

# POLS 5384:

# INTERNATIONAL SECURITY



## Course Description

This course introduces students to some of the major concepts and issue-areas in the theory and practice of international security. The first part of the course explores different ways to conceive of security studies. The rest of the course focuses narrowly on military-related events, processes, and issues.

Students should keep up with current developments in international affairs; these will be part of the general discussions and used as examples to highlight particular points. Students can follow developments on-line in all major media outlets—such as CNN, The New York Times, The Washington Post, BBC, and so on.

## Student Learning Outcomes

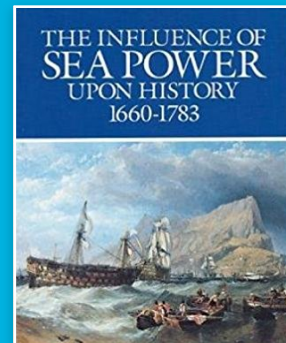
By the end of the course students will be able to:

- Identify and explain some of the main issues that form part of the subfield of security studies.
- Understand how certain approaches and norms have come to dominate the field, as well as identify how they have been challenged.
- Think critically about texts and arguments, as a foundation for a critical approach to issues and problems in any domain.

## Caveat

Please note that the syllabus and course content may change, depending on unforeseen circumstances. Any such changes are at the instructor's discretion. Any changes will be announced at the beginning of class; students are then responsible for being aware of them.

*What is  
security  
studies?*



### Assignments

Participation	30%
Critical review essay	15%
Essay critique	10%
Response papers (3)	30%
Final exam	15%

### Grading scale

A: 80–100%

B: 70–79%

C: 60–69%

D: 50–59%

F: 0–49%

See the course Blackboard for the grading rubric

### On assignments

All assignments must be emailed in; no hard copies will be accepted

Typed, not hand-written

Times New Roman font

12-inch font

Double spaced

1-inch margins all around the document

Proper title page and bibliography

### Readings

Journal articles from the library catalog

eBooks from the library catalog

Items on Blackboard

## Course Policies (Q&A)

I am pledged to UTA's Honor Code. Can you remind me of it?

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

Am I obligated to attend class?

Emphatically yes. Unlike undergraduate courses, graduate seminars depend on student attendance and participation. Students who miss class undermine the learning process. Students who do miss class are responsible for obtaining the material discussed in class from their colleagues. I will not provide notes from lectures or discussions, but I am happy to discuss the material with a student who has already obtained the information.

Please see the course Blackboard for more information on student and professor obligations as well as guidelines for interactions.

What email address should I use to contact you?

Only your UTA MavMail account; I will not respond to any correspondence sent by a non-UTA email account. Students are responsible for regularly checking their UTA accounts, for information and correspondence both from the university and from me regarding course matters.

How formal should my email communication with you be?

I have strong feelings about this (hint: very formal) but I'll spare you a long lecture and let you watch a short video and then read a handy list.

Video: <http://digg.com/video/how-not-to-email-your-professor-you-dingus>

List: <http://blog.cengagebrain.com/blog/2016/03/dos-and-donts-on-how-to-emailyourprofessor/>

Will you write reference letters for students?

Absolutely! Please see the course Blackboard for specific information on what students must do in order to be eligible for a reference letter.

Are you on social media?

Yes. I am active on Twitter and other social media as well as in publishing my research online. I use these primarily for analytical commentary. My online activities represent only my own views, not those of the department or the university. Students are welcome to respectfully respond to any tweets or posts. Students' grades are not in any way connected to this.

Can I hand an assignment in late?

It's better if you don't, because the penalties are quite severe. I'm a real stickler for this stuff. The due dates/times for all assignments are clearly set out, and penalties accrue to any assignment that arrives in my email inbox one minute past the due date/time **per the time stamp in my email account**. Critical review essays and final exams will not be accepted after the due date and time per the time stamp in my inbox unless an extension or make-up has been granted (see below); students will then receive a zero on the assignment. Essay critiques and response papers will not be accepted without penalty after the due date and time per the time stamp in my inbox unless an extension has been granted (see below). Essay critiques and response papers emailed in after 7:00pm but on the same day the assignment is due, will be penalized one percentage point per day off the mark received out of the total worth of the assignment (i.e., 1% per day off whatever grade is given out of 10% or 15%), with an additional percentage point taken off for each additional day the paper is late. Entries will not be accepted after three calendar days after the due date; students will then receive a zero on the assignment.

