International Security

INTA 6103
Spring 2024

Course Information

Habersham G17
Class Time: Tuesdays, 6:30-9:15 pm

Contact Information

Dr. Lincoln Hines
lincoln.hines@gatech.edu

Office: 212D
Office Hours: 2:30-4:30 pm Tuesdays or by appointment

Course Description

This graduate-level course (for MA and PhD students) surveys prominent scholarship on the theory and practice of international security. Although this course covers several topics central to the study of international security, it is by no means exhaustive. Thus, graduate students preparing for comprehensive exams are encouraged to read more widely, including recommended readings in this syllabus and other syllabi on security studies. Some of the topics that will be covered in this course include debates about the security studies field, deterrence, coercion, bargaining, audience costs, war termination, causes of war, leaders, psychology, status, reputation, the roles of gender and race in international security, emotions, memory, power transitions, grand strategy, alliances, offense-defense balance, military doctrine, strategic culture, nuclear weapons, weapons of mass destruction, civil war, terrorism, humanitarian intervention, and emerging technologies.

This course will draw on a combination of classical works in the field of security studies as well as more contemporary policy-focused works. Throughout the course, students will ask what security means, what constitutes threats, how the nature of conflict has changed (or not) in world politics today. Students will develop a foundation of knowledge about important debates in the field of international security and draw upon concepts from the course to understand contemporary events in international security. In addition to the content on international security, students will also develop their policy writing, research, and analysis skills.

Due to time constraints, the course cannot cover every topic in international security, and it will only provide cursory overviews of some topics that are regularly offered and covered much more thoroughly in other INTA courses (i.e., terrorism, WMDs, nuclear weapons). Students are strongly encouraged to take courses offered by other INTA faculty for a deeper study of these topics. Similarly, while these course draws upon
concepts from international relations theory, it does not duplicate material covered in INTA 6102, International Relations Theory.

**Course Goals and Learning Outcomes**

By the end of this course:

- Students will be able to apply research skills to address problems in the field of international affairs.
- Students will be able to demonstrate knowledge of principal contemporary global challenges in the field of international security.
- Students will demonstrate knowledge of the influences that drive security policy formulation and execution.

**Course Materials**

Most readings for this course are available online through the Georgia Tech Library or are open access. I have uploaded any readings that are not available through the library or online to Canvas.

Readings must be completed before each class. Students are responsible for all assigned readings, even if some of the material is not explicitly discussed in class. In addition, I encourage students to follow contemporary international security issues by regularly monitoring international news. A non-exhaustive list of useful sources includes The New York Times, the BBC, The Washington Post, the Wall Street Journal, the Financial Times, the Economist, and NPR.

For some of the readings on the syllabus, students will collectively read a book in its entirety. What this means is that students will divide the book among themselves and read portions of it, summarizing their portion of the book, and teaching it to the rest of the class. This will cut down on the reading load while allowing students the benefits of learning from books in their entirety. Students will provide an outline of their section of the book to share with the class and will be prepared to clearly explain it to their peers.

Note: this is a graduate-level course, so it has a heavy reading load. Students should read each assignment before class. However, students are also strongly encouraged to read strategically—focusing on the most important parts of readings (i.e., argument, evidence, arguments the reading is responding to). Students should focus on what is important in the readings and not “miss the forest for the trees.” This is an important skill students will need throughout their careers (whether in policymaking, private industry, or academia) and will likely take some practice.

** Please note that items in the syllabus are subject to change. I will post any changes to syllabus to Canvas **
Required Reading

The following book is required for the course. You will need to purchase this book, find it in the library, or you can share with your classmates:


Course Requirements & Grading

Grading Scale

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date</th>
<th>Weight (Percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td></td>
<td>25%</td>
</tr>
<tr>
<td>Response Papers</td>
<td></td>
<td>30%</td>
</tr>
<tr>
<td>Policy Paper</td>
<td>April 23rd</td>
<td>45%</td>
</tr>
</tbody>
</table>

Your final grade will be assigned as a letter grade according to the following scale:

- A 90-100%
- B 80-89%
- C 70-79%
- D 60-69%
- F 0-59%

Assignments

Class Participation (25%)

