

POLS 270: International Security

Department of Politics
Sewanee: The University of the South

Dr. Aaron Gold

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Fall (Advent) 2019

Location: Spencer Hall 164
Date and Time: TR 1:30-2:45 pm

Course Description

This course is an introduction to the field of international security studies. The course is divided into two big sections. In the first section, we examine security from both traditional and nontraditional perspectives. The last section examines concepts and issues in security studies – including coercion, deterrence, institutional design, air power, the cyber domain, nuclear security, and counterterrorism. Students will take part in simulations of the National Security Council to apply the theoretical concepts to real world problems. Students are required to come to class prepared, ready to critically evaluate the material by asking questions, discussing, analyzing, and applying the author's arguments.

Course objectives

By the end of the course, students will gain basic knowledge and understanding of international security studies, its major disciplines, and questions. They will learn how to think critically, analyze and then evaluate how varied theoretical models explain how actors approach security. Students will learn how to assess the scholarly community's findings on major security issues.

General education objectives

Students will learn how to describe theoretical paradigms, apply theoretical concepts to empirical phenomena, think critically, and analyze competing theories and empirical evidence.

Required Textbook

No textbook to buy. All of the readings are on Blackboard.

Classroom Policies and Expectations

No tobacco products, food, beverages (except water in a closed container), or gum are allowed. Profanity or any prejudicial slurs will not be tolerated. Use of cell phones or smart phones or other electronic devices for non-course-related communication during class is prohibited. Students are expected to attend every class period and be on time. Missing **four or more** classes without an excused absence will result in a zero for your participation grade, which is ten percent of your final grade. Students are expected to read the assigned readings before class and be prepared to discuss them.

Statement of Accommodations

The University of the South is committed to fostering respect for the diversity of the University community and the individual rights of each member of that community. In this spirit, and in

accordance with the provisions of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA), the University seeks to provide students with disabilities with the reasonable accommodations needed to ensure equal access to the programs and activities of the University. Any student with a documented disability needing academic adjustments is requested to speak with Student Accessibility Services and the instructor, as early in the semester as possible. If you have already requested accommodations, it is your responsibility to present your instructor with a copy of your academic accommodations letter from Student Accessibility Services, which is located in the Dean of Students Office (931.598.1229). *Accommodations will not be provided without this documentation, and accommodations cannot be applied retroactively.* Additional information about accommodations can be found at <https://new.sewanee.edu/campus-life/playing/wellness-commons/university-wellness-center/student-accessibility-services/>. If you have questions about physical accessibility, please inform your instructor so that we can ensure an accessible, safe, and effective environment.

Honor Code

You agreed to follow the Honor Code when you matriculated. All forms of academic dishonesty, including plagiarism, are violations of the Honor Code and will be treated as such. If you ever have a question about an assignment or need additional help, please ask for assistance rather than jeopardize your academic career.

Student Wellness Center

As a student, you may experience a range of challenges that can interfere with learning, such as stress, strained relationships, increased anxiety, substance misuse, mood changes, difficulty concentrating, and/or lack of motivation. These mental health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. Free counseling, psychological, and psychiatric services are available at the University Wellness Center, and treatment does work. You can learn more about confidential mental health services available on campus at <http://www.sewanee.edu/student-life/university-wellness-center/counseling-and-psychological-service-caps/>.

The Writing Center

The Writing Center, located on the main floor of duPont Library, provides objective peer support to Sewanee students who seek assistance with their writing projects. The student tutors can help at any stage in the writing process, including topic development, rough drafts, final drafts, and revisions. Students should bring a copy of the professor's written instructions to the meeting. The Writing Center will not accept papers that are dropped off.

The Center for Speaking and Listening

The Center for Speaking and Listening, located on the main floor of duPont Library, provides peer support to Sewanee students who seek assistance with their presentations.

Research Help Center

The Research Help Center in duPont Library is available for all of your research paper, project, and presentation needs. Our librarians can help with each stage of the research process, including topic selection and narrowing, outlining, finding resources, interpreting academic resources,

avoiding plagiarism, and integrating research into your paper or presentation. Walk-ins are welcome, but appointments with a research expert are strongly encouraged. You can find more details and sign up for appointments at library.sewanee.edu/researchhelplibrarians.

