

**Latin American University of Science and Technology**  
**School of International Relations**

<b>Course name</b>	<b>Peace &amp; War in International Relations</b>
<b>Course code</b>	12-2003
<b>Credits</b>	4
<b>Entry requirements</b>	N/A
<b>Modality</b>	Virtual
<b>Nature</b>	Theoretical-practical
<b>Duration and frequency</b>	Quarter, equal to fifteen class weeks
<b>Schedule</b>	Monday, 2:00-5:00 pm
<b>Classroom/Lab</b>	N/A
<b>Instructor</b>	Sergio Rivero <a href="mailto:sriveros533@ulacit.ed.cr">sriveros533@ulacit.ed.cr</a>
<b>Administrative Instructions</b>	This course requires an intensive use of the Internet and the electronic databases for research (EBSCO), which makes it necessary for students to have access to this tool from their home.

#### **PURPOSE OF THE COURSE**

The course creates a space for students to analyze the historical development of strategic studies in contexts of peace and war and its impact on the international order. From the interpretation of the historical development of strategic studies and their implications for international relations students can propose strategic actions. The course facilitates student development to contribute to the promotion of peaceful relations in the international arena, through learning activities that promote understanding of great technological advances and their incorporation into the definitions of strategies of the major powers and their impact in the development of the war and achieving peace.

#### **COMPETENCES**

Traditional education is based on content, but ULACIT uses a curriculum model based on competences, which means that students will develop the ability to think and react as experts in their discipline, and not only to understand its conceptual or theoretical framework. The table specifies the disciplinary and general competences as well as the performance criteria that will be developed.

# COURSE SYLLABUS

Competences	Subcompetences	Performance criteria
<b>DISCIPLINARY COMPETENCE</b>		
Contribute to the promotion of peaceful relations in the international arena through conceptual, historical and critical assessment of the impact of war and peace in international relations, formulating innovative proposals, which foster world peace.	Contrast the different historical stages of evolution of the strategy in contexts of war and peace and its impact on the international order.	Critically interpret the evolutionary stages of strategic studies through the analysis of the readings. Explains the impact of the contexts of peace and war in the international order and the evolution of the concepts of the strategy within the framework of round tables exchanged arguments with the teacher and peers.
	Formulate alternative approaches and objectives in the conceptual development of strategies for the defense of national interests.	Develops critical and comparative defense strategies of states in different contexts and development stages through research and analysis roundtables. Proposes actions for redefining state defense strategies and interests based on historical developments and challenges in the information age raises the current international order, through research, roundtables and final testing.
	Analyze the main challenges and contemporary patterns of evolution in strategic studies and the impact of the current transformation of the international order.	Identifies current trends in international political, ideological, environmental, economic and technological fields, explaining the possible influences that these trends in strategic studies and peace in the international order.
<b>GENERAL COMPETENCES</b>		
Innovation	Innovation competence involves the capacity to think in an open, critical and purposeful manner; to experience and reflect; inquire; synthesize and reorganize information; generate new ideas; manage change; take risks and anticipate consequences; use technology; act independently and collaborate with others,	It uses technology to conduct research, organize, evaluate and communicate information through case analysis and resolution. Use creative thinking in proposing solutions to the problems they face in everyday life by simulating

	among others.	scenarios.
Entrepreneurship	Entrepreneurship competence involves the ability to plan systematically, show initiative, geared towards quality, implement problem solving skills, influence, reach agreements, communicate, manage information and other resources, show self-confidence and assertiveness, among others.	Choose the best option according to the context using the information from the readings in the discussions and simulations.
Integrity	Integrity competence involves the capacity to sponsor and apply high moral and ethical principles, respect others, and be consistent with their own values in difficult situations, among others.	Collaborate and interact with others effectively and respectfully in class discussions around the conflicts and challenges of intercultural communication. Consider and respect other forms of life and cultural patterns that are explored through readings and individual research.

## **PLAN OF THE LEARNING EXPERIENCE**

In ULACIT, the learning experience is designed around generative topics, capable of provoking polemic and which demand that the pupils raise their own arguments. The topics are broken down in spirals of investigation, or questions, which are related to each other in order to have a deeper understanding of the topic. In the future, if the students are curious about something, they will have to look for the answers themselves. The real art of the education is to be able to present the correct questions, interacting with the students and helping them in their discovery process. Every teacher's objective is to motivate the curiosity of the students, which is the emotional incentive that will allow them to want to learn more along their lives.

