

Introduction to International Security – INTA 2120A (CRN 88523)

Fall 2020

Monday, Wednesday & Friday 12:30pm – 1:20pm (hybrid; primarily synchronous)

Clough Commons 423

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Office hours: Virtual and by appointment only

Covid-19 Mask Policy (for more information see <http://health.gatech.edu/coronavirus/students>)

“Effective July 15, 2020, University System of Georgia (USG) institutions will require all faculty, staff, students, and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. All members of the campus community will be provided reusable cloth face coverings. Face covering use will be in addition to and is not a substitute for social distancing. Anyone not using a face covering when required will be asked to wear one or must leave the area. Refusal to comply with the requirement may result in discipline through the applicable conduct code. There are a few exemptions. Reasonable accommodations may also be made for those who are unable to wear a face covering for documented health reasons.”

Covid-19 Guidelines

- Please get into the habit of regularly checking your temperature; if you have a fever or otherwise feel sick, please stay home and join class remotely if you feel up to it
- Take regular advantage of the testing resources on campus and elsewhere; be sure to report positive results as appropriate
- If anyone in our class tests positive, we will move to full remote instruction as needed
- We will try to make all necessary accommodations for anything that occurs this semester
- I will not be taking attendance during the semester; refer back to my request for you to stay home both to take care of yourselves and for the good of our community, should you ever feel sick
- We find ourselves in an unprecedented situation. For this reason, I ask that we give ourselves and each other the grace that we need to make it through the semester, whatever it is going to look like. None of us have a playbook for how things will go. If you stumble, please speak up. If you need flexibility, let’s talk about it. The only way we can get through this is together. That is the only thing of which I am sure.

Course Modality

- If you wish to participate virtually for the duration, so be it. No questions asked.
- Starting week two, we will divide our class into groups that abide by the University’s social distancing guidelines.
 - Our groups will then rotate through in-person attendance on a weekly basis. Group 1 will attend in-person on Monday during week 2; Group 2 will attend Wednesday; etc. Generally, Fridays will be remote with everyone joining virtually.

- This is subject to change based on our in-class experience as the semester progresses.
- All of the above converts to 100% synchronous WebEx participation in the event of a Covid-19 exposure in our class, or if the University sends everyone home. We will try to prepare for any eventuality, which is why we are using WebEx from the get-go.
- When you are participating in-person:
 - Sit according to the seating chart; choose a seat on the first day and sit it in every time you come to class. In the event of a Covid-19 exposure, this chart will be crucial for the university's contact tracing effort;
 - Help monitor the WebEx feed to ensure our colleagues joining online can participate (WebEx will be broadcast from the main classroom computer);
 - Please mute all cell phones and other devices that make noise and put them away as soon as class begins.
- When you are participating remotely:
 - Join class via WebEx;
 - Be sure to download the WebEx app to your computer, as opposed to going through online access. The performance is meant to be better via the app;
 - Please mute all cell phones and other devices that make noise and put them away as soon as class begins.

Classroom and Netiquette

- To facilitate an interactive and efficient learning environment:
 - Keep your camera on during our class session (or request permission not to); feel free to use a background;
 - Keep your microphone muted while others are speaking; this is critically important for effective discussion;
 - Raise your hand and politely speak up when you wish to interject;
 - We will make very limited use of the chat function in WebEx; instead we will work collectively to make sure everyone can contribute whether they are in-person or virtual; if you cannot connect or otherwise are having difficulty joining, then the chat is an option;
 - Be prepared to be called on at any time;
 - As with regular in-person classes, engage others respectfully.

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, drones, 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 argumentation

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 ~100 pages of reading per week. Some weeks 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, two exams, and a paper assignment. Together these will constitute the entirety of your grade. Both of the exams will be take-home, open note, and individual. You will complete the paper in two parts, first a rough draft and then the final paper. 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. If I get the impression students are not reading the material, I will resort to pop quizzes.

Attendance and Participation

There is no 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.* 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.

Note: If you are joining class asynchronously for the semester, please confirm with the professor during the first week of the term. You will be responsible for weekly "exit tickets" in lieu of standard class participation. In weekly emails directly to the professor, you will describe at least one thing you learned, one thing about which you still have a question or are puzzled, and one item's applicability to something happening in current events.

