

Introduction to International Security – INTA 2120A

CRN 89409

Fall 2019

Monday, Wednesday & Friday 11:15 am – 12:05 pm

Instructional Center 209

Dr. Rachel Elizabeth Whitlark

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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 | 89-80 B | 79-70 C | 69-60 D | 59-0 F

Assignments and Point Breakdown

Pop Quizzes – 5%

Participation – 5%

Midterm Exam – 25%

Paper – 30%

Final Exam – 35%

<i>Assignment</i>	<i>Date</i>	<i>Content</i>
Pop Quizzes	Unannounced 5 times throughout the semester	Quizzes will assess students' completion of the assigned readings.
Participation	Throughout the semester	Students will be graded on their active participation in class, both asking and answering questions and engaging with course content.
Midterm Exam	Friday, September 27th (In class)	Midterm will cover the first half of course and include short answers and an essay .
Paper	Paper due Friday, November 22nd at the start of class. <i>Electronic and hard copies required.</i>	Details will be discussed throughout the semester.
Final Exam	Wednesday, December 11th 11:20 am – 2:10 pm	Cumulative exam, though weighted towards the 2 nd half. Short answer and essays.

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>

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/>) 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-I664.

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)
- Zimmer, Carl "In Science, It's Never 'Just a Theory,'" *New York Times* April 8, 2016. (4)
- Dueck, Colin, and Ray Takeyh. "Iran's nuclear challenge." *Political Science Quarterly* 122, no. 2 (2007): 189-205. (16)
- Wong, Edward, Helene Cooper, and Megan Specia. "Trump Adds Troops After Iran Says it Will Breach Nuclear Deal." *New York Times* June 17, 2019, <https://www.nytimes.com/2019/06/17/world/middleeast/iran-nuclear-deal-compliance.html> (7)
- "A Conspiracy to War: The Truth Behind the Iran "Deal" Is Easy to See: Just Look Back a Few Years." *Before Its News* Nov. 26, 2013. <http://beforeitsnews.com/iran/2013/11/a-conspiracy-to-war-the-truth-behind-the-iran-deal-is-easy-to-see-just-look-back-a-few-years-2437200.html>
- Kristof, Nicholas. "Why the Naysayers are Wrong About the Iran Deal." *New York Times* July 30, 2015, <http://www.nytimes.com/2015/07/30/opinion/why-the-naysayers-are-wrong-about-the-iran-deal.html>
- Nelson, Amy J. "The Iran nuclear deal is far from over." May 12, 2015. *The Monkey Cage*, <https://www.washingtonpost.com/news/monkey-cage/wp/2015/12/05/the-iran-nuclear-deal-isnt-over-until-its-over-keep-an-eye-on-its-future/>
- "Joint Comprehensive Plan of Action." *Wikipedia*. https://en.wikipedia.org/wiki/Joint_Comprehensive_Plan_of_Action

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)**
 - Jervis, Robert. *Perception and misperception in international politics*. Princeton University Press, 1976: Chapter 1, "Perception and the Level of Analysis Problem," 13-31. Available on Canvas. (16)
 - Mearsheimer, John J. *The tragedy of great power politics*. WW Norton & Company, 2001: Chapter 2, 29-54. Available on Canvas. (25)
 - Thucydides, "The Melian Dialogue," in Warner, Rex, and M. Finley. *History of the Peloponnesian war*. Penguin UK, 1972: Book 5, v. 84-116, 400-408. Available on Canvas. (8)
 - Morgenthau, Hans J. *Politics among nations: The struggle for power and peace*. Alfred A. Knopf, New York, 1964: Chapter 1, 2-8. Available on Canvas. (6)

Wednesday, August 28th

- **Realism II (73 pages)**
 - Waltz, Kenneth N. *Theory of international politics*. Waveland Press, 2010: Chapter 6, "Anarchic Structures and Balance of Power," 102-128. Available on Canvas. (26)
 - Walt, Stephen M. *The origins of alliance*. Cornell University Press, 1987: Chapter 2, "Explaining Alliance Formation," 17-33. Available on Canvas. (17)
 - Jervis, Robert. "Cooperation under the security dilemma." *World politics* 30, no. 2 (1978): 167-214. Especially 167-170, 187-214; skim the rest. (30)