### **Topic 1. Peace and War: an introduction from Carl Von Clausewitz's vision**

- Themes and historical contexts of the strategy
- Clausewitz's theory of war

### **Topic 2. Limited intensity war to the national war: The French Revolution and the Napoleonic route for the conduct of war**

- Limited War and Great War
- The revolution and war
- The Napoleonic Art of War
- Political and strategic failures

### **Topic 3. The nineteenth century: strategy, technology, war and international order**

- American Civil War
- The implications of the industrial revolution

- Weapons and war
- The policy and strategy

#### **Topic 4. First World War: controversies and modern warfare**

- Critical review of the facts, decisions and results of conflict
- The course of the war
- Modern warfare

#### **Topic 5. The armistice of 20 years (1919-1939) and mechanization of war**

- The Treaty of Versailles and the Great War
- The changing political context: strategic implications
- Mechanization of war: land, sea and air

#### **Topic 6. Second World War**

- The structure and course of the war
- Hitler's War
- War (1939-1945)
- Japan and the Politics of Empire
- The Japanese bid for Empire
- The US-Japan relations
- Japanese Strategy
- US Strategy

#### **Topic 7. The Cold War: Ideology, politics and nuclear weapons**

- The consequences of World War II
- From cold peace to the Cold War
- The strategic challenge: the nuclear bomb

#### **Topic 8. War and Peace after the Cold War**

- A "unipolar" world
- New and old wars: a bloody decade

#### **Topic 9. The terrorist attacks of September 11**

- On September 11: World War III?
- The war in Iraq and Afghanistan

#### **Topic 10. War and irregular warfare: guerrilla insurgency and terrorist**

- Modern War: from the industrial age to the information age
- Guerilla Warfare: insurgency and terrorism
- Terrorism and Counterterrorism
- Al Qaeda and the "new terrorism"

#### **Topic 11. Geography and Strategy**

- The five areas of war
- Geography, technology and tactics
- Geographical location and resources

- Geopolitics and geostrategy

## **Topic 12. War, peace and international order**

- The new world orders
- The international order of the Cold War and the United Nations
- On September 11 and a possible hegemonic order
- The future of the strategy

## **LEARNING ENVIRONMENT**

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### **Teaching methodology**

To ensure that the course is compatible with the needs, interests and styles of learning of all the participants, we use the methodology of “reversed classroom”, or “flipped classroom”: the assignments that need minor cognitive effort (remembering and understanding) are done by the students out of the classroom, and those who need major cognitive effort, such as analysis, synthesis and evaluation, are done in different scenarios in the classrooms.

The course provides materials such as readings, videos, narrated presentations and others, via the online learning platform of ULACIT (i.e. *Blackboard*). Students before coming to class are expected to prepare their participation in class, and study the theory at home. The sessions are reserved to practice, reflection and discussion. They revolve around questions, controversies and issues of real business life. With this active, reflective and participative methodology, students are expected to develop inquiry, research and analytical skills. Moreover, they are expected to develop a deep understanding of the subject, participating in the construction of knowledge shared with other students, teachers and other members of society.

### **Learning resources**

The course has the following educational resources to continually support the teaching-learning process:

- Classrooms-enabled computers, projection equipment and Internet access.
- Online education platform: Blackboard (Bb).
- Document Camera.
- Recording equipment and sound amplification.
- Virtual Library: EBSCO, from which you can access full-text articles.
- Clickers, wireless personal response systems.
- Computer labs with Internet access and applications for research.

### **Bibliography**

American Psychological Association. (2010). Publication manual of the American Psychological Association (6ta. Ed.). Washington, D. C.: APA.

Gray, C. (2012). War, peace and international relations. Abingdon: Routledge.

Suggested readings:

Bigand, K. (2010, december). French historiography of the English Revolution under the restoration. *European Journal of English Studies*, 14(3), 249-261. Retrieved from Academic Search Premier database.

Hantke, M. y Spoerer, M. (2010, november). The imposed gift of Versailles: the fiscal effects of restricting the size of Germany's armed forces, 1924-9. *Economic History Review*, 63(4), 849-864. Retrieved from Business Source Premier database.