I understand. But what if there's a genuine emergency? What then?

Life happens, so there are conditions under which late assignments will be accepted. However, extensions and make-up work are allowed only under rare circumstances, such as a very serious development or illness. Common but invalid excuses include (but are not limited to): computer, printer, or car troubles; visiting friends or relatives; being sick the day the assignment is due; having other work. Any request must be before the assignment due date and time. Any such allowance is at my discretion. Documentation is always required and subject to verification, and must be provided within three calendar days after the assignment is due, regardless of the reason. Assignments must be handed in within three calendar days after the original due date. But again, these must be genuine emergencies.

Do you provide extra credit work?

No.

What is the university's policy on withdrawal from courses?

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. The last day to drop the class is March 30. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/ses/fao>).

\* Please see the course Blackboard for more important information on university policies, including disability accommodations, student support services, and non-discrimination actions.

## Course Assignments

### Participation

Because this course is a seminar, students are expected to: (1) Actively prepare for class by thinking about and evaluating the assigned readings, and (2) actively participate in class discussion and debates. In fact, students should do most of the talking in class. Without students' vigorous participation, the course will simply not work and everyone's time will be wasted. Participation is worth 30% of the final grade.

Students should expect that during the course of discussions about the readings and their own papers and essays, their work and their arguments will be critiqued by their colleagues and by me. This should be taken in the manner it is intended: as scholarly exchanges of ideas and an effort to improve. In other words, do not take critiques personally.

### Critical review essay

Students will write one critical review essay, 3–6 pages in length, excluding title page and bibliography. The review essay is worth 15% of the final grade.

The topic will be assigned in the first class. The essay should only discuss the readings for a particular class/topic. Students should not repeat or summarize the readings; everyone else will have read the material. Rather, students should focus on drawing out general themes and common (or disparate) threads, taking a position on a major point raised in the readings (be prepared to defend that position), highlighting strengths or weaknesses of the readings, and so on. In short, the essay is meant to be a critical–analytical evaluation of the material and how it relates to that class's topic and the course materials more generally. Review essays must incorporate a minimum of 3 readings.

In order to facilitate the critiques of these essays, critical review essays must be emailed to the professor by 9:00pm on the Friday before the scheduled class/topic on which the essay is based. I will then post the essay to the course Blackboard, with the expectation that everyone will read and be prepared to discuss it.

Students will also present their essay to the class. Presentations should be 10–12 minutes. Students should feel free to be as creative as they wish in presenting their

material—including the use of short films, websites, slides, charts, fictional dialogue, or any other format they wish to use to impart their analysis.

### Essay critique

Students will critique one critical review essay. Similar to the critical review essay, this assignment is composed of both a presentation and a written element. The essay critique should be 3–4 pages in length, excluding title page and bibliography. The essay critique is worth 10% of the final grade.

The critique is based only on the critical review essay it is addressing and the course readings for that day; outside research is not necessary, though it can be incorporated. In the critique students must analyze and assess a critical review essay. The critique should point out problems, weaknesses, flaws, inconsistencies, implications, and so on in the essay's arguments. It should not summarize the essay. The essay critique should not focus on the critical review's writing style, essay structure, grammar, or anything like that: it should focus only on the substance of the review's evaluation. The essay critique should engage directly with the readings as it does so. Critiques must be conducted in a civil and productive manner.

Critiques are due before the beginning of the class in which they will be presented. Students will present their critique after the critical review essay is presented, and should take no more than 10 minutes.

### Response papers

Students will write three response papers, each 2–3 pages in length, excluding title page and bibliography. Each response paper is worth 10% of the final grade. Students will select their own topics, but cannot write two response papers in a row.

Each response paper must assess two readings assigned for the topic/date they are due. Each must answer the following questions: 1) What is the main argument or concept of the pieces? 2) What, if any, examples do the authors use to support their arguments? 3) What is the main weakness or flaw in each piece? 4) How do the pieces compare to each other? E.g., what is similar or different about them?

Though there will not be any formal presentations on the basis of the response papers, students should be prepared to highlight their analyses for the class. Response papers are due before the beginning of the class in which they will be presented.

