchase in this course:
These books are all available in Kindle version for online download from Amazon.

Lesson I: What is a Weak/Failed State (WFS)?


Lesson II: Weak/Failed State as a Security Threat


Lesson III: Weak/Failed States in Africa

Celso, Anthony 2015, Islamic State and Boko Haram: Fifth Wave Jihadist Terror Groups Orbis 59:2
Lesson IV: Weak/Failed State in Asia


Lesson V: Weak/Failed State in Latin America


Tate, W. 1999. Colombia's Role in International Drug Industry, in Foreign Policy In Focus.


Lesson VI: Weak/Failed State in Europe

Miller, Charles “What Putin Really fears in Ukraine” FPRI e-note September 2014


Snegovaya, Maria. Putin’s Information Warfare in Ukraine: the Soviet Origins of Russia’s Hybrid Warfare (September 2015)
Lesson VII: Weak/Failed State in Middle East


Haken, N. The Arab Spring: Where Did That Come From? Failed States Index 2011


Kagan, Kimberly, Russian Deployment in Syria: Putin’s Middle East Game Changer

Lister, Charles, “Profiling the Islamic State” Brookings Doha Center Analysis Paper No. 13 November 2014

Price, Brian, Syria: A Wicked Problem for All, CTC Sentinel, August 27, 2013


Lesson VIII: Remedies To Weak/Failed States


Coyne, C.J. 2006. Reconstructing Weak and Failed States: Foreign Intervention and the Nirvana Fallacy, in Foreign Policy Analysis, 2, 343-3 60.

Communication

Office Hours/Contacting the Instructor
See the Instructor Information section for contact information.

University Policies

**Academic Integrity** Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding and complying with the university [Academic Honor Code](#) and the [ASU Student Handbook](#).

**Accommodations for Disability**

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA), and subsequent legislation.

Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s responsibility to initiate such a request by emailing studentservices@angelo.edu, or by contacting:

Office of Student Affairs  
University Center, Suite 112  
325-942-2047 Office  
325-942-2211 FAX

**Student absence for religious holidays**

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.