Your success in this course depends on careful preparation for and active engagement in seminar discussions. You are expected to read and study all assigned materials, come to class prepared to contribute to the seminar, and engage in thoughtful and critical discussions with your classmates and instructor. Attendance is mandatory and a prerequisite for participation. Moreover, it is important to emphasize that good participation is measured not by the quantity of times you speak, but by the quality of your contribution, with your comments demonstrating not only comprehension of the course materials but also critical thinking skills. Moreover, quality participation requires actively listening to your peers, treating them with respect, taking turns and giving your peers an opportunity to speak. Preparation of the course materials (close reading and note taking) along with respect for your peers are key to a high participation grade. Students who are unable to treat their classmates or instructor with respect should not expect a high grade in this course.

Furthermore, in the seminar you have the following responsibilities. **First, you must submit discussion questions for each topic by 5pm the day before class on Canvas (and everyone should read these questions).** I don’t expect more than one or two thoughtful
questions, which may or may not be accompanied by a short explanation. For example, think of these as the discussion questions or comments you might offer at a panel where these papers are being presented (5% of participation grade).

Second, you will lead one seminar discussion (5% of participation grade). I will pass around a sign-up sheet at the beginning of class to sign up for presenting. To prepare for leading the discussion, review your classmate’s discussion questions and group them into a few big inquiries or debates. There may be multiple people leading the same discussion, so coordinate within the group to develop a discussion plan. Then, the day of the discussion, please send me an outline of your discussion plan (or meet with me if you prefer).

Third, during one of the classes you will provide the “author’s perspective” for one of the articles/books (5% of participation grade). You will be expected to be the expert on that article, understanding it thoroughly and able to justify certain research choices. You will also be expected to defend the piece against critiques from your classmates. I will pass around a sign-up sheet at the beginning of the course for selecting which author’s perspective you will provide.

Reading Responses (30%)

Throughout this course, students will write five reading response papers. Most importantly, these response papers should not simply summarize the readings. These responses should cover multiple readings, but they do not need to cover all the week’s readings.

Your response papers should be at least two pages double-spaced. Response papers will be uploaded to Canvas no later than 5pm the day before class and are to be read by the entire class. Please plan accordingly to allow yourself enough time to finish the response paper.

Your response papers should make an argument that critically assesses week’s readings and synthesizes the course material. Please note that critical analysis is not simply criticizing a piece but instead involves carefully evaluating both its strengths and weaknesses (based on its logic and evidence, taking the argument on its own terms). You may also write how a reading could be improved, questions raised, or unifying themes across the readings. Responses will be assessed on the quality of the analysis/argument, writing clarity, and grammar.

Your response should answer some (though not all) of the following questions (no more than 6-8 of the items below):

- What is the central question or puzzle the author is trying to explain?
- What are the stakes of the author’s argument?
- What are competing arguments?
- What is the author’s main argument?
- Is the work logically consistent?
• What evidence does the author use?
• What are strengths and weaknesses of the work? How does this compare to the most convincing counterarguments?
• What questions does this reading prompt in your mind?
• If you were to write this piece, how would you improve it?
• Why do you think this piece was published?
• What are the theoretical implications of this work?
• What are the policy implications of this work?
• What is the dependent variable? What is the independent variable(s)?
• How do the works help you understand some contemporary issue in international security?
• What ideas do the readings give you for further research?
• How has your thinking changed after doing the readings?
• What additional questions does the reading raise?
• How do the week’s readings relate back to other readings in the course?

Policy Paper (45%)

For the final assignment, students will write an essay of approximately 5,000 words (footnotes included) on a topic of their choosing in the field of international affairs/security. Students will apply research skills to understanding contemporary global challenges in the field international security, assessing these questions with academic rigor while communicating to a policy audience. In the essay, you will need to consider the influences that drive security policy formulation and its execution. If you have a difficult time choosing a topic, we can discuss during office hours about finding an appropriate topic. For this essay, write with policymakers as an intended audience. For ideas of how this might look, you can refer to more policy-oriented journals or outlets such as The Washington Quarterly, Foreign Affairs, Survival, Texas National Security Review, Journal of Strategic Studies, etc.