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)**
 - Axelrod, Robert. *The evolution of cooperation*. 1984: Chapter 4, "The Live and Let-Live System in Trench Warfare in World War I." Available on Canvas. (15)
 - Ikenberry, John. "The three faces of liberal internationalism." *Rising States, Rising Institutions: Challenges for Global Governance* (2010): 17-47. Available on Canvas. (30)
 - Keohane, Robert O. "International institutions: Can interdependence work?" *Foreign policy* (1998): 82-96, 194. (16)

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)
 - Downes, Alexander B. "Regime change doesn't work." *Boston Review* 36:5 (September/October 2011): <http://bostonreview.net/downes-regime-change> (11)

Week 4

Monday, September 9th

- **Constructivism (66)**
 - Wendt, Alexander. "Anarchy is what states make of it: The social construction of power politics." *International Organization* 46, no. 02 (1992): 395-407, 410-415, 418-425. (24)
 - Hurd, Ian. "Constructivism," in Reus-Smit, Christian and Duncan Snidal, eds. *The Oxford Handbook of International Relations*, Oxford University Press, 2008: 298-313, SKIP sections 2.2 and 2.3. Available on Canvas. (12)
 - Checkel, Jeffrey T. "Norms, Institutions, and National Identity in Contemporary Europe." *International Studies Quarterly* 43, no. 1 (1999): 84-114. (30)

Wednesday, September 11th

- **Theories of Decision-Making (69)**
 - Saunders, Elizabeth N. "Transformative choices: leaders and the origins of intervention strategy." *International Security* 34, no. 2 (2009): 119-137 ONLY.
 - Paul't Hart. "Irving L. Janis' victims of groupthink." *Political Psychology* (1991): 247-267 ONLY.
 - Graham T. Allison, "Conceptual Models and the Cuban Missile Crisis," *American Political Science Review* 63 (September 1969), pp. 689-718.

Friday, September 13th

- **Reading in Political Science II**
 - "How to Read in Political Science – A Guide in Four Steps," Amelia Hoover Green. 2013.
 - To Be Distributed In Class – no need to read in advance.

Week 5

Monday, September 16th

- **The Use of Force and Coercion (39)**
 - Art, Robert J. "The fungibility of force," in Art, Robert J., and Kelly M. Greenhill, eds. *The use of force: Military power and international politics*. Rowman & Littlefield, 2015: 3-19. Available on Canvas. (17)
 - Clausewitz, Carl von. *On War*, trans. Michael Howard and Peter Paret. (1976): Chapter 1, "What is War?" 75-89. Available on Canvas. (14)
 - Schelling, Thomas C. "Deterrence and compellence," in Art, Robert J., and Kelly M. Greenhill, eds. *The use of force: Military power and international politics*. Rowman & Littlefield, 2015: 20-27. Available on Canvas. (8)

Wednesday, September 18th

- **Causes of War (42)**
 - Fearon, James D. "Rationalist explanations for war." *International Organization* 49, no. 03 (1995): 379-414. (36)
 - Kirshner, Jonathan. "Rationalist explanations for war?" *Security Studies* 10, no. 1 (2000): 143-150. (8)

Friday, September 20th

- **In-Class Midterm Review Exercise**
 - No new reading material

Week 6

Monday, September 23rd

- **The Nuclear Revolution (61)**
 - Jervis, Robert. "The Nuclear revolution and the common defense." *Political Science Quarterly* 101, no. 5 (1986): 689-703. (14)
 - Scott, Sagan D., and Kenneth N. Waltz. *The Spread of Nuclear Weapons: a Debate Renewed*. New York: Norton, 2003: pp. 3-26; 46-65; 72-77. (47)