# COURSE SYLLABUS

- Pach, C. (2010, june). "Our worst enemy seems to be the press": TV news, the Nixon administration, and U.S. troop withdrawal from Vietnam, 1969–1973. Retrieved from Academic Search Premier database.
- Perovic, S. (2012, october). Other people's lives: Exemplary history and the French Revolution. *Literature & History*, 21(2), 16-31. Retrieved from Academic Search Premier database.
- Riga, L. y Kennedy, J. (2009, july). Tolerant majorities, loyal minorities and 'ethnic reversals': constructing minority rights at Versailles 1919. *Nations & Nationalism*, 15(3), 461-482. Retrieved from Academic Search Premier database.

## EVALUATION

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The course is graded according to the following assessment chart:

Activity	Percentage
Class Participation	15%
Reading checks	15%
Documentary analysis	15%
Research paper	30%
Moxie	20%
Course evaluation (CEPA)	5%
<b>Total</b>	<b>100%</b>

### Class participation: 15%

Students are expected to come to class on time and prepare the corresponding tasks every week. For instance, students must read the assigned required readings before coming to any session. Reading verifications will be carried every week by means of individual questions. Students are expected to understand the issues covered by each reading, do the reading schemes, write down doubts, and carry further research before coming to any session. During the sessions, students should be participating and collaborating with other students in a respectful manner, whether by voicing their questions and concerns, answering questions, and/or working on the assigned tasks. If the student is consistently distracted and not paying attention in class, marks will be deducted. **If the student is absent, he/she loses the 1% for the week.**

### Rubric for class participation

Criteria	Met (1)	Not met (0)
<b>Punctuality</b>	Arrives on time to class and stays in the classroom for the entire session period.	Arrives late to class and does not stay in the classroom for the entire session period.
<b>Preparation</b>	Comes prepared to class, having schematized the readings and raised doubts.	Does not come prepared to class, does not schematize the readings or raise doubts.
<b>Values</b>	Behaves in a respectful manner.	Does not behave in a respectful manner.
<b>Participation</b>	Contributes to the class raising comments that encourage discussion.	Participates only when requested by the teacher or does not get involved at all.

# COURSE SYLLABUS

<b>Collaboration</b>	Cooperates with others, showing leadership, ethics, negotiation and initiative skills.	Does not demonstrate leadership, ethics, negotiation and initiative skills.
<b>TOTAL</b>	The total is calculated based on 5 points	

## Reading checks 15%

In order to evaluate the comprehension of the readings and the lectures, students will complete reading checks with multiple choice questions withing a short timeframe. A total of 3 reading checks and will be announced one-week prior the evaluation.

## Documentary analysis 15%

In collaborative groups, students must present a critical analysis of the documentary "War made easy" where they will analyze the discourse of war and the responsibility of the media in the justification of war.

This critical analysis of 3500 words consists of two parts:

- Documentary summary: the first half of the document is a summary of the main findings of the documentary and its context. Therefore, this summary does not allow any quotation or reference to the documentary.
- Critical analysis: in the second part of the document, should make a critical assessment of the documentary, answering, among others, the following questions: What is the relationship between the documentary and the course? Who are the political actors (governments, organizations, media, civil society) represented in the documentary and the relationship between them? What is the relationship between the documentary with the evolution of the strategy and theory in international relations?

The document is graded according to the following assessment chart:

**Documentary analysis rubric**

Criteria	1	2	3	4	5
1 Delivers in time and with excellent presentation the document as requested by the professor.					
2 Research regarding the topic and analysis are evident and adequate.					
3 The document demonstrates the comprehension of the theories studied in class.					
4 The document respects grammar and spelling rules.					
5 The document follows the rules of the APA editorial style.					
<b>Total</b>	<b>The score is calculated on 25 points.</b>				

Note: 1. Poor, 2. Sufficient, 3. Satisfactory, 4. Good, 5. Excellent.

## Research paper 30%

The research paper main objective is to analyze a current international event from a perspective of the theories of Peace and War in International Relations. The topic for this paper is: **biological warfare**.

The students will present a first draft on week 9 and the final paper on week 14.

## Rubric for the research paper

	Expert	Proficient	Apprentice	Novice
Integration of knowledge	The paper demonstrates that the author fully understands and has applied concepts learned in the course. Concepts are integrated into the writer's own insights. The writer provides concluding remarks that show analysis and synthesis of ideas.	The paper demonstrates that the author, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper.	The paper demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course.	The paper does not demonstrate that the author has fully understood and applied concepts learned in the course.
Topic focus	The topic is focused narrowly enough for the scope of this assignment. A thesis statement provides direction for the paper, either by statement of a position or hypothesis.	The topic is focused but lacks direction. The paper is about a specific topic but the writer has not established a position.	The topic is too broad for the scope of this assignment.	The topic is not clearly defined.
Depth of discussion	In-depth discussion & elaboration in all sections of the paper.	In-depth discussion & elaboration in most sections of the paper.	The writer has omitted pertinent content or content runs-on excessively. Quotations from others outweigh the writer's own ideas excessively.	Cursory discussion in all the sections of the paper or brief discussion in only a few sections.