Title IX matters

Sexual misconduct is a violation of federal Title IX law and University policy. Disclosure of sexual misconduct to University faculty, staff, or student leaders (i.e. proctors) is not confidential and these individuals are required to make reports, including names and circumstances, to the University's Title IX Coordinator. To report incidents of sexual misconduct, please file a report at ReportSexualMisconduct.sewanee.edu or contact the Title IX Coordinator (Dr. Sylvia Gray, titleix@sewanee.edu). For more information on mandatory reporting please see the Mandatory Reporter Policy. For resources on support or confidential disclosure, please refer to the Sexual Misconduct Policy.

Extra Credit (+2 points maximum on your final grade)

Extra credit can be turned in anytime, but is due on December 11, 2019, the last day of classes. Extra credit opportunities include going to school-sponsored programs, lectures, and watching videos of important international leaders on current issues. Afterwards, you will write two pages, double-spaced on your critical reaction. Your extra credit assignments will not be graded for grammar and spelling, but as having been done. If you write 600 words (two pages double-spaced) you will receive full credit. If you turn in one and a half pages I will not count it as extra credit and I will ask you to re-do it. This is to ensure every student is writing the same amount. Throughout the semester, I will post the extra credit opportunities and I will announce them at the beginning of class. You may also write an extra credit assignment on an international event. Please ask me before doing or going to an event that is not posted. You may not do the same extra credit assignment for more than one of my classes.

Extra Credit Formatting Guidelines

- 1) Times New Roman, 12-point font, 1-inch margins, double-spaced
- 2) Limit: 600 words minimum (approximately 2 pages double-spaced). Write the word count on top.
- 3) References: In-text citations only (no footnotes or endnotes).

Notice on School-Sponsored, Medical, Weather-Related, Family Emergency, or Other Excused Absences

My personal philosophy, one that I believe very strongly in, is that you should be treated like adults. If something happens and you are not able to make it to class I will be more than happy to work with you; however, you need to communicate with me and keep me informed of your situation. Life happens: you get sick, someone you love passes away, a family member is in need, you have an interview. I consider myself to be very understanding so if you are not able to bring me a note right away, it is okay; just please keep me informed the best you can through email and then later when you are able to, please bring or send me an excused note. If it is a medical note, **please cross out your personal information**. If you bring me an excused note you will be allowed to make up the work that you missed. For long-term situations, I am more than happy to work with you. Remember that four unexcused absences results in a zero for your participation grade.

Right to Alter the Syllabus

The instructor reserves the right to revise, alter and/or amend this syllabus, as necessary. Students will be notified by email and/or Blackboard of any such revisions, alterations, and/or amendments.

Grading

The requirements for this course include a participation grade (10%), four policy memos (30%), a midterm (25%), and a final exam (35%).

Participation: 10%

Students are expected to attend every class period on time, having read the material and ready to make reasonable contributions to the day's topic. This is not a lecture class. It is taught as a seminar, which means students are expected to analyze, critique, and discuss the author's work in class with the goal of assessing whether it contributes to our understanding of international security. For each reading, one student will be in charge of giving his/her critique of the author's work. This is not a descriptive exercise. Students that merely summarize the author's work will not receive a satisfactory grade for the day. We will also conduct simulations based on the Model Diplomacy Program that will be a part of your participation grade. Missing **four or more** classes without an excused absence will result in a zero for your participation grade, which is ten percent of your final grade.

Exam #1 (Midterm)

The exam will be an in-class exam of short answer and essay questions. There will be two essay options from which you will pick one. You will receive a study guide at least a week before the exam. **The midterm exam will be on October 29, 2019.**

Exam #2 (Final)

The final exam will be the same format as the midterm. It will not be cumulative. It will only cover topics after the midterm exam. **The final exam will be on Tuesday, December 17, 2019 at 2 pm in our classroom.**

Policy Memos: 30% (four memos at 7.5% each)

Policy Memo #1 ("Human. Int. in South Sudan"): Due on 10/3 at 11:59 pm via Blackboard

Policy Memo #2 ("Drones in Pakistan"): Due on 10/22 at 11:59 pm via Blackboard

Policy Memo #3 ("Cyber Clash With China"): Due on 11/12 at 11:59 pm via Blackboard

