Introduction to International Security – INTA 2120A
CRN 89409
Fall 2019
Monday, Wednesday & Friday 11:15 am – 12:05 pm
Instructional Center 209

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Office Hours Wednesdays 1:00 – 2:00 pm and Fridays 12:30 – 1:30pm; and by appointment

Course Description
This course offers an introduction to a range of traditional and contemporary international security issues from both a theoretical and policy perspective. After completing the course, students will be conversant in the most important theories in international security and many contemporary topics on the agendas in global capitals. These will include, but are not limited to, nuclear proliferation, terrorism, and the intersection of technology and conflict.

Learning Objectives
- Develop a basic understanding of the competing perspectives in international security and international relations, paying particular attention to links between technology and security
- Integrate theory and practice through examining current policy arenas and historical cases
- Encourage critical thinking about contemporary policy debates, including the ability to analyze key issues in international affairs and offer practical solutions and describe the social, political, and economic forces that influence international security behavior
- Improve professional skills including clear and effective oral and written arguments

Course Readings
This course draws on scholarly articles, book chapters, and news sources for each week’s readings. Some will be made available through the course Canvas website; others are accessible through the University Library’s electronic databases.

This is a reading-intensive course, and students should expect approximately 100 pages of reading per week. Some may have more, others less. The professor maintains discretion to modify readings and topics as necessary. The reading assigned is to be learned PRIOR to the designated session.

Course Requirements
Assignments
This course will be composed of participation, pop quizzes, a midterm exam, a paper assignment, and a final exam. Together these will constitute the entirety of your grade. Both the midterm and the final will be given in class and will be closed-note, individual examinations. The paper will draw heavily, but not entirely on course materials. We will do a variety of activities throughout the semester designed to help you prepare for this paper. Approximately five quizzes will occur unannounced throughout the semester at the very beginning of class. If you are late, you will miss the quiz.
**Attendance and Participation**
There is no weekly attendance grade in this course. You are adults and the decision to attend class is your choice alone. That said, experience suggests that for the overwhelming majority of students, course grades and value derived are directly proportional to student attendance, reading, and participation. If you miss a quiz, there will be no opportunity to make it up. I will also call on students at random regularly during class discussions as well as solicit questions and perspectives throughout. Keep in mind that participation can often make the difference for a borderline grade, though note that less frequent quality comments are preferable to more frequent comments lacking in substance.

The only exception to the above is twice during the semester where one extra credit attendance point will be available for each of two activities we undertake. These are as follows:

1. **Friday, August 23rd – Library Visit**
2. **Friday, October 4th – Communications Center Visit**

**Course Grades**
Despite rampant grade inflation in U.S. higher education, this course will not be curved. I use a traditional grading scale: 100-90 A \(\frac{1}{2}\) 89-80 B \(\frac{1}{2}\) 79-70 C \(\frac{1}{2}\) 69-60 D \(\frac{1}{2}\) 59-0 F

**Assignments and Point Breakdown**
- Pop Quizzes – 5%
- Participation – 5%
- Midterm Exam – 25%
- Paper – 30%
- Final Exam – 35%

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date</th>
<th>Content</th>
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<tbody>
<tr>
<td>Pop Quizzes</td>
<td>Unannounced 5 times throughout the semester</td>
<td>Quizzes will assess students’ completion of the assigned readings.</td>
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<tr>
<td>Participation</td>
<td>Throughout the semester</td>
<td>Students will be graded on their active participation in class, both asking and answering questions and engaging with course content.</td>
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<tr>
<td>Midterm Exam</td>
<td>Friday, September 27th (In class)</td>
<td>Midterm will cover the first half of course and include short answers and an essay.</td>
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<tr>
<td>Paper</td>
<td>Paper due Friday, November 22nd at the start of class. Electronic and hard copies required.</td>
<td>Details will be discussed throughout the semester.</td>
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<tr>
<td>Final Exam</td>
<td>Wednesday, December 11th 11:20 am – 2:10 pm</td>
<td>Cumulative exam, though weighted towards the 2nd half. Short answer and essays.</td>
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**Late Papers / Penalties / Unexcused Absences**
The dates of the exams and paper assignments are not negotiable and make-ups will not be offered. Assignments turned in after the deadline will be penalized 10% for each day or fraction thereof where it is late. This means that if you turn in the paper at 2pm instead of 1pm on the day that it is due, you will automatically lose 10% of the total possible 30 points; if you turn it in at 9am on the day after it was due, you will lose 20% and so on and so forth.