If you succeed in getting your paper accepted to any of these outlets (or another similar outlet after consulting first with me) prior to the last day of class, you will automatically receive the grade of an A for the course.

The due date for the policy essay is by class time during the final week of class. Please send me your paper proposal by class-time week 5 of class.

The proposal should be around 3-4 pages double space. It should include the following:

• Your proposed research question
• Your hypotheses
• Evidence that would be used to support your claim
• Evidence that would be used to falsify your claim
• What policy questions your paper will help answer
• Observable implications of your proposed argument
• A description of your dependent variable
• Your proposed research strategy, methodology/and or evidence
• How you plan to research and answer this question, and bibliography with sources informing your topic.
• An outline of your paper

Note: All papers will use Times New Roman 12, double space between sentences, 1” margins all around, insert student Name and Date in the header, and include the page number in the center of the footer.

Office Hours

I will hold regular office hours on Tuesdays from 2:30-4:30 pm. Please come to discuss the material, things in the news, questions about assignments, or other topics related to this class. If my regular office hours do not work with your schedule, you can email me (lincoln.hines@gatech.edu) to schedule a different time to meet.

Academic Integrity

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards.

For information on Georgia Tech’s Academic Honor Code, please visit http://www.catalog.gatech.edu/policies/honor-code/ Or visit: http://www.catalog.gatech.edu/rules/18/

Any student suspected of cheating or plagiarizing on an assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

A Note on Generative Artificial Intelligence (i.e., Chat GTP)

You may use ChatGPT and other AI assistants for your work in very limited circumstances (i.e., brainstorming), but you must contact me for permission first so we can discuss how you plan to use these tools and how you will indicate their use in your work. If you do not first receive permission, using such tools will be considered a violation of Georgia Tech’s Code of Academic Integrity. You may not use ChatGTP or any other AI assistants to write any portion of your response papers, policy paper, final exam, discussion questions, etc. Doing so will be considered plagiarism and will be dealt with accordingly.

Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, contact the Office of Disability Services at (404) 894-2563 or http://disabilityservices.gatech.edu/, as soon as possible to make an appointment to discuss your special needs and to obtain an accommodations letter.
Student-Faculty Expectations Agreement

At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. See http://www.catalog.gatech.edu/rules/22/ for an articulation of some basic expectation that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.

Electronics Policy

You may use laptops or other similar electronic devices during classes, but only for notetaking purposes. However, I reserve the right to forbid these items in class should they become a nuisance or distract from class discussion. Students cannot record lessons unless they have written permission from the Office of Disability Services. Students with this permission are only permitted to use these recordings for their personal academic use and cannot infringe on the privacy concerns of their peers and the instructor, or the copyright interests of the instructor by sharing the materials outside the class. At the end of the semester, any such recordings should be deleted.

Inclusion

The Ivan Allen College of Liberal Arts 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.

In addition, I am provided with each student’s legal name through the Georgia Tech educational platform. However, I encourage students to contact me at the beginning of the semester if they prefer to be addressed differently (e.g., gender pronoun or name).

Absences

In-person student attendance is mandatory. However, there are several valid reasons why students may not attend class, e.g., illness, death of a friend or family member, disabilities, etc. If you anticipate that you are unable to attend class, I ask that, when possible, you notify me prior to class. In addition, I ask that if you are feeling sick, do not come to class. In the interest of everyone else’s health and safety, stay home and rest. If you anticipate that you will need to miss class, please meet with me to discuss alternatives to make up for any missed work.

Late Assignments
Late assignments will be penalized initially by one letter grade, and an additional letter grade for every 24 hours after the deadline. Students are strongly encouraged to save drafts of their papers and upload them virtually to the cloud to ensure that technological problems do not prevent them from submitting their assignments in a timely fashion.

**Appeals**

It is rare that students need to contest a grade, but if you believe your given grade is not reflective of your quality of work, you may write 1–2-page memo explaining why your assignment deserves to be re-graded. In writing this memo, please provide as much detail as possible. After receiving this, I will re-evaluate your work, though please note that during the re-grade, your grade may be equal to, higher, or lower than your original grade.