# COURSE SYLLABUS

Cohesiveness	Ties together information from all sources. Paper flows from one issue to the next without the need for headings. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	For the most part, ties together information from all sources. Paper flows with only some disjointedness. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	Sometimes ties together information from all sources. Paper does not flow - disjointedness is apparent. Author's writing does not demonstrate an understanding of the relationship among material obtained from all sources.	Does not tie together information. Paper does not flow and appears to be created from disparate issues. Headings are necessary to link concepts. Writing does not demonstrate understanding any relationships.
Spelling & grammar	No spelling &/or grammar mistakes.	Minimal spelling &/or grammar mistakes.	Noticeable spelling & grammar mistakes.	Unacceptable number of spelling and/or grammar mistakes.
Sources	More than 5 current sources, of which at least 3 are peer-review journal articles or scholarly books. Sources include both general background sources and specialized sources. Special-interest sources and popular literature are acknowledged as such if they are cited. All web sites utilized are authoritative.	5 current sources, of which at least 2 are peer-review journal articles or scholarly books. All web sites utilized are authoritative	Fewer than 5 current sources, or fewer than 2 of 5 are peer-reviewed journal articles or scholarly books. All web sites utilized are credible.	Fewer than 5 current sources, or fewer than 2 of 5 are peer-reviewed journal articles or scholarly books. Not all web sites utilized are credible, and/or sources are not current.

# COURSE SYLLABUS

Citation	Cites all data obtained from other sources. APA citation style is used in both text and bibliography.	Cites most data obtained from other sources. APA citation style is used in both text and bibliography.	Cites some data obtained from other sources. Citation style is either inconsistent or incorrect.	Does not cite sources.
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## **Moxie 20%**

From 2020 and on, ULACIT will have its own Web channel, called Moxie, produced by students, in alliance with Delfino.cr. The purpose of this channel is to provide students with a space to generate and disseminate their ideas. It also serves as a showcase to exhibit students' academic projects nationwide.

It's called Moxie - which in urban English means having the ability to face difficulties with intelligence, boldness and courage - in honor of our students, whose "moxie" characterizes them.

If there were printed student publications in the past, now these initiatives are transferred to the digital space, which allows our students to experiment, not only with digital publishing, but with audiovisual production, graphic design, digital marketing and web technology, among others.

This course contributes to the written and audiovisual content of the Moxie Channel. Students are expected to write an article of 3000 characters or 550 words about problems or dilemmas defined by the professor in the previously selected courses.

The project consists of three products, namely: article text, allusive image, and video for deepening the content. The three components constitute the contribution, so only those contributions that are complete can be qualified.

The final product will be evaluated according to the following rubric:

### **EVALUATION RUBRIC FOR MOXIE PROJECT 20%**

Criteria	Description of Criteria	1 Meets	0.5 Incomplete	0 Fails
A. Length and structure	The article has an extension of 3000 characters without spaces (or 550 words), distributed in four paragraphs (1 introductory paragraph, 2 development paragraphs, 1 conclusion paragraph).	1	0,50	0
B. Title	It has a title that suggests the topic and provokes the interest of the reader	1	0,50	0
C. Introductory paragraph is well written (paragraph 1)	The author draws the reader's attention by using one of the following resources: tells an anecdote, presents a fact, makes a metaphor, asks provocative question, evokes a famous image, scene or	1	0,50	0

	phrase			
	Locates in the geographic, political or social context the subject that it addresses.	1	0,50	0
	Let the reader know: Why it is important to address the problem or the dilemma. The originality of the perspective with which it deals. It says explicitly, clearly and forcefully what his/her position is about it.	1	0,50	0
D. Development of author's position (paragraph 2 and 3)	In the first paragraph of the development, the author presents the evidence (statistical data, proven facts, definitions ...) that supports his/her position and makes it clear why it is adequate to respond to the problem or dilemma and why it should be accepted by the reader.	1	0,50	0
	In the second paragraph of the development, the author anticipates the questions that readers could ask about his/her position regarding the problem or dilemma. Therefore, the student says what those possible arguments could be against and declares to what extent they could be right or true, and how in spite of that his/her position remains valid.	1	0,50	0
F. Conclusion (Paragraph 4)	The conclusion is clear in addressing how the evidence provided is the basis for maintaining the author's position-solution and why readers should accept it.	1	0,50	0
	It suggests that the solution you propose: is an effective and feasible plan, which does not offer significant or unforeseen inconveniences, or justifies that the balance is favorable to the advantages, in relation to the disadvantages, or	1	0,50	0

