

International Security

INTA 6103
Spring 2024

Course Information

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

Contact Information

Dr. Lincoln Hines
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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 this 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:

- Thomas C. Shelling, *Arms and Influence* (Yale University Press, 1966)

Course Requirements & Grading

Grading Scale

Assignment	Date	Weight (Percentage)
Class Participation		25%
Response Papers		30%
Policy Paper	April 23 rd	45%

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:

- Tanisha Fazal, "Dead Wrong? Battle Deaths, Military Medicine, and Exaggerated Reports of War's Demise," *International Security*, Vol. 39, No. 1 (Summer 2014), pp. 95-125.
- Robert Jervis, "Cooperation Under the Security Dilemma," *World Politics*, Vol. 30, No. 2 (January 1978), pp. 167-186.
- Lisa Monaco, "Pandemic Disease Is a Threat to National Security," *Foreign Affairs*, March 3, 2020.
- Michael Williams, "Words, Images, Enemies: Securitization and International Politics," *International Studies Quarterly*, Vol. 47, No. 4 (December 2003), pp. 511-531.

Suggested Readings:

- Robert Jervis, "Theories of War in an Era of Leading-Power Peace: Presidential Address, American Political Science Association 2001," *American Political Science Review*, Vol. 96, No. 1 (March 2002): 1-14.
- Keith Krause, "Critical Theory and Security Studies: The Research Programme of Critical Security Studies," *Cooperation and Conflict*, Vol.33, No.3 (1988), 298-333.
- Tang Shiping, "The Security Dilemma: A Conceptual Analysis," *Security Studies*, Vol. 18, No. 3 (2009), p. 587-623.
- Stephen Walt, "The Renaissance of Security Studies," *International Studies Quarterly*, Vol. 35, No. 2 (June 1991), 211-239.

Week 2: Deterrence and Coercion

January 16:

Required Readings:

- **Thomas C. Schelling, *Arms and Influence* (New Haven: Yale University Press, 1966). Entire book. **Group Reading****
- **Austin Carson and Keren Yarhi-Milo, "Covert Communication: The Intelligibility and Credibility of Signaling in Secret," *Security Studies*, Vol. 26, No. 1 (2017): 124-156. **Authors' Perspective****
- Robert Jervis, "Deterrence, the Spiral Model, and Intentions of the Adversary," in Jervis, *Perception and Misperception in International Politics* (Princeton: Princeton University Press, 1976). Chapter 3.
- Carol Cohn, "Sex and Death in the Rational World of Defense Intellectuals," *Signs*, Vol. 12, No. 4 (1987), pp. 687-718.
- Bonnie S. Glaser, Jessica Chen Weiss, and Thomas Christensen, "Taiwan and the True Source of Deterrence: Why America Must Reassure, Not Just Threaten, China," *Foreign Affairs*, November 30, 2023.

Suggested Readings:

- Thomas Schelling, "The Threat that Leaves Something to Chance," in Thomas Schelling, *The Strategy of Conflict* (Cambridge: Harvard University Press, 1980), pp. 187-203.
- Joseph S. Nye Jr., "Deterrence and Dissuasion in Cyberspace," *International Security*, Vol.41, No.3 (Winter 2016/2017), pp.44-71.

- Richard Ned Lebow and Janice Gross Stein, "Deterrence: The Elusive Dependent Variable," *World Politics*, Vol. 42, No.3 (April 1990), 336-69.
- Albert Wohlstetter, "The Delicate Balance of Terror," *Foreign Affairs* Vol. 37 (January 1959), 209-34.
- Paul Huth "Deterrence and International Conflict: Empirical Findings and Theoretical Debate," *Annual Review of Political Science*, Vol. 2 (1999), p. 25–48.
- Azusa Katagiri and Eric Min. "The Credibility of Public and Private Signals: A Document-Based Approach," *American Political Science Review*, Vol. 113, No.1 (2019), p. 156-172.
- Alexander George and Richard Smoke, *Deterrence in American Foreign Policy*, (New York: Columbia University Press, 1974).
- Robert Jervis, "Deterrence Theory Revisited," *World Politics*, Vol. 31, No.2 (January 1979), pp. 289– 324.
- John Mearsheimer, *Conventional Deterrence*, Ithaca, NY: Cornell University Press, 1983).
- Joshua D. Kertzer, Jonathan Renshon, and Keren Yarhi-Milo, "How Do Observers Assess Resolve?" *British Journal of Political Science*, Vol. 51, No. 1 (2015), p. 1-23.