Exceptions to this policy will only be granted if you have arranged for accommodations **IN ADVANCE** in light of a valid conflict including but not limited to, family or religious obligation, or approved university business including travel or athletic competition which constitutes “approved Institute activities.” Religious holidays and regular sporting competition are both already on the calendar, so these must be brought to me during the first two weeks of the semester. Subsequently, should an unforeseen, new conflict arise, please come meet with me immediately and provide the necessary documentation. In the event of an emergency, follow Office of Student Life procedures, and contact me as soon as is possible so we can make the necessary arrangements.

**Class Discussion Policy**
This class is a forum for personal growth, curious discussion, and lively intellectual debate. It is crucial that the spirit of discussion remain open, honest, and respectful even when we disagree. We will always be polite with each other and recognize that even those with whom we disagree have something to contribute to the conversation. Your reflections or suggestions on how to ensure an inclusive learning environment for you individually or for other students are always welcome.

**University Diversity Statement**
This course is offered by the Ivan Allen College of Liberal Arts. The Ivan Allen College supports the Georgia Institute of Technology’s commitment to creating a campus free of discrimination on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation, gender identity, or veteran status. We further affirm the importance of cultivating an intellectual climate that allows us to better understand the similarities and differences of those who constitute the Georgia Tech community, as well as the necessity of working against inequalities that may also manifest here as they do in the broader society. If you have any concerns about inclusive diversity in this course, please don’t hesitate to raise them to the instructor.

**Academic Integrity and University Statement on Plagiarism**
According to the Georgia Tech Student Affairs Policy handbook, "Plagiarism" is the act of appropriating the literary composition of another [person], or parts of passages of his or her writings, or language or ideas of the same, and passing them off as the product of one's own mind. It involves the deliberate use of any outside source without proper acknowledgment. Plagiarism is scholarly misconduct whether it occurs in any work, published or unpublished, or in any application for funding. There is a zero tolerance policy for plagiarism and penalties will be doled out according to university regulations. The GT Honor Code is available online at [http://policylibrary.gatech.edu/student-affairs/academic-honor-code](http://policylibrary.gatech.edu/student-affairs/academic-honor-code)

**Writing Services**
If you are concerned about your writing, or seek to improve it, I highly recommend contacting the GT Communication Center located in Clough Commons 447 ([http://www.communicationcenter.gatech.edu/](http://www.communicationcenter.gatech.edu/)) HINT: Anyone who reads this recommendation and thinks themselves above continuously learning to improve their writing should think again.
Students with Disabilities
Georgia Tech is committed to providing accommodation for all students with disabilities through the Office of Disability Services (http://disabilityservices.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 necessary accommodations to ensure full participation and facilitate their educational opportunities. Students with disabilities must be registered with the Disability Services Program prior to receiving accommodations in this course and provide appropriate documentation attesting to their registration. The Disability Services Program is located in Smithgall Student Services Building, phone 404-894-2564 or TDD only 404-894-1664.

Additional Student Resources
The Center for Academic Success (success.gatech.edu/) offers a variety of academic support services to help students succeed academically at Georgia Tech (e.g. tutoring, peer-led study groups, study skills, etc.). The Division of Student Life (studentlife.gatech.edu) – often referred to as the Office of the Dean of Students – offers resources and support for all students in the Tech community. The Counseling Center (http://counseling.gatech.edu/) offers free mental health services, as well as stress management and wellness workshops to all currently enrolled students. They are located in Smithgall, 2nd Floor, Suite 210.