	suggests results or consequences, or states that no solution is perfect, but the one it offers is the best.			
G. The development meets criteria of style and form.	The reading of the article is fluid because ideas relate to each other, making good use of transitional words and phrases, as well as a correct punctuation.	1	0,50	0
	The author gives reason for the origin of outside ideas and data with which he supports his position, following the APA standards (references in the text and list of references)	1	0,50	0
	The source of the data you use is solid and primary when available.	1	0,50	0
	Uses professional vocabulary, not colloquial.	1	0,50	0
	Reflects succinct writing, expressing what is necessary to say with the least number of words.	1	0,50	0
	The writing has no spelling or grammar mistakes (incongruities between person, gender and number)	1	0,50	0
H. Image	The image is a photograph, graphic or illustration, directly related to the content of the article, capable of communicating the emotion and message.	1	0,50	0
	The original image is attached in a separate high resolution file in PNG or JPG format at 72 dpi.	1	0,50	0
	The image has characteristics of composition, depth of field and lighting, which facilitate its visualization and interpretation.	1	0,50	0
I. Audiovisual	The audiovisual is a video, an original audio podcast or a slideck created by the student of no more than 8 minutes with clarity in sound and image (if it is a video), oriented directly to deepen the content of the article.	1	0,50	0

	The format of the audio and video files is MP4, without compression, 16-32 bits, with a resolution of 1,920 X 1,080 HD pixels (using H264 or H265 compressor). WAV files are recommended, when possible.	1	0,50	0
<b>TOTAL</b>				
This product has three components: the article, the image and the video. The absence of one of the three, excludes the contribution being assessed, and results in the complete loss of the assigned score.				

### Course assessment (CEPA): 5%

As an integral activity of the course, the student will have the opportunity of assessing its different components: the didactic competencies of the professor, the quality of the materials, the educational environment, the competencies of the ULACIT graduate, the effective use of Blackboard, the assessment system, the level of challenge and requirement. Also, as a central element of Teaching for Understanding (TfU), the education model that ULACIT privileges, the student will have a space with the CEPA to reflect on his/her own performance (self-assessment) and that of his/her classmates (co-assessment). This intellectual exercise allows the student to identify his/her strengths and weaknesses, and to perform actions to continuously improve his/her processes of knowledge construction. When assessing his/her classmates, the student assumes an active role as a member of a learning community, committed with the educational task. Because it is about a self-reflection space within the course and due to the value it has for academic decision making, it is awarded a value of 5% within the final grade of the course. In order to earn this evaluative category, the student is expected to take his/her time, analyzing responsibly each question and answering the questionnaire in full.

### COLLABORATIVE PROJECT CONTRACT

The collaborative project is a way of articulating the work activities of a human group around a set of goals, objectives and results to be achieved. This implies an active interdependence between the members of a group that share and assume a work mission. As a learning methodology for ULACIT students, collaborative projects value interaction, collaboration and solidarity among members, as well as negotiation skills to reach agreements and face potential conflicts.

Among the characteristics of a collaborative project is the smooth communication channels, based on relationships of trust and mutual support. It focuses on the goals set in a climate of trust and reciprocal support among its members, where the movements are synergistic. Therefore, the ultimate goal of a collaborative project is to obtain results with greater impact, where the whole is greater than the contribution of each member. In this way, as part of the process of creativity and innovation in education, for each collaborative project students must create, negotiate and draw up a work contract among the members of the group.

No evaluable collaborative project can be started until all the members of the group have signed the work contract. On the BLACKBOARD platform students can find a guide to formulate their own contract.

## **INSTITUTIONAL POLICIES**

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### **Academic Honesty Policy**

ULACIT aims for the highest and most rigorous standards of academic life. In this course you are expected to avoid dishonest conducts such as fraud or plagiarism. Fraud constitutes making up data, forge bibliography, use projects done by another person, and obtain unauthorized help to do your course work. Plagiarism includes copying textually from another source into your document; it includes phrases, sentences, paragraphs obtained on the Internet, book or any other sources without the appropriate reference. Paraphrasing without references is also considered plagiarism. Whether the fraud or plagiarism is performed voluntarily or involuntarily, in an individual or group work, it will cause you to fail the course immediately. In case the student is found guilty of fraud or plagiarism on a second course, the student will be expelled from the institution.