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

1. **Friday, August 28th – Virtual Library Visit**
2. **Tentatively Wednesday, September 30th – Virtual Communications Center Visit**
3. **Monday, October 19th – Virtual Guest Lecture, Dr. Jenna Jordan, Georgia Tech**
4. **Wednesday, October 21st – Virtual Guest Lecture Dr. Danielle Gilbert, US Air Force Academy**

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

Participation – 10%

Exam I – 20%

Exam II – 20%

Rough Draft – 20%

Final Paper – 30%

Final Grade 100%

<i>Assignment</i>	<i>Date</i>	<i>Content</i>
Participation	Throughout the semester	Students will be graded on their active participation in class, both asking and answering questions and engaging with course content.
Exams	Friday, September 25th 1:20 pm and Monday, November 23rd 1:20 pm	Exams will cover the course content and include short answers and essay questions. <i>You will complete the exams at home and upload them to Canvas.</i>
Paper Rough Draft	Friday, November 6th	Details will be discussed throughout the semester. <i>Due via Canvas upload.</i>
Final Paper	Monday, December 7th 2:10 pm	<i>Due via Canvas upload at university designated final exam date and time.</i>

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 1pm instead of 12pm on the day that it is due, you will automatically lose 10% of the total possible 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 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, (related to Covid-19 or otherwise), please contact 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. When it doubt, and circumstances arise, please reach out and we will figure things out together.

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 others are always welcome.

University Diversity Statement

This course is offered by the Ivan Allen College of Liberal Arts. The Ivan Allen College supports Georgia Tech'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/>) They are conducting peer tutoring and other sessions virtually this semester. 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 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

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/>

However, given Covid-19, laptops will likely be necessary when joining class remotely via WebEx. Still, please be mindful of your peers. I encourage you to consider taking notes on paper regardless of your means of joining the course. The use of phones or other electronic devices is prohibited during class. Please silence them and put them away as soon as class begins.

Email Policy

As a matter of policy, I will cease responding to emails at 9pm and, 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, when you would like to schedule an individual virtual meeting, please include in your email to me a) what you are hoping to discuss during your meeting, and b) 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 (virtually or in-person)
2. Come to class having read and studied the material.
3. Come to class having read and studied the material and prepared to engage in discussion.
4. Participate in class by both asking and answering questions. I promise that if you have a question, someone else also has that exact question. There are no bad or stupid questions.
5. Form virtual 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 virtual office hours. Even in this environment, these resources remain available.
7. Do not wait until last week of the semester to realize you are struggling in this class.
8. New stuff is often challenging, but with 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: Please note all students will join class remotely via WebEx.

Monday, August 17th – Course Introduction

- *Review of syllabus; no assigned reading material*

Wednesday, August 19th – Sources in International Affairs (~30 pages)

- Dueck, Colin, and Ray Takeyh. "Iran's Nuclear Challenge." *Political Science Quarterly* 122, no. 2 (2007): 189-205. (16) (Use Google Scholar or the Georgia Tech Library to find)
- 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*, November 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 21st – Virtual Session – Reading In Political Science I

- No assigned reading material

PART II: Theories of International Security

Week 2

Monday, August 24th – Overview, Levels of Analysis, Intro to Realism (38)

- Snyder, Jack. "One world, rival theories." *Foreign Policy* 145 (2004): 53-62. (10) (Use Google Scholar or the Georgia Tech Library to find)
- Zimmer, Carl. "In Science, It's Never 'Just a Theory.'" *New York Times*, April 8, 2016. <https://www.nytimes.com/2016/04/09/science/in-science-its-never-just-a-theory.html> (4)
- Jervis, Robert. "Perception and the Level of Analysis Problem" in *Perception and misperception in international politics*, 13-31. Princeton University Press, 1976. Available on Canvas. (16)
- Thucydides, "The Melian Dialogue," in *History of the Peloponnesian war* by Rex Warner and M. Finley, 400-408. Penguin UK, 1972: Book 5, v. 84-116, Available on Canvas. (8)

Wednesday, August 26th – Realism I (14)

