

INTA 2803: Introduction to International Security

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Office Hours: TTH 1:45-2:45 PM (Starbucks in Clough Commons)¹

Goals, Requirements, and Expectations of INTA 2803:

In many ways, security is central to the study and practice of international relations. The study of international relations as an organized academic discipline arose in the aftermath of the First World War. One of the avowed goal of David Davies, who endowed the first chair in International Relations at the University of Wales, Aberystwyth, was for scholars to identify the causes of and means to prevent war. Security undoubtedly plays an equally important role in the everyday practice of international relations. The twentieth century bore witness to two of the most destructive conflicts humankind has ever known. International security concerns have also been a central fixture of the twenty-first century. Leaving aside the conflicts in Iraq and Afghanistan, a quick perusal of the international section in the *New York Times* bears out the importance of international security today.

The central goals of this course are two-fold. The first is to give you a solid grounding in the various theoretical approaches to international security. The second is to explore a variety of international security issues. Ideally, you will have taken INTA 1110 (Intro to International Relations) before taking this class, but doing so is not absolutely necessary. This is a heavily analytical course; critical thinking is required equipment.² My intent is not to teach you or measure your ability to commit 'facts' to memory by rote. While there are dates and actors that will be of significance, of far more importance will be your ability to take the concepts and theories we discuss in class and use them to analyze issues confronting societies and the policy responses mounted by political leaders.

The reading load for this class is not light; we will be making use of an excellent textbook in addition to a wide range of popular and academic readings.³ By the end of the course, your understanding of international security will be significantly more sophisticated and nuanced. Light bulbs will go off. Mysteries will be revealed and resolved. You might even enter a higher plane of consciousness.

¹ Because unexpected meetings and assorted similar events occur all the time, office hours must inevitably be flexible and I may, from time to time be required to cancel them. If this becomes necessary, I will notify you as far in advance as possible and endeavor to arrange alternative office hours. If you cannot make office hours, I am available for scheduled appointments.

² Professor Jason Enia at Sam Houston State University defines critical thinking in the International Relations context thus: "Critical thinking is not about blindly accepting the wisdom of the 'talking heads' you see on television or the information you get online. It is about admitting and being comfortable with uncertainty. In the complex arena of international politics—where there are almost always multiple and competing assessments of and solutions to international problems—this type of analysis is crucial. It includes the ability to *break a problem into its component parts, to question assumptions, to recognize and critically assess multiple and competing sources of information, to evaluate alternative perspectives on problems, and finally to design and evaluate solutions to those problems.* The value of the study of the social sciences lies in the development of these critical thinking skills.

³ In addition, you should also be regularly reading a current events news source like the *New York Times* or the *Economist*. You will find that doing so will be critical to your success in this class.

This assumes, of course, that you study. I have **high** expectations in this regard. This course has been structured under the assumption that every student in this class *wants* to be here. Accordingly, I have expectations regarding your desire to commit time and energy to this course. Among other things, this means showing up for class. Course attendance, however, will not be enforced. I presume that you, as adults, are responsible for your decisions. While this means you have the freedom to skip class without immediate consequence, it also means that stories of woe at the end of semester will have very little audience with me (i.e. extra credit will not be forthcoming).

Participation is critical for the success of the class and the value you derive from it. This is a discussion-based class. That means you need to **complete the assigned reading before the class date to which it is attached**. Let me say this again. If chapter 3 is listed next to January 22, that means you need to read chapter 6 *by* that date, *not* on that date.

Objectives for students:

- Appreciate the role of theory in international security.
- Develop analytical skills
- Understand the significance of various issues in international security

Course texts:

- Collins, Alan (ed). *Contemporary Security Studies*, second edition. Oxford: Oxford University Press, 2010.

This text plays an important role in the course, but it does not comprise the bulk of the readings. Each week, you will be reading a wide variety of academic articles, book chapters, and reports from the popular press designed to give you a sense of the structures and flows of global security.

Course grading:

Participation (questions/discussion) ⁺	25 percent
Film Quiz (2x5 percent)	10 percent
Reaction papers (5x5 percent each)	25 percent
Synthetic paper (April 25)	20 percent
Final exam (April 30 2:50pm - 5:40pm)	20 percent

Grade scale: 100-90 (A) | 89-80 (B) | 79-70 (C) | 69-60 (D) | 59-0 (F).