Week 3: Causes of War

January 23:

Required Readings:

- **Stephen Van Evera, *Causes of War: Power and the Roots of Conflict* (Cornell University Press, 2001). Read entire book **Group Reading****
- Jack Levy, "The Causes of War and the Conditions of Peace," *Annual Review of Political Science*, Vol. 1 (1998), pp. 139-165.
- Dale Copeland, *Economic Interdependence and War* (Princeton: Princeton University Press, 2015). Chapters 1 and 4 (pp. 16-50; 144-183).
- **Amy Oakes, "Diversionary War and Argentina's Invasion of the Falkland Islands," *Security Studies*, Vol. 15, No. 3 (2006), pp. 431-463. **Author's Perspective****
- Laura Sjoberg, *Gendering Global Conflict: Toward a Feminist Theory of War*, (New York: Columbia University Press, 2013). Chapters 2 and 5.

Suggested Readings:

- Taylor Fravel, "The Limits of Diversion: Rethinking Internal and External Conflict," *Security Studies*, Vol. 19, No. 2 (2010), pp. 307-341.
- Alexandre Debs and Nuno P. Monteiro, "Known Unknowns: Power Shifts, Uncertainty, and War," *International Organization*, Vol. 68, No. 1 (2014), pp. 1-31.
- Erik Gartzke, "War is in the Error Term," *International Organization*, Vol. 53, No. 3 (1999), pp. 567-587.
- Jonathan Kirshner, "Rationalist Explanations for War," *Security Studies*, Vol.10, No.1 (Autumn 2000), pp. 143-50.

Week 4: Bargaining, Audience Costs, and War Termination

January 30:

Required Readings:

- **James D. Fearon, "Rationalist Explanations for War," *International Organization*, Vol. 49, No. 3 (1995), pp. 379-414. ** Author's Perspective****
- Anne E Sartori, "The Might of the Pen: A Reputational Theory of Communication in International Disputes," *International Organization*, 56, no.1 (2002), 121-149.
- Jessica Chen Weiss, "Authoritarian Signaling, Mass Audiences, and Nationalist Protest in China," *International Organization*, Vol. 67, No. 1 (2013), pp. 1-35.
- Jack Snyder and Erica D. Borghard, "The Cost of Empty Threats: A Penny, not a Pound," *American Political Science Review*, Vol. 105, No. 3 (2011): 437-456.
- Hein Goemans, *War and Punishment: The Causes of War Termination and the First World War* (Princeton: Princeton University Press, 2000). Chapters 2 and 4, pp. 19-52; 72-121.
- Elizabeth Stanley, "Ending the Korean War: The Role of Domestic Coalition Shifts in Overcoming Obstacles to Peace," *International Security*, Vol. 34, No. 1 (2009), pp. 42-82.

Suggested Readings:

- Jessica L. Weeks, "Autocratic Audience Costs: Regime Type and Signaling Resolve," *International Organization*, Vol. 62, No.1 (January 2008), pp. 35-64.

- Robert Powell, "War as a Commitment Problem," *International Organization*, Vol.60, No.1 (Winter, 2006), pp.169-203.