## Final exam

A final take-home exam will be written at the end of the course. Students will have one week to write the exam: It will be posted on the course Blackboard and accessible at the end of the final class on Tuesday, May 1, and due by Tuesday, May 8, 10:00pm. The exam is worth 15% of the final grade.

The exam will be cumulative, taking into account everything studied from the beginning of the course (class discussions, readings, and any other materials covered in the course). The format of the final exam is a single essay question. Students should not conduct any outside research; their focus should be on the course materials.

## Course Schedule

**January 16**                      No class - Student orientation and mixer

**January 23**                      Introduction to course

Ken Booth and Toni Erskine, "Introduction: The Argumentative Discipline." In *International Relations Theory Today*, 2nd ed. Ken Booth and Toni Erskine, eds. Cambridge: Polity Press, 2016. [eBook](#)

Jack Snyder, "One World, Rival Theories." *Foreign Policy* 145 (November/December 2004): 52-62. [Catalog](#)

**January 30**                      Discursive approaches to international security

Alexander Wendt, "Anarchy Is What States Make Of It: The Social Construction of Power Politics." *International Organization* 46, no.2 (Spring 1992): 391-425. [Catalog](#)

David Campbell, *Writing Security: United States Foreign Policy and the Politics of Identity*, 2nd ed. Minneapolis: University of Minnesota Press, 1998: Chapters 3, 4, 5, & 6. [eBook](#)

Lene Hansen, "How Images Make World Politics: International Icons and the Case of Abu Ghraib." *Review of International Studies* 41, no.2 (April 2015): 263-288. [Catalog](#)

**February 6** Defining and redefining "international security"

Paul D. Williams, "Security Studies: An Introduction." In *Security Studies: An Introduction*, 2nd ed. Paul D. Williams, ed. New York: Routledge, 2013.

[Blackboard](#)

Stephen M. Walt, "The Renaissance of Security Studies." *International Studies Quarterly* 35, no.2 (June 1991): 211-239. [Catalog](#)

Steve Smith, "The Contested Concept of Security." In *Critical Security Studies and World Politics*. Ken Booth, ed. Boulder: Lynne Rienner, 2005. [Blackboard](#)

Arnold Wolfers, "'National Security' as an Ambiguous Symbol." *Political Science Quarterly* 67, no.4 (1952): 481-502. [Catalog](#)

Christina Rowley and Jutta Weldes, "The Evolution of International Security Studies and the Everyday: Suggestions from the Buffverse." *Security Dialogue* 43, no.6 (2012): 513-530. [Catalog](#)

Richard Ullman, "Redefining Security." *International Security* 8, no.1 (Summer 1983): 129-153. [Catalog](#)

**February 13** Gendered security

Carol Cohn, "Sex and Death in the Rational World of Defense Intellectuals." *Signs* 12, no.4 (Summer 1987): 687-718. [Blackboard](#)

Cynthia H. Enloe, *Bananas, Beaches and Bases: Making Feminist Sense of International Politics*, 2nd ed. Berkeley: University of California Press, 2014: Chapters 1, 2, 4, & 5. [eBook](#)

Sahla Aroussi, "Women, Peace, and Security in the DRC: Time to Rethink Wartime Sexual Violence as Gender-Based Violence?" *Politics & Gender* 13, no.3 (September 2017): 488-515. [Catalog](#)

Jamie J. Hagen, "Queering Women, Peace and Security." *International Affairs* 92, no.2 (March 2016): 313-332. [Catalog](#)

**February 20** Geopolitics

A.T. Mahan, *The Influence of Sea Power Upon History, 1660-1783*. Boston: Little, Brown and Company, 1918: Chapter 1. [Blackboard](#)

H.J. Mackinder, "The Geographical Pivot of History." *The Geographical Journal* 23, no.4 (April 1904): 421-437. [Catalog](#)

Nicholas Spykman, *The Geography of the Peace*, ed. By Helen R. Nicholl. Archon books, 1969: Chapter 4. [Blackboard](#)

Thomas J. Biersteker, "State, Sovereignty, and Territory." In *Handbook of International Relations*, 2nd ed. Walter Carlsnaes, Thomas Risse, and Beth A. Simmons, eds. 245-272. London: Sage, 2013. [eBook](#)