Wednesday, September 25th

- **Grand Strategy (58)**
 - Posen, Barry R., and Andrew L. Ross. "Competing visions for US grand strategy." *International Security* 21, no. 3, (Winter 1996/1997): 5-53. (49)
 - Brooks, Stephen G., G. John Ikenberry, and William C. Wolforth, "The strategy of deep engagement," in Art, Robert J., and Kelly M. Greenhill, eds. *The use of force: Military power and international politics*. Rowman & Littlefield, 2015: 296-305. Available on Canvas. (9)

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)**
 - Nye, Jr. Joseph S. and David A. Welch, *Understanding global conflict and cooperation: An introduction to theory and history, 9th Edition*. Pearson Education, 2012: Chapter 3, "The origins of world war I:" 94-110. Available on Canvas. (16)

- Sagan, Scott D. "1914 revisited: Allies, offense, and instability." *International Security* 11, no. 2 (1986): 151-175. (24)
- Lieber, Keir A. "The new history of World War I and what it means for international relations theory." *International Security* 32, no. 2 (2007): 155-191. (36)

Wednesday, October 9th

- **Yom Kippur – No Class**

Friday, October 11th

- **World War II (57)**
 - Nye, Jr. Joseph S. and David A. Welch, *Understanding global conflict and cooperation: An introduction to theory and history, 9th Edition*. Pearson Education, 2012: Chapter 4, "The failure of collective security and World War II:" 112-140. Available on Canvas. (28)
 - Sagan, Scott D. "The origins of the pacific war." *The Journal of Interdisciplinary History* 18, no. 4 (1988): 893-922. (29)

Week 9

Monday, October 14th

- **No Class – Fall Break!**

Wednesday, October 16th

- **The Cold War (43)**
 - Gaddis, John Lewis. "The long peace: Elements of stability in the postwar international system." *International security* 10, no. 4 (1986): 99-142.

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**
 - Kalyvas, Stathis N. "Civil Wars," in *The Oxford Handbook of Comparative Politics*. Edited by Susan Carol Stokes. Oxford, Oxford University Press, 2007: 416-434. (18)
 - Ross, Michael L. "How do natural resources influence civil war? Evidence from thirteen cases." *International organization* 58, no. 01 (2004): 35-46, skim 46 – 61, 61-64 (14)
 - Fortna, Virginia Page. "Does peacekeeping keep peace? International intervention and the duration of peace after civil war." *International studies quarterly* 48, no. 2 (2004): 269-276, 282-292. (17)
 - Walter, Barbara F. "The critical barrier to civil war settlement," in Art, Robert J., and Kelly M. Greenhill, eds. *The use of force: Military power and international politics*. Rowman & Littlefield, 2015: 392-402. Available on Canvas. (10)

Wednesday, October 23rd

- **Detering Terrorism and Rogue States (50)**

- Shultz, George P., William J. Perry, Henry A. Kissinger, and Sam Nunn. "Deterrence in the age of nuclear proliferation." *Wall Street Journal* 7 (2011). Available at: <https://www.wsj.com/articles/SB10001424052748703300904576178760530169414> (4)
- Talmadge, Caitlin. "Deterring a nuclear 9/11." *Washington Quarterly* 30, no. 2 (2007): 21-34. (15)
- Kroenig, Matthew, and Barry Pavel. "How to deter terrorism." *The Washington Quarterly* 35, no. 2 (2012): 21-36. (16)
- Lebovic, James H. *Deterring international terrorism and rogue states: US national security policy after 9/11*. Routledge, 2007, Chapter 2: 11 – 25. Available on Canvas. (15)

Friday, October 25th

- **In-Class Writing Exercise II**

- No new reading material

Week 11

Monday, October 28th

- **Global Zero (30)**

- Shultz, George P., William J. Perry, Henry A. Kissinger, and Sam Nunn. "A world free of nuclear weapons." *Wall Street Journal* 4 (2007): A15. (~2)
- Schelling, Thomas C. "A world without nuclear weapons?." *Daedalus* 138, no. 4 (2009): 124-129. (5)
- Perkovich, George. "The Obama Nuclear Agenda One Year After Prague." *Policy Outlook* (2010). <http://carnegieendowment.org/files/prague4.pdf> (16)
- Joffe, Josef, and James W. Davis. "Less than zero: Bursting the new disarmament bubble." *Foreign affairs* (2011): 7-13. (7)