Week 5: Reputation, Status, Memory, and Emotions

February 6:

Required Readings:

- **Daryl G. Press, "The Credibility of Power: Assessing Threats During the 'Appeasement' Crises of the 1930s," *International Security*, Vol. 29, No.2 (2004/05), pp. 136–169. **Author's Perspective****
- Keren Yarhi-Milo, "In the Eye of the Beholder: How Leaders and Intelligence Communities Assess the Intentions of Adversaries," *International Security*, Vol. 38, No. 1 (2013), pp. 7-51.
- Joslyn Barnhart, "Humiliation and Third-Party Aggression," *World Politics*, Vol. 69, No.3 (July 2017), pp. 532-568.
- Eun A Jo, "Memory, Institutions, and the Domestic Politics of South Korean-Japanese Relations," *International Organization*, Vol. 76, No. 4 (2022), pp. 767-798.
- Jonathan Mercer, "The Illusion of International Prestige," *International Security*, Vol.41, No.4 (2017), pp. 133-168.

Suggested Readings:

- Keren Yarhi-Milo and Alex Weisiger, "Revisiting Reputation: How do Past Actions Matter in International Politics?" *International Organization*, Vol. 69, No. 2 (2015), pp. 473-495.
- William Wohlforth, "Unipolarity, Status Competition, and Great Power War," *World Politics*, Vol. 61, No. 1 (2009), pp. 28-57.
- Jonathan Renshon, "Status Deficits and War," *International Organization*, Vol. 70, No.3 (2016), pp. 513-550.
- Deborah Larson and Alexei Shevchenko, "Status Seekers: Chinese and Russian Responses to U.S. Primacy," *International Security*, Vol. 34, No. 4 (Spring 2010), pp.63-95.
- Joslyn Barnhart, "Status Competition and Territorial Aggression: Evidence from the Scramble for Africa," *Security Studies*, Vol. 25, No. 3 (2016), pp. 385-419.

- Allan Dafoe and Devin Caughey, "Honor and War: Southern US Presidents and the Effects of Concern for Reputation," *World Politics*, Vol. 68, No. 2 (April 2016), pp. 341-381.

Week 6: Leaders and Psychology

February 13:

Required Readings:

- Jonathan Mercer, "Emotion and Strategy in the Korean War," *International Organization*, Vol. 67, No. 2 (2013), pp. 221-252.
- Rose McDermott, *Risk-Taking in International Politics: Prospect Theory in American Foreign Policy* (Ann Arbor: University of Michigan Press, 1998). Chapters 1-3, 7.
- **Elizabeth Saunders, "Transformative Choices: Leaders and the Origins of Intervention Strategy," *International Security*, Vol. 34, No. 2 (2009): 119-161. **** Author's Perspective******
- Giacomo Chiozza and Hein Goemans, *Leaders and International Conflict* (Cambridge: Cambridge University Press, 2011). Chapters 1 and 2 (pp. 1-45).
- Joshua Kertzer and Brian Rathbun, "Fair is Fair: Social Preferences and Reciprocity in International Relations," *World Politics*, Vol. 67, No.4 (2015), pp. 613-655.
- Reid B.C. Pauly and Rose McDermott, "The Psychology of Nuclear Brinkmanship," *International Security* 47, no.3 (2023), pp. 9-51.

Suggested Readings:

- Daniel L. Byman and Kenneth M. Pollack, "Let Us Now Praise Great Men: Bringing the Statesman Back In," *International Security*, Vol. 25, No. 1 (Spring 2001), pp. 107-146.
- Michael Horowitz and Allan Stam, "How Prior Military Experience Influences the Future Militarized Behavior of Leaders," *International Organization*, Vol 68, No.3 (2014), pp. 527-559.
- Rose McDermott, Anthony Lopez, and Peter Hatemi, "An Evolutionary Approach to Political Leadership," *Security Studies*, Vol. 25, No. 4 (2016), pp. 677-698.
- Jonathan Mercer, "Rationality and Psychology in International Politics," *International Organization*, Vol. 59, No. 1 (Winter 2005), pp. 77-106.

- Jacques Hymans, *The Psychology of Nuclear Proliferation: Identity, Emotions, and Foreign Policy*, (Cambridge, UK: Cambridge University Press, 2006).