**Mental Health and Wellness Resources**

If you or someone you know needs assistance, you are encouraged to contact the Center for Mental Health Care & Resources at 404.894.2575 (or 404.894.2575) or visit https://mentalhealth.gatech.edu. Georgia Tech has several resources for a student seeking mental health services (https://mentalhealth.gatech.edu/about/scheduling-appointment) or crisis support (https://mentalhealth.gatech.edu/seeking-help/get-help-now. Students experiencing an immediate life-threatening emergency on campus, call the Georgia Tech Campus Police at 404.894.2500. For more resources on managing stress, anxiety, relationships, sleep, etc., please visit https://mentalhealth.gatech.edu/mental-health-resources/self-help for a list of free online resources compiled by the Center for Mental Health Care and Resources.

**A Note on Emails**

In general, I will not respond to student emails in the evenings (except on class days) or on weekends. So please expect a delay in response if you email during these times.

**Resources**

For additional resources for learning about international security, please check out the following (non-exhaustive) list of journals, websites, and podcasts.

**Journals:**

International Security
Security Studies
International Organization
American Political Science Review
Journal of Conflict Resolution
Texas National Security Review
International Studies Quarterly
Journal of Strategic Studies
World Politics
Journal of Peace Research
Journal of Global Security
Aether (formerly Strategic Studies Quarterly)
Chinese Journal of International Affairs
Millennium
Small Wars & Insurgencies

Websites/Organizations/Blogs/Podcasts:

Foreign Affairs
Foreign Policy
Carnegie Endowment for International Peace
War on the Rocks
Modern War Institute
Brookings Institution
World Politics Review
Congressional Research Service
RAND Corporation
Center for Strategic and International Studies
The Diplomat
Duck of Minerva
Whiskey and International Relations Theory (podcast)

Course Schedule

Week 1: Introduction to Security Studies/What is International Security?

January 9

Required Readings:


Suggested Readings:


**Week 2: Deterrence and Coercion**

January 16:

**Required Readings:**


**Suggested Readings:**


**Week 3: Causes of War**

January 23:

**Required Readings:**


• Dale Copeland, Economic Interdependence and War (Princeton: Princeton University Press, 2015). Chapters 1 and 4 (pp. 16-50; 144-183).


Suggested Readings:


Week 4: Bargaining, Audience Costs, and War Termination

January 30:

Required Readings:


Suggested Readings:


**Week 5: Reputation, Status, Memory, and Emotions**

February 6:

**Required Readings:**


**Suggested Readings:**


Week 6: Leaders and Psychology

February 13:

Required Readings:


**Author’s Perspective**


Suggested Readings:


**Week 7: Democratic Advantage, Military Effectiveness and Doctrine**

February 20

**Required Readings:**


**Suggested Readings:**


**Week 8: Terrorism**

February 27

*Required Readings:*

• **Robert Pape**, “The Strategic Logic of Suicide Terrorism,” *American Political Science Review*, Vol. 97, No. 3 (August 2003), pp. 343-60. **Author’s Perspective**


*Suggested Readings:*


**Week 9: Grand Strategy and Power Transitions**
February 27

**Required Readings:**


**Suggested Readings:**


- Campbell Craig, Benjamin H. Friedman, Brendan Rittenhouse Green, Justin Logan, Stephen G. Brooks, G. John Ikenberry, William C. Wohlforth, “Debating...”

**Week 10: Alliances, Offense-Defense, and Strategic Culture**

March 5

*Required Readings:*

- **Keren Yarhi-Milo, Alexander Lanoszka, and Zack Cooper, “To Arm or to Ally? The Patron’s Dilemma and the Strategic Logic of Arms Transfers and Alliances,”* International Security, Vol. 41, No.2 (2016), pp. 90-139. **Author’s Perspective**


*Suggested Readings:*


Week 11: Gender and Race

March 26

Required Readings:


Suggested Readings:


Week 12: No Class
Week 13: Nuclear Weapons

April 9

Required Readings:


Suggested Readings:


**Week 14: Civil War, Intervention, and Peacekeeping**

April 16

**Required Readings:**


**Suggested Readings:**


**Week 15: Emerging Technologies and International Security**

April 23

**Required Readings:**