Policy Memo #4 ("North Korean Nuclear Threat"): Due on 12/3 at 11:59 pm via Blackboard

Every student will be assigned a position on the United States National Security Council. Your goal during the simulation is to represent the interests of that position while advocating for what your position will think is best. The purpose of the simulation is for you to contend with different parochial interests, personalities, and group dynamics as you try to identify the best policies to recommend based on your own position. Think of the simulation as a conference – it is a chance for you to present your ideas to see if they need to be improved upon. Students will write a memo after each simulation. First, these memos are ***not*** a:

- Summary of what went on at the simulation (e.g., the defense secretary suggested air strikes, but he was overruled by the national security advisor who preferred economic sanctions)
- Description of different vague, general, grand strategy policies that your group agreed on (e.g., we agreed to go to the UN, sanction them, and then train their troops).
- Rewording of the policy options that the Model Diplomacy Program already gives you and are written in the description of each case

The purpose of this assignment is for you to write your own, individual memo based on your own outside research. If you only rely on the case description that is given to you, you will not receive a satisfactory grade. The purpose is for you to become a subject-matter expert in a specific detailed policy. Your memo should be detailed enough for instructions to someone who is going to actually carry out your policy on the ground.

See the formatting guidelines below and example on Blackboard.

- 1) **Recipient's Address:** Decide whom to address your memo to (e.g., President, the Secretary of Defense, etc.) and write their address, not their name. See example.
- 2) **Memorandum For:** Write the primary recipient after "MEMORANDUM FOR:" and subsequent recipients left-centered on the next line before the "the". Every recipient should be on its own line. Write "The" before every title. For example, "The Vice President" and "The Secretary of State" should be on their own line right under "MEMORANDUM FOR:" See example.
- 3) **Subject:** The subject and purpose of your memo. Can be the subject matter, your argument in a brief sentence, or what you deem appropriate for your audience.
- 4) **Background (one short paragraph):** Give a brief background of the crisis and how the issue relates to U.S. national security policy. Provide just enough information about the crisis so the reader can understand your memo's purpose and importance.
- 5) **Recommendation and Justification (several paragraphs):** This is the memo's main section. Your grade will largely reflect your work on this section. Identify and explain your preferred policy option(s) in detail. I prefer that you pick one or two policy options and go in-depth into them instead of presenting a vague general grand strategy (e.g., "we should go to the UN, sanction them, work with our allies, gather more intelligence, and further assess the situation"). Be specific. For instance, if you are going to argue in favor of using economic sanctions, what specific individuals, institutions, sectors of the economy should be sanctioned? How will these sanctions work (e.g., quotas, bans, tariffs) and why will they have the intended effect on the president's goal/grand strategy. Most importantly, your recommendations should be tailored to your position. If you are the DNI, you should focus on intelligence operations; if you are the Attorney General, on legal and prosecutorial recommendations; the Secretary of State, on diplomatic options. Lastly, you need to explain why your preferred recommendations are best suited for the goals that your president and national security advisor's larger strategic goals.
- 6) **Reflection (one short paragraph):** Give a short reflection on the simulation, what you learned, ways it can be improved, and whether it contributed to your understanding of the national security decision-making process.

Course Schedule and Reading Assignments

I. Traditional and Critical Approaches to Security Studies Foundations

8/29: Introduction and review of the syllabus

- No readings

9/3: Introduction to Security Studies

- Buzan, Barry and Lene Hansen (2009). *The Evolution of International Security Studies* Cambridge: Cambridge University Press, "Chapter 1: Defining International Security Studies."

9/5: Realism

- Jensen, Michael A. and Colin Elman (2018). "Chapter 1: Realism" in *Security Studies: An Introduction, Third Edition*. Paul D. Williams and Matt McDonald (eds.). New York: Routledge.

9/10: Liberalism

- Navari, Cornelia (2018). "Chapter 2: Liberalisms" in *Security Studies: An Introduction, Third Edition*. Paul D. Williams and Matt McDonald (eds.). New York: Routledge.