Wednesday, October 30th

- **Drones (58)**

- Byman, Daniel. "Why drones work: the case for Washington's weapon of choice." *Foreign Affairs*. 92 (2013): 32. (12)
- Cronin, Audrey Kurth. "Why drones fail." *Foreign Affairs* 92, no. 4 (2013): 44-54. (10)
- Horowitz, Michael C., Sarah E. Kreps, and Matthew Fuhrmann. "Separating Fact from Fiction in the Debate over Drone Proliferation." *International Security* 41, no. 2 (2016): 7-42. (36)

Friday, November 1st

- **In-Class Writing Exercise III**

- No new reading material

Week 12

Monday, November 4th

- **Cyber (55)**

- Singer, Peter W. and Alan Friedman, *Cybersecurity and Cyberwar: What Everyone Needs to Know*. (Oxford, Oxford University Press: 2014). Part I, “The World Wide What?” 12-20, 34-45; Part II: “Why It Matters,” 67-76, 114-118, 120-132. Available on Canvas. (44)
- Gartzke, Erik A. “The myth of cyberwar,” in Art, Robert J., and Kelly M. Greenhill, eds. *The use of force: Military power and international politics*. Rowman & Littlefield, 2015: 344-355. Available on Canvas. (11)
- Perkoski, Evan and Michael Poznansky. “An Eye for an Eye: Detering Russian Cyber Intrusions.” *War on the Rocks*, December 19, 2016: <https://warontherocks.com/2016/12/an-eye-for-an-eye-detering-russian-cyber-intrusions/>

Wednesday, November 6th

- **Humanitarian Intervention (44)**

- Valentino, Benjamin. "The true costs of humanitarian intervention." *Foreign Affairs* 90, no. 6 (2011): 60-73. (13)
- Bolton, John. “The case against humanitarian intervention.” *The American Enterprise Institute*, November 3, 2008, <http://www.aei.org/publication/the-case-against-humanitarian-intervention/> (2)
- Carpenter, Charli, “Don’t Call This a Humanitarian Intervention.” *Foreignpolicy.com* August 13, 2013: <http://foreignpolicy.com/2013/08/30/dont-call-this-a-humanitarian-intervention/> (4)
- Kuperman, Alan J. "The moral hazard of humanitarian intervention: Lessons from the Balkans." *International Studies Quarterly* 52, no. 1 (2008): 49-80. 49-56 ONLY (7)
- Alex Bellamy, “R2P - Dead or Alive?” in *Responsibility to Protect – From Evasive to Reluctant Action?* (Hans Seidel Foundation, 2012), pp. 11-28 ONLY: http://www.kas.de/wf/doc/kas_32598-1522-1-30.pdf?121102092609 (17)
- “China Issues Human Rights Record of the United States,” *Embassy of the People’s Republic of China*, March 8, 2007, <http://www.china-embassy.org/eng/zt/zgrq/t302225.htm> (1)

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)**
 - Hardin, Garrett. "The tragedy of the commons." *Science* 162, no. 3859 (1968): 1243-1248. Available on Canvas. (6)
 - Busby, Joshua W. "Who cares about the weather? Climate change and US national security." *Security Studies* 17, no. 3 (2008): 468-504. (36)
 - “The revolution fueled by climate change,” Thomas Friedman, *The Weather Channel*, <http://weather.climate25.com/project/thomas-friedman/> (2 minutes, 17 seconds)