Technology Policy
The use of laptops, tablets, phones, or other electronic devices is prohibited during class. Please silence them and put them away as soon as class begins. There is growing evidence that electronic devices hinder learning for you and for those around you. First, recent studies have indicated that students who take longhand notes do better on conceptual questions than those taking notes on laptops. Second, not surprisingly, there is a tendency for anyone to multitask – checking email, watching videos, reading websites, etc. I am guilty of this myself in meetings. Unfortunately, this multitasking inhibits learning. Third, and perhaps most importantly, use of a laptop, cell phone, or tablet can distract those around you, including the professor, and inhibit their learning. For discussion on these points, see, for example: https://www.washingtonpost.com/news/national/wp/2014/08/26/ditch-the-laptop-and-pick-up-a-pen-class-researchers-say-its-better-for-note-taking/ and http://chronicle.com/blogs/linguafranca/2014/08/25/why-im-asking-you-not-to-use-laptops/

Email Policy
As a matter of policy, I will cease responding to emails at 9pm and as a general matter, may take up to 36 hours to reply to correspondence. To facilitate conducting business via email, please be sure to write your emails professionally and include all relevant information when emailing. For example, if you cannot make my office hours but would like to schedule an individual meeting, please include in your email to me a) that you cannot make my office hours because of other obligations, b) what you are hoping to discuss during your meeting, and c) a variety of dates and times that could work for your schedule such that I can find something that works for mine.

Tips for Success
1. Come to class.
2. Come to class having read and studied the material.
3. Come to class having read and studied the material and prepared to engage with it in discussion.
4. Participate in class by both asking and answering questions. I promise you that if you have a question, someone else in the class also has that exact question. There is no such thing as a bad or stupid question.
5. Form study groups both to compare notes and to study for exams.
6. Make use of all available resources including, but not limited to, the writing center, the library, and the professor’s office hours.
7. Do not wait until the week before the final exam to realize you are struggling in this class.
8. Know that new stuff is often challenging, but with enough time and hard work, this too can be mastered.
Course Outline

Subject and Readings Schedule (The approximate number of pages of required reading are noted in parentheses; these are approximations and are subject to change at the professor’s discretion.)

To reiterate: Students are expected to have read and analyzed each day’s readings BEFORE they arrive in class for that session.

PART I: Introduction

Week 1

Monday, August 19th – Course Introduction
• Review of syllabus; no reading assigned

Wednesday, August 21st – Reading in Political Science (~45 pages)
• Snyder, Jack. "One world, rival theories." Foreign Policy 145 (2004): 52. (11)

Friday, August 23rd – Library Visit, Crosland 2130
• Meet in the library for a discussion of social science resources and other library tools available for your use.
• Attendance will be taken; worth 1 extra credit point

PART II: Theories of International Security

Week 2
Monday, August 26th

- **Realism I (55 pages)**

Wednesday, August 28th

- **Realism II (73 pages)**

Friday, August 30th

- **Reading in Political Science I**
  - No assigned reading material

Week 3

Monday, September 2nd

- Labor Day – No Class

Wednesday, September 4th

- **Liberalism I (Institutions, etc.) (61)**

Friday, September 6th

- **Liberalism II (Democratic Peace) (25)**
  - Doyle, Michael W. "Liberalism and world politics." *The American Political Science Review* 80, no. 4 (1986): 1155-1169. (14)
Week 4

Monday, September 9th
- Constructivism (66)

Wednesday, September 11th
- Theories of Decision-Making (69)

Friday, September 13th
- Reading in Political Science II
    - To Be Distributed In Class – no need to read in advance.