Week 7: Democratic Advantage, Military Effectiveness and Doctrine

February 20

Required Readings:

- **Stephen Biddle, *Military Power: Explaining Victory and Defeat in Modern Battle* (Princeton: Princeton University Press, 2004). Chapters 1-2. **Author's Perspective****
- Caitlin Talmadge, "Different Threats, Different Militaries: Explaining Organization Practices in Authoritarian Armies," *Security Studies*, Vol. 25, No. 1 (2016), pp. 111-141.
- Joslyn N. Barnhart, Robert F. Trager, Elizabeth N. Saunders, and Allen Dafoe, "Women's Suffrage and the Democratic Peace," *Foreign Affairs*, August 18, 2020.
- Sarah E. Kreps, "Just Put it on our Tab: War Financing and the Decline of Democracy," *War on the Rocks*, May 28, 2018.
- Daniel W Drezner, "The Death of the Democratic Advantage?" *International Studies Review*, Vol.24, No.2 (2022).
- Paul Musgrave, "Political Science Has Its Own Lab Leaks," *Foreign Policy*, July 3, 2021.
- Tyler Jost, "The Institutional Origins of Miscalculation in China's International Crises," *International Security*, Vol. 48, No.1, pp. 47-90.
- Barry Posen, *The Sources of Military Doctrine* (Ithaca: Cornell University Press, 1986) chapters 1 and 2.

Suggested Readings:

- Christopher Layne, "Kant or Cant: The Myth of the Democratic Peace," *International Security*, Vol. 19, No. 2 (1994), pp. 5-49.
- Jason Lyall, *Divided Armies: Inequality and Battlefield Performance in Modern War*, (Princeton, NJ: Princeton University Press, 2020).
- Douglas Gibling, *The Territorial Peace: Borders, State Development, and International Conflict* (Cambridge: Cambridge University Press, 2012).

- Erik Gartzke, "The Capitalist Peace," *American Journal of Political Science*, Vol. 51, No. 1 (2007), pp. 166-191.
- Michael Poznansky, "Stasis or Decay: Reconciling Covert War and the Democratic Peace," *International Studies Quarterly*, Vol. 59, No.4 (December 2015), pp. 815-826.
- Austin Caron, "Facing Off and Saving Face: Covert Intervention and Escalation Management in the Korean War," *International Organization*, Vol. 70, No.1 (Winter 2016), pp. 103-131.
- Dan Reiter and Allan C. Stam, *Democracies At War* (Princeton, NJ: Princeton University Press, 2002).

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****
- Mia Bloom, "Palestinian Suicide Bombing: Public Support, Market Share, and Outbidding," *Political Science Quarterly*, Vol. 119, No. 1 (2004), pp. 61-87.
- Sarah Brockhoff, Tim Krieger, and Daniel Meierrieks, "Great Expectations and Hard Times: The (Nontrivial) Impact of Education on Domestic Terrorism," *Journal of Conflict Resolution*, Vol.59, No.7 (2015), pp. 1186-1215.
- Jenna Jordan, "Attacking the Leader, Missing the Mark: Why Terrorist Groups Survive Decapitation Strikes," *International Security*, Vol. 38, No. 4 (Spring 2014), pp. 7-38.
- Andrew H. Kydd and Barbara F. Walter, "The Strategies of Terrorism," *International Security*, Vol. 31, No.1 (2006): 49-80.

Suggested Readings:

- Max Abrams, "Why Terrorism Does Not Work," *International Security*, Vol. 31, No. 2 (Fall 2006), pp. 42-78.
- David Carter, "Provocation and the Strategy of Terrorist and Guerrilla Attacks," *International Organization*, Vol.70, No.1 (2016), pp.133-173.

Week 9: Grand Strategy and Power Transitions

February 27

Required Readings:

- **Robert Gilpin, *War and Change in World Politics* (Cambridge: Cambridge University Press, 1981). Read entire book **Group Reading****
- Paul MacDonald and Joseph Parent, "Graceful Decline? The Surprising Success of Great Power Retrenchment," *International Security*, Vol. 35, No. 4 (2011), pp. 7-48.
- Stephen Brooks, G. John Ikenberry, and William Wohlforth, "Don't Come Home, America: The Case Against Retrenchment," *International Security*, Vol. 37, No. 3 (2012/13), pp. 7-51.
- **Charles L. Glaser, "Washington Is Avoiding the Tough Questions on Taiwan and China," *Foreign Affairs*, April 28, 2021. **Author's Perspective****
- Rebecca Friedman Lissner, "What is Grand Strategy? Sweeping a Conceptual Minefield," *Texas National Security Review*, Vol. 2, No.1 (November 2018), pp. 52-73.