### **Creating a culture of respect**

In ULACIT, we set high expectations for conduct of members of the university community. Therefore, we emphasize the value of mutual respect and expect everyone to treat others as they want to be treated. We define respect as the consideration and appreciation we can show others without exceptions, so do not tolerate disruptive actions such as:

- Tardiness to class or early leave.
- Constantly disrupting the class, rising from their seat.
- Eating and drinking in the classroom.
- Attending phone calls during the class period.
- Packing your belongings before the teacher has completed the lesson.
- Falling asleep in the classroom.
- Reading newspapers.
- Using mobile devices for purposes other than those of the class, promoting distractions.
- Coming unprepared to class.
- Making negative or taunting comments about their classmates and/or the teacher.
- Talking out of turn.
- Showing unwillingness to listen to others.
- Using vulgar language on campus.

We ask teachers to take corrective measures to ensure a respectful coexistence environment conducive to learning and habits of respect, fundamental to the comprehensive and professional training of students. At the beginning of each period, students should consult with their faculty for specific regulations and sanctions that could be implemented.

### **Attention to diversity**

The curricular approach at ULACIT focuses on the development of competences through the completion of projects, allowing students to fulfill the academic requirements based on their own learning styles, abilities, and individual interests. The primary responsibility of learning is placed on the student; the instructor is responsible for setting course expectations from start, offering the required support to satisfy them, and awarding a level of flexibility that allows each student to choose how he or she will fulfill the course goals and work at his own pace in the completion of the projects assigned. Furthermore, the instructor will provide the required learning materials, along with continuous feedback

using the rubrics designed for each project. The feedback is of a qualitative as well as quantitative nature. The use of technological tools and collaborative work allows the professor to tailor the educational process to the abilities of each student. If you have any additional special educational needs, please contact [diversidad@ulacit.ac.cr](mailto:diversidad@ulacit.ac.cr)

## Claims

ULACIT safeguards your rights as a student and guarantees due process in cases of claims regarding grades, for which it must follow the process established by the Regulation of Student System, available on the website of ULACIT, Vice President of Student Services, Student Regulations, chapter 16.

Check that the qualifications posted in your academic record are the correct ones. To do this, you will receive in your mail account [@ulacit.ed.cr](mailto:@ulacit.ed.cr) the report card from the previous period in Week 1. If the grade is not the correct one, contact the course instructor, who within 3 business days must justify your grading. If no response is given by the teacher, or the justification does not satisfy you, address the complaint to the Dean along with the response of the teacher. The issue should be resolved within 3 business days and exhaust administrative regulations.

Claims regarding qualifications can only be reviewed during the next academic period, so it is very important to assume responsibility of the strict control of your own qualifications.

## COURSE SCHEDULE

Week	Topic	Assignment
1	Topic 1. Peace and War: an introduction from Carl Von Clausewitz's vision	Gray. Ch. 1
2	Topic 2. Limited intensity war to the national war: The French Revolution and the Napoleonic route for the conduct of war	Gray. Ch. 2
3	Topic 3. The nineteenth century: strategy, technology, war and international order	Gray. Ch. 3
4	Topic 4. First World War: controversies and modern warfare	Gray. Ch.4
5	Topic 5. The armistice of 20 years (1919-1939) and mechanization of war	Gray. Ch.5
6	Topic 6. Second World War	Gray. Ch. 6
7	Topic 6. Second World War	Gray. Ch. 6
8	Topic 7. The Cold War: Ideology, politics and nuclear weapons	Gray. Ch. 7
9	Topic 7. The Cold War: Ideology, politics and nuclear weapons	Gray. Ch. 7
10	Topic 8. War and Peace after the Cold War	Gray. Ch. 8
11	Topic 9. The terrorist attacks of September 11	Gray. Ch. 9
12	Topic 10. War and irregular warfare: guerrilla insurgency and terrorist	Gray. Ch. 10
13	Topic 11. Geography and Strategy	Gray. Ch. 11
14	Topic 12. War, peace and international order	Gray. Ch. 12
15	Topic 12. War, peace and international order	Gray. Ch. 13