- Reread: Thucydides, "The Melian Dialogue," in *History of the Peloponnesian war* by Rex Warner and M. Finley, 400-408. Penguin UK, 1972: Book 5, v. 84-116, Available on Canvas. (8)
- Morgenthau, Hans J. "A Realist Theory of International Politics," in *Politics Among Nations: The Struggle for Power and Peace*. Alfred A. Knopf, New York, 1964: Ch. 1, 2-8. Available on Canvas. (6)

Friday, August 28th – Virtual Library Visit, WebEx

- *Meet virtually with the GT Library for a discussion of social science resources and other library tools available for your use.*
- *Attendance will be taken; worth one extra credit point*

Week 3

Monday, August 31st – Realism II (51)

- Waltz, Kenneth N. "Anarchic Orders and Balances of Power," in *Theory of International Politics*. Waveland Press, 2010: Ch. 6, 102-28. Available on Canvas. (26)
- Mearsheimer, John J. "Anarchy and the Struggle for Power," in *The Tragedy of Great Power Politics*. WW Norton & Company, 2001: Ch. 2, 29-54. Available on Canvas. (25)

Wednesday, September 2nd – Realism III (~47)

- Walt, Stephen M. "Explaining Alliance Formation," in *The Origins of Alliances*. Cornell University Press, 1987: Ch. 2, 17-33. Available on Canvas. (17)
- Jervis, Robert. "Cooperation under the security dilemma." *World politics* 30, no. 2 (1978): 167-214. Especially 167-70, 187-214; skim the rest. (30)

Friday, September 4th – Reading in Political Science II

- Green, Amelia H. "How to Read in Political Science – A Guide in Four Steps." 2013.
 - Have this in front of you; no need to read in advance.

Week 4

Monday, September 7th – Labor Day

- No class

Wednesday, September 9th – Liberalism I (Institutions, etc.) (31, 10 minutes of video)

- Watch this: <https://www.youtube.com/watch?v=7D5FNrqT5dM&feature=youtu.be>
- Axelrod, Robert. "The Live and Let-Live System in Trench Warfare in World War I," in *The Evolution of Cooperation*. New York: BasicBooks, 1984, Ch. 4. Available on Canvas. (15)
- Keohane, Robert O. "International institutions: Can interdependence work?" *Foreign policy* (1998): 82-96, 194. (16)

Friday, September 11th – 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 5

Monday, September 14th – Constructivism (36)

- Wendt, Alexander. "Anarchy is What States Make of It: The Social Construction of Power Politics." *International Organization* 46, no. 02 (1992): 395-407, 410-5, 418-25. (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)

Wednesday, September 16th – 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 18th – Virtual Catch Up & In-Class Midterm Review Exercise

- No new reading material

Week 6

Monday, September 21st – The Use of Force and Coercion (39)

- Art, Robert J. "The Fungibility of Force," in *The Use of Force: Military Power and International Politics* by Art, Robert J., and Kelly M. Greenhill, eds., 3-19. Rowman & Littlefield, 2015. Available on Canvas. (17)
- Clausewitz, Carl von. "What is War?" in *On War*, trans. Michael Howard and Peter Paret, 75-89. Princeton University Press, 1976. Available on Canvas. (14)
- Schelling, Thomas C. "Deterrence and Compellence," in *The Use of Force: Military Power and International Politics* by Art, Robert J., and Kelly M. Greenhill, eds., 20-7. Rowman & Littlefield, 2015. Available on Canvas. (8)

Wednesday, September 23rd – 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 25th – No Class

EXAM I Due Via Canvas Upload by 1:20 PM

Week 7

Monday, September 28th – Yom Kippur

- No Class

Wednesday, September 30th – Tentative Virtual Visit to the Communications Center

- Attendance will be taken; worth one extra credit point

Friday, October 2nd – Grand Strategy

- Readings TBD

PART III: Empirical Areas of International Security

Week 8

Monday, October 5th – World War I (76)

- Nye, Jr. Joseph S. and David A. Welch. "The Origins of World War I," in *Understanding Global Conflict and Cooperation: An Introduction to Theory and History, 9th Edition*, 94-110. Pearson Education, 2012. Available on Canvas. (16)
- Sagan, Scott D. "1914 revisited: Allies, Offense, and Instability." *International Security* 11, no. 2 (1986): 151-75. (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): 155-91. (36)