Suggested Readings:

- A.F.K. Organski, *World Politics* (New York: Alfred A. Knopf, 1965). (Chapter 14, "The Power Transition"), pp. 338-76.
- Jack S. Levy, "Declining Power and the Preventive Motivation for War," *World Politics*, Vol. 40, No. 1 (October 1987), pp. 82-107.
- G. John Ikenberry ed., *Power, Order, and Change in World Politics* (Cambridge: Cambridge University Press, 2014).
- Stephen Brooks and William Wohlforth, "The Rise and Fall of the Great Powers in the Twenty-first Century: China's Rise and the Fate of America's Global Position," *International Security*, Vol. 40, No.3 (2015), pp.7-53.
- Christopher Layne, "From Preponderance to Offshore Balancing: America's Future Grand Strategy," *International Security*, Vol. 22, No. 1 (1997), pp. 86-124.
- Eugene Gholz, Daryl Press, and Harvey Sapolsky, "Come Home, America: The Strategy of Restraint in the Face of Temptation," *International Security*, Vol. 21, No. 4 (Spring 1997), pp. 5-48.
- Campbell Craig, Benjamin H. Friedman, Brendan Rittenhouse Green, Justin Logan, Stephen G. Brooks, G. John Ikenberry, William C. Wohlforth, "Debating

American Engagement: The Future of U.S. Grand Strategy," *International Security* Vol. 38, No. 2 (2013), pp. 181-199.

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****
- Michael Beckley, "The Myth of Entangling Alliances: Reassessing the Risks of U.S. Defense Pacts," *International Security*, Vol. 39, No. 4 (2015), pp.7-48.
- Thomas Christensen and Jack Snyder, "Chain Gangs and Passed Bucks: Predicting Alliance Patterns in Multipolarity," *International Organization*, Vol.44, No.2 (Spring 1990), pp. 137-68.
- Mark L Haas, "When Do Ideological Enemies Ally?" *International Security*, Vol. 46, No.1 (Summer 2021), pp. 104-146.
- **S.M. Lynn-Jones, "Offense-Defense Theory and Its Critics," *Security Studies* vol. 4, no. 4 (Summer 1995): 660-91. ** Author Role Play****
- Elizabeth Kier, "Culture and Military Doctrine: France between the Wars." *International Security* vol. 19, no. 4 (1995), pp. 65-93.

Suggested Readings:

- Stephen Walt, *The Origins of Alliances* (Ithaca: Cornell University Press, 1986).
- Dominic Tierney, "Does Chain-Ganging Cause the Outbreak of War?" *International Studies Quarterly*, Vol. 55, No.2 (2011), pp.285-304.
- Tongfi Kim, "Why Alliances Entangle But Seldom Entrap States," *Security Studies*, Vol. 20, No.3 (2011), pp. 350-377.
- Scott Wolford, "Showing Restraint, Signaling Resolve: Coalitions, Cooperation, and Crisis Bargaining," *American Journal of Political Science*, Vol. 58, No.1 (January 2014), pp.144-156.
- Celeste Wallander, "Institutional Assets and Adaptability: NATO after the Cold War," *International Organization*, Vol. 54, No. 4 (2000), pp. 705-35.