Grading policy: Grade inflation is a documented problem in U.S. higher education. While no single class will change the phenomenon to any significant degree, this course will be graded to the original conceptualization of the letter grades. As such, an A represents excellent work, a B marks good or above average work, a C indicates average work, a D represents below average, and F indicates unacceptably subpar work. This does not mean that the average or median of the class will be a C. The descriptors are meant to signal the assessed level of understanding of the course material demonstrated by the student rather than a measure against the performance of other students.

⁺ Note that quality is more important for participation credit than quantity.

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Exams: There will be one exam at the end of the semester. It will be essay and short answer based, so you will need to bring blue books.

Reaction papers: For seven weeks this semester we will cover theories of international security (Weeks II-XVIII). For five of these seven weeks, I ask you to write a 600-word reaction paper (exclusive of footnotes), in which you summarize the theoretical approach of the week and use it to analyze a contemporary issue in the news. Which week you choose not to write a paper is your choice. Each paper will be due the week of the readings it covers (e.g. a reaction paper on Constructivism is due the week of the Constructivism readings) by the beginning of class. Submit through the Assignments feature on T-Square. No hard copies will be accepted.

Synthetic paper: The synthetic paper is an opportunity for you reflect on the class and tie together the theory of the first part of the class with the practice of international security that comprises our discussion in the second half of the course. In writing the paper, consider these questions:

- How do theories explain the issue(s) in which you are interested?
- What do the theories say about the appropriate policies for dealing with the issue(s) in which you are interested?
- Should we be optimistic about the future with regard to the issue(s) you are addressing? Why or why not?

This paper is a chance for you to demonstrate what you have learning in this class and how it informs your thinking about the world. The required length is 3000 words, and the paper is due at the beginning of the final class of the semester.

Papers must be submitted using the assignments feature on T-Square. Hard copies will not be accepted. Be aware that these papers will be analyzed using the Turnitin plagiarism detection service.

Miscellaneous: Students are required to take exams and submit assignments at the scheduled time. Students with excused absences will be able to take a make-up, but are responsible for arranging the time. All work for the semester should be kept until final grades are processed. Grades will be posted to T-Square.

Policy on letters of recommendation:

You must have taken at least two courses with me before I will consider writing a letter of recommendation for you. I will only write letters for students that have performed well in class, which means usually an A in both classes, although I would be open to writing a letter for an individual who shows improvement from the first to second class (e.g. B in the first class to A in second class). Since a recommendation relies on personal knowledge, it would be in your interest to distinguish yourself in class. If I don't know you, I cannot comment on anything besides your course performance. Trust me when I tell you that a letter solely comprised of "Jim/Jane did well in two courses, receiving an A in both," hardly makes for a compelling recommendation.

Laptops and cell phones in class:

I am aware that students no longer use chalk on cave walls to take notes, and that laptops are ubiquitous in the modern classroom. I have no problem with using laptops to take notes. It even makes sense to have your notes in a format where you can easily search for particular dates or terms. What I have a serious problem with is the use of your laptop to check email, browse the web, or catch up on Facebook, Twitter,

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Fritter, or whatever the latest social networking tool is called. Do not do it. If I see you reading your screen (i.e. not paying attention to whomever is speaking) I will give you a warning. The next time, the laptop will be banned from class. International Relations is a serious matter, I expect you to respect it and the class. If I see your cell phone out in any capacity, I will dock your participation grade. Express your digital self before or after class.

Cheating and plagiarism:

Don't do it. I have a zero tolerance with respect to these activities. Cheating and plagiarism demean the efforts of others who put in blood, sweat, and tears to do well in the class. I will not allow the above-board work of honest students to be undermined by those who seek shortcuts. Cheating includes, but is not limited to, receiving unauthorized assistance on exams and asking another student to respond to clicker questions in your absence. The Georgia Tech Honor Code is available online: <http://www.honor.gatech.edu/plugins/content/index.php?id=9>. If caught cheating, you will be dealt with according to the GT Academic Honor Code.

Students with Disabilities:

Georgia Tech is committed to providing reasonable accommodation for all students with disabilities through the ADAPTS program (<http://www.adapts.gatech.edu/>). Any student in this course who has a disability that may prevent them from fully demonstrating their abilities should contact me as soon as possible to discuss accommodations necessary to ensure full participation and facilitate their educational opportunities. Students with disabilities must be registered with the ADAPTS-Disability Services Program prior to receiving accommodations in this course. The ADAPTS-Disability Services Program is located in Smithgall Student Services Building, phone 404-894-2564 or TDD only 404-894-1664.