Monica Duffy Toft, "Territory and War." *Journal of Peace Research* 51, no.2 (2013): 185-198. [Catalog](#)

Tanisha M. Fazal, "State Death in the International System." *International Organization* 58, no.2 (Spring 2004): 311-344. [Catalog](#)

Gareth Stansfield, "The Unravelling of the Post-First World War State System? The Kurdistan Region of Iraq and the Transformation of the Middle East." *International Affairs* 89, no.2 (March 2013): 259-282. [Catalog](#)

## **February 27**

Polarity, hegemony, and international order

Kenneth N. Waltz, *Theory of International Politics*. Berkeley: University of California Press, 1979: Chapter 6. [Blackboard](#)

Paul Schroeder, "Historical Reality vs. Neo-realist Theory." *International Security* 19, no.1 (Summer 1994): 108-148. [Catalog](#)

Stacie E. Goddard, "When Right Makes Might: How Prussia Overturned the European Balance of Power." *International Security* 33, no.3 (Winter 2008/09): 110-142. [Catalog](#)

Wohlforth, William C. "The Stability of a Unipolar World." *International Security* 24, no.1 (Summer 1999): 5-41. [Catalog](#)

Victoria Tin-bor Hui, "Toward a Dynamic Theory of International Politics: Insights from Comparing Ancient China and Early Modern Europe." *International Organization* 58, no.1 (February 2004): 175-205. [Catalog](#)

Edward Luce, "The Changing of the Global Economic Guard." *The Atlantic* April 29, 2017. [Blackboard](#)

Jin Kai, "How a Rules-Based Order Could Cement China's Rise." *The Diplomat* June 6, 2017. [Blackboard](#)

**March 6**

## War

Chris J. Cuomo, "War Is Not Just An Event: Reflections on the Significance of Everyday Violence." *Hypatia* 11, no.4 (November 1996): 30-45. [Catalog](#)

Jack Levy, "The Causes of War and the Conditions of Peace." *Annual Review of Political Science* 1, no.1 (1998): 139-165. [Catalog](#)

Robert Gilpin, "Hegemonic War and International Change." Reprinted from Gilpin, *War and Change in World Politics*. Cambridge: Cambridge University Press, 1981. [Blackboard](#)

Steven Van Evera, "Offense, Defense, and the Causes of War." *International Security* 22, no.4 (Spring 1998): 5-43. [Catalog](#)

Richard Neb Lebow, "The Long Peace, the End of the Cold War and the Failure of Realism." *International Organization* 48, no.2 (Spring 1994): 249-277. [Catalog](#)

Jonathan Kirshner, "The Tragedy of Offensive Realism: Classical Realism and the Rise of China." *European Journal of International Relations* 18, no. 1 (March 2012): 53-75. [Catalog](#)

Jack Levy, "Domestic Politics and War." *Journal of Interdisciplinary History* 18, no.4 (Spring 1988): 653-673. [Catalog](#)

**March 13**

## No class - Spring break

**March 20**

## War, cont.

Boaz Atzili, "When Good Fences Make Bad Neighbors: Fixed Borders, State Weakness, and International Conflict." *International Security* 31, no.3 (Winter 2006/07): 139-173. [Catalog](#)

Ron E. Hassner, "'To Halve and the Hold': Conflicts over Sacred Space and the Problem of Indivisibility." *Security Studies* 12, no.4 (2003): 1-33. [Blackboard](#)

Rose McDermott, "Some People Just Like to Fight." *Political Violence @ A Glance* February 3, 2014. [Blackboard](#)

Asaf Siniver and Jeffrey Collins, "Airpower and Quagmire: Historical Analogies and the Second Lebanon War." *Foreign Policy Analysis* 11, no.2 (April 2015): 215-231. [Catalog](#)

Todd H. Hall, "On Provocation: Outrage, International Relations, and the Franco-Prussian War." *Security Studies* 26, no.1 (2017): 1-29. [Blackboard](#)

Margarita Konaev, "The Future of War Is In Cities – The Study of War Should Follow Suit." *Political Violence @ a Glance* May 23, 2017. [Blackboard](#)

Laia Balcells and Stathis N. Kalyvas, "Does Warfare Matter? Severity, Duration, and Outcomes of Civil Wars." *Journal of Conflict Resolution* 58, no.8 (December 2014): 1390-1418. [Catalog](#)