Week 11: Gender and Race

March 26

Required Readings:

- **Cynthia Enloe, *Bananas, Beaches, and Bases: Making Feminist Sense of International Politics*, (Berkeley: University of California Press, 2014). Read entire book **Group Reading****
- Kelebogile Zvobgo, "Why Race Matters in International Relations," *Foreign Policy*, June 19, 2020.
- **Richard W. Maas, "Racialization and International Security," *International Security*, Vol. 48, No.2 (Fall 2023), pp. 91-126. **Author's Perspective****
- Jonathan Mercer, "Racism, Stereotypes, and War," *International Security*, Vol. 48, No.2 (Fall 2023), pp. 7-48.
- Rose McDermott, "Sex and Death: Gender Differences in Aggression and Motivations for Violence," *International Organization*, Vol. 69, No. 3 (2015), pp. 753-775.

Suggested Readings:

- Daniel Maliniak, Ryan Powers, and Barbara Walter, "The Gender Citation Gap in International Relations," *International Organization*, Vol. 67, No. 4 (2013), pp.889-922.
- Lauren Wilcox, "Gendering the Cult of the Offensive," *Security Studies*, Vol. 18, No. 2 (2009), pp. 214-240.
- Joshua A. Schwartz, and Christopher W. Blair. "Do Women Make More Credible Threats? Gender Stereotypes, Audience Costs, and Crisis Bargaining." *International Organization* Vol. 74, No.4 (2020), pp. 872-895.
- Ann Tickner, "You Just Don't Understand: Troubled Engagements Between Feminists and IR Theorists," *International Studies Quarterly* Vol. 41, No.4 (1997), pp. 611-632.
- Kelebogile Zvobgo, Arturo C. Sotomayor, Maria Rost Rublee, Meredith Loken, George Karavas, and Constance Duncombe, "Race and Racial Exclusion in Security Studies: A Survey of Scholars," *Security Studies*, Vol. 32, No. 4-5, pp. 593-621.

Week 12: No Class

Week 13: Nuclear Weapons

April 9

Required Readings:

- Nina Tannenwald, "The Nuclear Taboo: The United States and the Normative Basis of Nuclear Non-Use." *International Organization*, Vol. 53, No. 3 (Summer, 1999), pp. 433-468. ** Author's Perspective**
- Austin Long and Brendan Rittenhouse Green. "Stalking the Secure Second Strike: Intelligence, Counterforce, and Nuclear Strategy," *Journal of Strategic Studies*, Vol. 38, No. 1-2 (2015), pp. 38-73.
- Rachel Elizabeth Whitlark, "Nuclear Beliefs: A Leader-Focused Theory of Counter-Proliferation," *Security Studies*, Vol. 26, No.4 (2017), pp. 545-574.
- Paul C. Avey, "Just Like Yesterday? New Critiques of the Nuclear Revolution," *Texas National Security Review* Vol.6, No.2 (Spring 2023), pp.9-31.
- Scott D. Sagan and Benjamin A Valentino, "Revisiting Hiroshima in Iran: What Americans Really Think About Using Nuclear Weapons and Killing Noncombatants," *International Security* Vol.42, No.1 (2017), pp. 41-79.
- Elizabeth N Saunders, "The Domestic Politics of Nuclear Choices-- A Review Essay," *International Security*, Vol. 44, No.2 (Fall 2019), pp. 146-184.

Suggested Readings:

- Vipin Narang, *Nuclear Strategy in the Modern Era: Regional Powers and International Conflict* (Princeton: Princeton University Press, 2014).
- Brendan Rittenhouse Green, *The Revolution that Failed: Nuclear Competition, Arms Control, and the Cold War*, (Cambridge: Cambridge University Press, 2020).
- Kier Lieber & Darryl Press, *The Myth of The Nuclear Revolution: Power Politics in The Atomic Age* (Ithaca, NY: Cornell University Press, 2020).
- Barry Posen, *Inadvertent Escalation: Conventional War and Nuclear Risks* (Ithaca, NY: Cornell University, 1991).
- Caitlin Talmadge, "Would China Go Nuclear? Assessing the Risk of Chinese Nuclear Escalation in a Conventional War with the United States." *International Security*, Vol. 41, No. 4 (Spring 2017), pp. 50-92.