Religious Observance:

It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Please see me immediately if you will need to miss class at any point during this semester.

Add/Drop:

Please consult the GT academic calendar to make sure you observe add/drop deadlines (<http://www.registrar.gatech.edu/home/calendar.php>)

Course Schedule

Special note: As you can see below, on March 12-14 and April 2-4 I will not be in class. In my stead, I will have a course relevant film shown. These are not optional days. Both films are accompanied by quizzes worth worth five percent of your overall grade.

Key: CSS = *Contemporary Security Studies* | ➔ Marks an important date, usually exam date or assignment deadlines.

Laying the Theoretical Foundations

Week I

January 8 | Introduction, Syllabus

- Introduction: CSS Chapter I (I-II)

January 10 |

- Walt, S. M. (1991). The Renaissance of Security Studies. *International Studies Quarterly*, 35(2), 211-239.
- Kolodziej, E. A. (1992). Renaissance in Security Studies? Caveat Lector! *International Studies Quarterly*, 36(4), 421-438.

Week II: REALISM

January 15 |

- CSS Chapter 2 (15-33)
- Jervis, R. (1978). "Cooperation Under the Security Dilemma." *World Politics* 30(2): 167-214.

January 17 |

- Mearsheimer, J. J. (1990). "Back to the Future: Instability in Europe after the Cold War." *International Security* 15(1): 5-56.
- Taliaferro, J. W. (2001). "Security Seeking under Anarchy: Defensive Realism Revisited." *International Security* 25(3): 128-161.

Week III: LIBERALISM/DEMOCRATIC PEACE

January 22 |

- CSS Chapter 3 (34-48)
- Frederking, B. (2003). "Constructing Post-Cold War Collective Security." *American Political Science Review* 97(03): 363-378.

January 24 |

- Doyle, M. W. (1986). "Liberalism and World Politics." *American Political Science Review* 80(4): 1151-1169.
- Owen, J. M. (1994). "How Liberalism Produces Democratic Peace." *International Security* 19(2): 87-125.

Week IV: CONSTRUCTIVISM

January 29 |

- CSS Chapter 4 (49-68)
- Farrell, T. (2002). "Constructivist Security Studies: Portrait of a Research Program." *International Studies Review* 4(1): 49-72

January 31 |

- Hopf, T. (2005). "Identity, Legitimacy, and the Use of Military Force: Russia's Great Power Identities and Military Intervention in Abkhazia." *Review of International Studies* 31: 225-43.
- Huysmans, J. (2002). "Defining Social Constructivism in Security Studies: The Normative Dilemma of Writing Security." *Alternatives: Global, Local, Political* 27(1): 41-62

Week V: SECURITIZATION

February 5 |

- CSS Chapter 9 (136-151)
- Huysmans, J. (1998). "Revisiting Copenhagen: Or, On the Creative Development of a Security Studies Agenda in Europe." *European Journal of International Relations* 4(4): 479-505

February 7 |

- Hayes, J. (2012). "Securitization, Social Identity, and Democratic Security: Nixon, India, and the Ties That Bind." *International Organization* 66(1): 63-93.
- Barthwal-Datta, M. (2009) "Securitisng Threats without the State: A Case Study of Misgovernance as a Security Threat in Bangladesh." *Review of International Studies* 35(2): 277-300.

Week VI: GENDER

February 12 |

- CSS Chapter 7 (106-120)
- Hansen, L. (2001). "Gender, Nation, Rape: Bosnia and the Construction of Security." *International Feminist Journal of Politics* 3(1): 55-75.

February 14 |

- Hansen, L. (2000). "The Little Mermaids Silent Security Dilemma and the Absence of Gender in the Copenhagen School." *Millennium: Journal of International Studies* 29: 285-306.
- Hoogensen, G. and S. V. Rottem (2004). "Gender Identity and the Subject of Security." *Security Dialogue* 35(2): 155-171

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Week VII: CRITICAL APPROACHES

February 19 |

- CSS Chapter 10 (152-165)
- Alkopher, T. D. (2005). "The Social (and Religious) Meanings that Constitute War: The Crusades as Realpolitik vs. Socialpolitik." *International Studies Quarterly* 49(4): 715-738.