- “The biggest national security threat you haven’t thought of,” General Charles H. Jacoby (Ret.), The Weather Channel, <http://weather.climate25.com/project/general-charles-h-jacoby-ret/> (2 minutes, 18 seconds)
- Berg, Neil and Nick Burger. “Climate Change Is a National Security Issue – But Not for the Reasons You Think.” *The War on the Rocks*, December 16, 2015: <https://warontherocks.com/2015/12/climate-change-is-a-national-security-issue-but-not-for-the-reasons-you-think/>
- Busby, Joshua. "Warming World: Why Climate Change Matters More than Anything Else." *Foreign Affairs*. 97 (2018): 49. (7)
- Busby, et.al. “Changing the Atmosphere in Political Science: Ten Key Political Questions About Climate Change.” *The Duck of Minerva*. August 1, 2019: <https://duckofminerva.com/2019/08/changing-the-atmosphere-in-political-science-ten-key-political-questions-about-climate-change.html>

Wednesday, November 13th

- **Regional Issues I – The Middle East (40)**

- Bellin, Eva. “Democratization and its discontents: Should America push political reform in the Middle East?,” *Foreign Affairs* vol. 87, no. 4 (July 2008): 112–119. (8)
- Pollack, Kenneth M. and Ray Takeyh, “Near eastern promises: Why Washington should focus on the Middle East,” *Foreign Affairs* vol. 93, no. 3 (May 2014): 92–105. (13)
- Landler, Mark. “51 U.S. Diplomats Urge Strikes Against Assad in Syria.” *The New York Times*, June 16, 2016: <http://www.nytimes.com/2016/06/17/world/middleeast/syria-assad-obama-airstrikes-diplomats-memo.html? r=0> (4)
- Gordon, Phillip H. “Syria: The Need for Diplomacy and De-escalation.” *Council on Foreign Relations Policy Innovation Memorandum No. 55*, December 2015: <http://www.cfr.org/syria/syria-need-diplomacy-de-escalation/p37326> (4)
- Fisher, Max. “Syria’s Paradox: Why the War Only Ever Seems to Get Worse.” *The New York Times*, August 26, 2016: http://mobile.nytimes.com/2016/08/27/world/middleeast/syria-civil-war-why-get-worse.html?emc=edit_th_20160827&nl=todaysheadlines&nid=34489489&r=0&referrer= (8)
- Koplow, Michael J. “Kerry’s Mideast Peace Push is Too Little, Too Late.” *Foreignpolicy.com*, December 29, 2016: <https://foreignpolicy.com/2016/12/29/kerrys-mideast-peace-push-is-too-little-too-late/> (3)

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)
- Sarotte, Mary Elise. "A broken promise?" *Foreign Affairs* 93, no. 5 (2014): 90-97. (7)
- Wolff, Andrew T. "The future of NATO enlargement after the Ukraine crisis." *International Affairs* 91, no. 5 (2015): 1103-1121. (18)
- Oliver, Tim, and Michael John Williams. "Special relationships in flux: Brexit and the future of the US–EU and US–UK relationships." *International Affairs* 92, no. 3 (2016): 547-567. (20)
- Dhingra, Swati. "Salvaging Brexit: The Right Way to Leave the EU." *Foreign Aff.* 95 (2016): 90. (10)

Wednesday, November 20th

- **Regional Issues III – The Rise of China (22+)**
 - Khong, Yuen F., "Primacy or World Order? The United States and China's Rise – A Review Essay," *International Security*, Vol. 38, No. 3 (Winter 2013/14), pp. 153-175.
 - 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 25th

- **Regional Issues IV – Challenges to the Global Order**
 - Garrett, Laurie. "Ebola's lessons: how the WHO mishandled the crisis." *Foreign Affairs* 94 (2015): 80.
 - Walt, Stephen. "What Swine Flu Tells Us about Global Cooperation." *Foreign Policy*, April 30, 2009. (2)
 - Additional Readings TBD

Wednesday, November 27th

- **No Class – Happy Thanksgiving!**

Friday, November 29th

- **No Class – Happy Thanksgiving!**

Week 16

Monday, December 2nd

- **Last Class Section**
- Topic to be determined by events throughout the semester
- Readings TBD

Wednesday, December 4th

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. *Lanfare* (role of law in war and conflict)