9/12: Constructivism

- Agius, Christine (2010). "Chapter 4: Social Constructivism" in *Contemporary Security Studies, Second Edition*. Alan Collins (ed.). Oxford: Oxford University Press

9/17: Feminism

- Kennedy-Pipe, Caroline (2010). "Chapter 7: Gender and Security" in *Contemporary Security Studies, Second Edition*. Alan Collins (ed.). Oxford: Oxford University Press

9/19: Critical Theory

- Bilgin, Pinar (2018). "Chapter 4: Critical Theory" in *Security Studies: An Introduction, Third Edition*. Paul D. Williams and Matt McDonald (eds.). New York: Routledge.

9/24: Postcolonialism

- Manchanda, Nivi (2018). "Chapter 8: Postcolonialism" in *Security Studies: An Introduction, Third Edition*. Paul D. Williams and Matt McDonald (eds.). New York: Routledge.

9/26: Simulation #1: "Humanitarian intervention in South Sudan"

- Read/watch the preparation materials and prepare for the simulation

II. Issues in Security Studies

Coercion and Air Power

10/1: Military (Denial) and Civilian (Punishment) Vulnerability Models

- Pape, Robert A. (1990). Coercive Air Power in the Vietnam War." *International Security* 15(2): 103-146.

10/3 – Policy Memo #1 (Humanitarian Intervention in South Sudan) Due at 11:59 pm

10/8: Combined Arms

- Press, Daryl G. (2001) “The Myth of Air Power in the Persian Gulf War and the Future of Warfare.” *International Security* 26(2): 5-44.

10/10: Decapitation

- Jordan, Jenna (2014). “Attacking the Leader, Missing the Mark: Why Terrorist Groups Survive Decapitation Strikes.” *International Security* 38(4): 7-38.

10/15: Simulation #2: “Drones in Pakistan”

- Read/watch the preparation materials and prepare for the simulation

10/17 – No class because of Fall Break

Cybersecurity

10/22 – Policy Memo #1 (Drones in Pakistan) Due at 11:59 pm

10/22: Introduction and Cyber Rivals

- Valeriano, Brandon, Benjamin Jensen, and Ryan C. Maness (2018). *Cyber Strategy: The Evolving Character of Power and Coercion*. Oxford University Press, Chapters 1 and 2.

10/24: The Correlates of Cyber Strategy

- Valeriano et al., Chapter 3

10/29: Midterm Exam

10/31: Cyber Strategy

- Valeriano et al., Chapter 8

11/5: Simulation #3: “Cyber Clash With China”

- Read/watch the preparation materials and prepare for the simulation

Nuclear Weapons

11/7: Nuclear and Conventional Forces

- Sechser, Todd S. and Matthew Fuhrmann (2017). *Nuclear Weapons and Coercive Diplomacy*. Cambridge: Cambridge University Press, Chapter 2

11/12 – Policy Memo #3 (Cyber Clash With China) Due at 11:59 pm

11/12: Nuclear Coercion Failures and Possible Successes

- Sechser, Todd S. and Matthew Fuhrmann, Chapter 5

11/14: Nuclear Coercion Failures and Possible Successes

- Sechser, Todd S. and Matthew Fuhrmann, Chapter 6

11/19: Nuclear Coercion in Myth and Reality

- Sechser, Todd S. and Matthew Fuhrmann, Chapter 7.

11/21: Simulation: “North Korean Nuclear Threat”

- Read/watch the preparation materials and prepare for the simulation

Counterterrorism

11/26: Terrorism Causes

- Crenshaw, Martha (1981) The Causes of Terrorism. *Comparative Politics* 13(4): 379-399.

11/28 – No class because of Thanksgiving Break

12/3 – Policy Memo #4 (North Korean Nuclear Threat) Due at 11:59 pm

12/3: Terrorism Strategies

- Kydd, Andrew H., and Barbara F. Walter (2006). “The strategies of Terrorism.” *International Security* 31(1): 49-80.

12/5: September 11th and Adaption Failure

- Zegart, Amy B. (2005). “September 11 and the Adaptation Failure of U.S. Intelligence Agencies.” *International Security* 29(4): 78-111.

12/10: Simulation: “Economic Crisis in Europe”

- Read/watch the preparation materials and prepare for the simulation

The final exam will be on Tuesday, December 17, 2019 at 2 pm in our classroom.