- Andrew J. Coe and Jane Vaynman, "Why Arms Control Is So Rare," *American Political Science Review*, Vol. 114, No. 2 (2020), pp. 342-355.
- Charles L. Glaser "The Causes and Consequences of Arms Races." *Annual Review of Political Science*, Vol. 3, No.1 (2000), pp. 251-276.
- Allison Carnegie and Austin Carson, "The Disclosure Dilemma: Nuclear Intelligence and International Organizations," *American Journal of Political Science* Vol. 63, No.2 (2019), pp. 269-285.
- Allison Carnegie and Austin Carson. "The Spotlight's Harsh Glare: Rethinking Publicity and International Order." *International Organization*, Vol. 72, No. 3 (2018), pp. 627-657.
- Francis J. Gavin, "Strategies of Inhibition: US Grand Strategy, The Nuclear Revolution, and Nonproliferation," *International Security*, Vol. 40, No.1 (Summer 2015), pp. 9-46.
- Nicholas Miller, "The Secret Success of Nonproliferation Sanctions." *International Organization*, Vol. 68. No. 4 (2014), pp. 913-44.

Week 14: Civil War, Intervention, and Peacekeeping

April 16

Required Readings:

- Barbara Walter, "The Critical Barrier to Civil War Settlement," *International Organization*, Vol. 52, No. 3 (Summer 1997), pp. 335-364.
- **Martha Finnemore, *The Purpose of Intervention: Changing Beliefs about the Use of Force* (Ithaca, NY: Cornell University Press, 2003). Chapters 1 and 5. **Author's Perspective****
- Neil Narang, "Assisting Uncertainty: How Humanitarian Aid Can Inadvertently Prolong Civil War," *International Studies Quarterly*, Vol. 59, No. 1 (2015), pp. 184-195.
- Suparna Chaudhry, Sabrina Karim, Matt Scroggs, "How Leaders' Experiences and Rebellion Shape Military Recruitment During Civil War," *Journal of Peace Research*, Vol. 58, No. 5 (2021), pp. 915-929.
- Virginia Page Fortna, "Scraps of Paper? Agreements and the Durability of Peace," *International Organization*, Vol. 57, No. 2 (2003), pp. 337-372.

- Bernd Beber and Christopher Blattman, “The Logic of Child Soldiering and Coercion,” *International Organization*, Vol. 67, No. 1 (2013), pp. 65-104.
- Megan Turnbull, “Elite Competition, Social Movements, and Election Violence in Nigeria,” *International Security*, Vol. 45, No.3 (Winter 2020/2021), pp. 40-78.

Suggested Readings:

- James D. Fearon and David Laitin, “Ethnicity, Insurgency, and Civil War,” *American Political Science Review*, Vol. 97, No. 1 (February 2003), pp. 75-90.
- Sarah Kreps, *Coalitions of Convenience* (Oxford: Oxford University Press, 2011).
- Stathis Kalyvas, *The Logic of Violence in Civil War* (New York: Cambridge University Press, 2006).
- Barry R. Posen, “The Security Dilemma and Ethnic Conflict,” *Survival*, Vol. 35, No. 1 (Spring 1993), pp. 27-48.

Week 15: Emerging Technologies and International Security

April 23

Required Readings:

- Michael C. Horowitz, “Do Emerging Technologies Matter for International Politics?” *Annual Review of Political Science*, Vol.23, pp. 385-400.
- David Wright and Cameron Tracy, “The Physics and Hype of Hypersonic Weapons,” *Scientific American*, August 1, 2021.
- Alexander H Montgomery and Amy J Nelson, “Ukraine and the Kinzhal: Don’t Believe the Hypersonic Hype,” *Brookings Institution*, May 23, 2023.
- **Jon R. Lindsay, “War is from Mars, AI is from Venus: Rediscovering the Institutional Context of Military Automation,” *Texas National Security Review*, Vol.7, No. 1 (Winter 2023/2024). ** Author’s Perspective****
- Robert S. Wilson and Russel Rumbaugh, “Reversal of Nuclear-Conventional Entanglement in Outer Space,” *Journal of Strategic Studies*, 2023