**March 27** [No class](#)

**April 3** Proliferation of nuclear weapons

Scott D. Sagan, "Why Do States Build Nuclear Weapons? Three Models in Search of a Bomb." *International Security* 21, no.3 (Winter 1996/97): 54-86. [Catalog](#)

Jacques E.C. Hymans, "Theories of Nuclear Proliferation: The State of the Field." *The Nonproliferation Review* 13, no.3 (November 2006): 455-465. [Blackboard](#)

Kenneth N. Waltz, "Why Iran Should Get the Bomb: Nuclear Balancing Would Mean Stability." *Foreign Affairs* 91, no.4 (July/August 2012): 2-5. [Catalog](#)

Colin H. Kahl, "Response: One Step Too Far." *Foreign Affairs* 91, no.5 (September/October 2012): 157-162. [Catalog](#)

Nina Tannenwald, "The Nuclear Taboo: The United States and the Normative Basis of Nuclear Non-Use." *International Organization* 53, no.3 (Summer 1999): 433-468. [Catalog](#)

Max Fisher, "Why is the U.S. Okay with Israel Having Nuclear Weapons But Not Iran?" *The Washington Post* December 2, 2013. [Blackboard](#)

Jacques E.C. Hymans, "Botching the Bomb: Why Nuclear Weapons Programs Often Fail on Their Own—and Why Iran's Might, Too." *Foreign Affairs* 91, no.3 (May 2012): 44-53. [Catalog](#)

Jeffrey Lewis, "The Game Is Over, and North Korea Has Won." *Foreign Policy* August 9, 2017. [Blackboard](#)

**April 10** International terrorism

Audrey Kurth Cronin, "Behind the Curve: Globalization and International Terrorism." *International Security* 27, no.3 (Winter 2002/03): 30-58. [Catalog](#)

Andrew H. Kydd and Barbara F. Walter. "The Strategies of Terrorism." *International Security* 31, no.1 (Summer 2006): 49-80. [Catalog](#)

Ayşe Zarakol, "What Makes Terrorism Modern? Terrorism, Legitimacy, and the International System." *Review of International Studies* 37, no.5 (December 2011): 2311-2336. [Catalog](#)

Erica Chenoweth, "Terrorism and Democracy." *Annual Review of Political Science* 16 (2013): 355-378. [Catalog](#)

Max Abrahms, "Why Terrorism Does Not Work." *International Security* 31, no.2 (Fall 2006): 42-78. [Catalog](#)

Daniel Byman, "Explaining al Qaeda's Decline." *Journal of Politics* 79, no.3 (July 2017): 1106-1117. [Catalog](#)

**April 17** [No class](#)

**April 24** Military-humanitarian intervention

United Nations Office on Genocide Prevention and the Responsibility to Protect, *Responsibility to Protect*. "About." [Blackboard](#)

Sarah Sewall, "Military Options for Preventing Atrocity Crimes." In *The Responsibility to Prevent: Overcoming the Challenges of Atrocity Prevention*, Serena Sharma and Jennifer Welsh, eds. New York: Oxford University Press, 2016. [eBook](#)

Gareth Evans and Mohamed Sahnoun, "The Responsibility to Protect." *Foreign Affairs* 81, no.6 (November/December 2002): 99-110. [Catalog](#)

Jennifer Welsh, "Taking Consequences Seriously: Objections to Humanitarian Intervention." In *Humanitarian Intervention and International Relations*, Jennifer Welsh, ed. Oxford: Oxford University Press, 2004). [eBook](#)

President Barack Obama, "Remarks by the President in Address to the Nation on Libya." [Blackboard](#)

Alan Kuperman, "A Model Humanitarian Intervention? Reassessing NATO's Libya Campaign." *International Security* 38, no.1 (Summer 2013): 105-136. [Catalog](#)

Derek Chollet and Ben Fishman, "Who Lost Libya? Obama's Intervention in Retrospect." *Foreign Affairs* 93, no.2 (May/June 2015): 154-159. [Catalog](#)

The Fund for Peace, *Fragile States Index*. Skim indicators and Global Data (rankings). [Blackboard](#)

**May 1**                      The future of international security

Student discussion questions.

**May 8**                      Final exam due by 10:00pm