February 21 |

- CSS Chapter 8 (121-135)
- Floyd, R. (2007). "Human Security and the Copenhagen School's Securitization Approach: Conceptualizing Human Security as a Securitizing Move." *Human Security Journal* 5: (38-49)
- Roberts, D. (2006). "Review Essay: Human Security or Human Insecurity? Moving the Debate Forward." *Security Dialogue* 37(2): 249-261.

Week VIII: SECTORS

February 26 | Military and Regime Security

- CSS Chapter 11&12 (167-201)

February 28 | Societal and Economic Security

- CSS Chapter 13&15 (202-217, 239-255)

Issues in Global Security

Week IX: WMD

March 5 |

- CSS Chapter 19 (320-337)

March 7 |

- Hymans, J. E. C. (2006). "Theories of Nuclear Proliferation -- The State of the Field." *The Nonproliferation Review* 13(3): 455 – 465
- Sagan, S. D. (1994). "The Perils of Proliferation - Organization Theory, Deterrence Theory, and the Spread of Nuclear-Weapons." *International Security* 18(4): 66-107.
- Lavoy, P. R. (2006). "Nuclear Proliferation Over the Next Decade -- Causes, Warning Signs, and Policy Responses." *The Nonproliferation Review* 13(3): 433-454.

Week X

March 12 | FILM

➔ March 14 | FILM + QUIZ

Week XI

March 19 | SPRING BREAK: No Class!

March 21 | SPRING BREAK: No Class!

Week XII: TERRORISM

March 26 |

- CSS Chapter 19 (338-358)
- Cronin, A. K. (2003). "Behind the Curve: Globalization and International Terrorism." *International Security* 27(3): 30-58

March 28 |

- Toscano, R. (2007). "A War Against What?" *World Policy Journal* 24(1): 40-43. 
- Abrahms, M. (2008). "What Terrorists Really Want: Terrorist Motives and Counterterrorism Strategy." *International Security* 32(4): 78-105

Week XIII

April 2 | FILM

➔ April 4 | FILM + QUIZ

Week XIV: POPULATIONS/MIGRATION

April 9 |

- CSS Chapter 26 (447-462)
- Achvarina, V. and S. F. Reich (2006). "No Place to Hide: Refugees, Displaced Persons, and the Recruitment of Child Soldiers." *International Security* 31(1): 127-164.

April 11 |

- Huysmans, J. (2000). "The European Union and the Securitization of Migration." *Journal of Common Market Studies* 38(5): 751-77.
- Adamson, F. B. (2006). "Crossing Borders: International Migration and National Security." *International Security* 31(1): 165-199

Week XV: CRIME

April 16 |

- CSS Chapter 25 (428-445)

April 18 |

- Emmers, Ralf. (2003). "ASEAN and the Securitization of Transnational Crime in Southeast Asia." *The Pacific Review* 16(3): 419-38.
- Andreas, P. and R. Price (2001). "From War Fighting to Crime Fighting: Transforming the American National Security State." *International Studies Review* 3(3): 31-52.
- Andreas, P. (2003). "Redrawing the Line: Borders and Security in the Twenty-first Century." *International Security* 28(2): 78-111.

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Week XVI: DISEASE/ENVIRONMENT

April 23 |

- CSS Chapter 14 (218-238)
- Barnett, J. (2003). "Security and Climate Change." *Global Environmental Change* 13: 7-17.
- Rønnfeldt, C. F. (1997). "Three Generations of Environment and Security Research." *Journal of Peace Research* 34(4): 473-482.
- Deudney, D. (1990). "The Case Against Linking Environmental Degradation and National Security." *Millennium* 19: 461-476.

➔ April 25 | Final Day of Class, **Synthetic paper due;**

- CSS Chapter 24 (413-427)
- Elbe, Stefan. (2006). "Should HIV/Aids Be Securitized? The Ethical Dilemmas of Linking HIV/Aids and Security." *International Studies Quarterly* 50(1): 119-44.
- Brundtland, G. H. (2003). "Global Health and International Security." *Global Governance* 9: 417-423.
- Chen, L. and V. Narasimhan (2003). "Human Security and Global Health." *Journal of Human Development* 4(2): 181 - 190.

➔ Final exam: April 30 (Tues), 2:50pm - 5:40pm