Week 5

Monday, September 16th
- The Use of Force and Coercion (39)

Wednesday, September 18th
- Causes of War (42)
Friday, September 20th
- In-Class Midterm Review Exercise
  - No new reading material

Week 6

Monday, September 23rd
- The Nuclear Revolution (61)

Wednesday, September 25th
- Grand Strategy (58)

Friday, September 27th **MIDTERM EXAMINATION IN CLASS**

Week 7

Monday, September 30th
- Rosh Hashana – No Class

Wednesday, October 2nd
- Visit to the Communications Center
  - Meet @ Clough 447

Friday, October 4th
- In-Class Writing Exercise I

  **PART III: Empirical Areas of International Security**

Week 8

Monday, October 7th
- World War I (76)


Wednesday, October 9th
- Yom Kippur – No Class

Friday, October 11th
- World War II (57)

Week 9

Monday, October 14th
- No Class – Fall Break!

Wednesday, October 16th
- The Cold War (43)

Friday, October 18th
- Terrorism – Guest Lecture Dr. Jenna Jordan, Georgia Tech
  - Readings TBD

Week 10

Monday, October 21st
- Civil War – (59) – Guest Lecture Danielle Gilbert, George Washington University

Wednesday, October 23rd
• **Deterring Terrorism and Rogue States (50)**

**Friday, October 25**
• **In-Class Writing Exercise II**
  - No new reading material

**Week 11**

**Monday, October 28**
• **Global Zero (30)**

**Wednesday, October 30**
• **Drones (58)**

**Friday, November 1**
• **In-Class Writing Exercise III**
  - No new reading material

**Week 12**

**Monday, November 4**
• **Cyber (55)**


**Wednesday, November 6th**

- **Humanitarian Intervention (44)**

**Friday, November 8th**

- **In-Class Writing Exercise IV – Peer Review Part I**
  - No new reading material

**Week 13**

**Monday, November 11th**

- **Environment (52 and 4 minutes of video)**


Wednesday, November 13th

- Regional Issues I – The Middle East (40)

Friday, November 15th

- In-Class Writing Exercise V – Peer Review Part II
- Bring Rough Drafts; Details to be provided

Week 14

Monday, November 18th

- Regional Issues II – Europe (67)
Mearsheimer, John J. "Why the Ukraine crisis is the West’s fault." *Foreign Affairs* 93, no. 5 (2014): 77-89. (12)

**Wednesday, November 20\(^{th}\)**
- **Regional Issues III – The Rise of China (22+)**
  - Additional Readings TBD

**Friday, November 22nd**
**PAPERS**
- Papers Due at Start of Class 11:15 am; Upload to Canvas AND Turn in Hard Copy

**Week 15**

**Monday, November 25\(^{th}\)**
- **Regional Issues IV – Challenges to the Global Order**
  - Additional Readings TBD

**Wednesday, November 27\(^{th}\)**
- No Class – Happy Thanksgiving!

**Friday, November 29\(^{th}\)**
- No Class – Happy Thanksgiving!

**Week 16**

**Monday, December 2\(^{nd}\)**
- Last Class Section
  - Topic to be determined by events throughout the semester
  - Readings TBD

**Wednesday, December 4\(^{th}\)**
**READING DAY**
Week 17

Wednesday, December 11th — FINAL EXAM
- Final Exam 11:20 am – 2:10 pm

Additional Resources
For further information, background reading, and research for the paper assignment, see the following outlets of international relations and international security, among others:

1. Foreign Affairs
2. Foreign Policy
3. International Security
4. Security Studies
5. The Washington Quarterly
6. Survival
7. World Politics
8. Bulletin of the Atomic Scientists

Blogs on security issues have also proliferated in recent years. See below for a variety from which to choose:

1. Foreignpolicy.com (aimed at a general audience)
2. War on the Rocks (experts blog on national security issues, more realist perspectives often)
3. Duck of Minerva (experts from constructivist persuasion)
4. The Monkey Cage (brings findings from social science to bear on policy issues writ large)
5. Arms Control Wonk (covers nuclear and other arms control issues, often technical in nature)
6. Lawfare (role of law in war and conflict)