Wednesday, October 7th – World War II (57)

- Nye, Jr. Joseph S. and David A. Welch. "The Failure of Collective Security and World War II," in *Understanding Global Conflict and Cooperation: An Introduction to Theory and History, 9th Edition*, 112-40. Pearson Education, 2012. 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)

Friday, October 9th – Virtual Office Hours

- No Class; by appointment

Week 9

Monday, October 12th – The Nuclear Revolution (47)

- 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, October 14th – 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 16th – Virtual Writing Exercise I

- No new reading material

Week 10

Monday, October 19th – Terrorism

Guest Lecture, Dr. Jenna Jordan, Georgia Tech

- Readings TBD

Wednesday, October 21st – Civil War (28)

Guest Lecture, Dr. Danielle Gilbert, US Air Force Academy

- Kalyvas, Stathis N. "Civil Wars," in *The Oxford Handbook of Comparative Politics* by Susan Carol Stokes, ed., 416-34. Oxford University Press, 2007: Available on Canvas. (18)
- Walter, Barbara F. "The Critical Barrier to Civil War Settlement," in *The Use of Force: Military Power and International Politics* by Art, Robert J., and Kelly M. Greenhill, eds., 392-402. Rowman & Littlefield, 2015. Available on Canvas. (10)
- Attendance will be taken; worth one extra credit point

Friday, October 23rd – Virtual Writing Exercise II

- No new reading material

Week 11

Monday, October 26th – 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 28th – 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, October 30th – Virtual Office Hours

- No Class; by appointment

Week 12

Monday, November 2nd – Cyber (55)

- Singer, Peter W. and Alan Friedman, *Cybersecurity and Cyberwar: What Everyone Needs to Know*. Pt. I, "The World Wide What?" 12-20, 34-45; Pt. II: "Why It Matters," 67-76, 114-8, 120-32. Oxford University Press: 2014. Available on Canvas. (44)
- Gartzke, Erik A. "The Myth of Cyberwar," in *The Use of Force: Military Power and International Politics* by Art, Robert J., and Kelly M. Greenhill, eds., 344-55. Rowman & Littlefield, 2015. Available on Canvas. (11)
- Perkoski, Evan and Michael Poznansky. "An Eye for an Eye: Deterring Russian Cyber Intrusions." *War on the Rocks*, December 19, 2016:
<https://warontherocks.com/2016/12/an-eye-for-an-eye-deterring-russian-cyber-intrusions/>

Wednesday, November 4th – Humanitarian Intervention (43)

- 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)

Friday, November 6th – No Class

Rough Draft Due by 1:20 pm via Canvas Upload

Week 13

Monday, November 9th – Environment (52, 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 11th – 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)
- Task: Figure out something else that is going on in the Middle East currently; come prepared to talk about it, especially in terms of our class so far, and share what you found with your classmates

Friday, November 13th – Virtual Office Hours

- No Class; by Appointment

Week 14 – Last Week of Class

Monday, November 16th – 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): 90-7. (7)
- Wolff, Andrew T. "The Future of NATO Enlargement after the Ukraine Crisis." *International Affairs* 91, no. 5 (2015): 1103-21. (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): 547-67. (20)
- Dhingra, Swati. "Salvaging Brexit: The Right Way to Leave the EU." *Foreign Affairs* 95 (2016): 90-9. (10)
- Task: Figure out something else that is going on in Europe currently; come prepared to talk about it, especially in terms of our class so far, and share what you found with your classmates

Wednesday, November 18th – Regional Issues III: Asia (22+)

- Khong, Yuen F. "Primacy or World Order? The United States and China's Rise – A Review Essay." *International Security* 38, no. 3 (Winter 2013/14): 153-175. (22)
- Additional Readings TBD
- Task: Figure out something else that is going on in Asia currently; come prepared to talk about it, especially in terms of our class so far, and share what you found with your classmates

Friday, November 20th – Virtual Exam Review Session

- No new material

Week 15

Monday, November 23rd – No Class

Exam II Due to Canvas Upload by 1:20 pm

Week 16

Monday, November 30th READING DAY

Note: Office hours are available all week long by appointment only.

Week 17

Monday, December 7th Final Paper Uploaded to Canvas by 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)*