

# *International Security*



**POLS 150A**  
**Professor Willard-Foster**

Class Meetings: MWF 1:10-2PM  
Class Location: Lafayette 100  
Office Location: Old Mill 509  
Office Hours: Wed 9:30-10:30/12-1; Fri 9:30-10:30 or by appointment  
Email: melissa.willard-foster@uvm.edu

*\*Note: In the Subject heading of each email please write: "POLS 150"*

## **COURSE DESCRIPTION**

Why do nations go to war when fighting is costly for everyone involved? Why do the weak sometimes challenge the strong, and why do the weak occasionally win? Can the spread of nuclear weapons be stopped and, equally important, should it be? Can terrorists, insurgents and rogue leaders be deterred, or are they too irrational to back down? These are some of the questions we will be addressing this semester as we explore the field of international security. We will begin the course with a brief review of the theories of conflict you would have encountered in POLS 051. We will then examine the origins of specific conflicts, both historical and contemporary, with the goal of assessing the ability of dominant IR theories to explain these phenomena. Finally, we will turn to some of the field's most recent debates on such issues as nuclear weapons, asymmetric warfare, terrorism and counter-insurgency. The goal of this course is to acquaint students with the central issues and debates that drive the field of international security, as well as to give them a solid theoretical footing from which to judge the threat and use of force today.

This course will also serve as an opportunity to cultivate your abilities to think critically, read analytically, and write coherently. To that end, *active* participation and engagement with the course material is essential. To facilitate a class discussion that reflects a broad range of views, I will call on students during class. You may be asked to explain the readings, assess their strengths and weaknesses, or state your opinion. You are also expected to stay up on current events, report on them in class, and relate them to the theories discussed. Students are required to read *at least* the front page of the Global edition of *The New York Times* **before every class**. More on this below.

## REQUIRED TEXTS

Greg Cashman and Leonard C. Robinson, *An Introduction to the Causes of War: Patterns of Interstate Conflict from World War I to Iraq*, 1<sup>st</sup> Ed. (Rowman & Littlefield Publishers, 2007)

Scott D. Sagan and Kenneth N. Waltz, *The Spread of Nuclear Weapons: A Debate Renewed*, Second Edition, (W.W. Norton & Company, 2003)

- *The New York Times*, Global Edition. You MUST read at least **the front page** before every class (<http://global.nytimes.com/>) **and one full article**. I will also occasionally send you articles that pertain to course material. In these instances, you are exempted from the one article requirement. **The articles I send are required readings and material from these articles could appear on quizzes.**

*The New York Times* permits users 10 free articles per month. If you exceed your limit, good! I recommend you get additional news from *The Washington Post*, *The Wall Street Journal*, *the BBC*, *Foreign Policy*, or use the library website to access the school's NYT subscription. To do so, go to <http://search.proquest.com/advanced/> and use the search pub(international new york times) and set the publication date (below the search boxes) to that day's date. This will give you access to the full articles.

- All other readings will be posted on Blackboard
- I reserve the right to change readings as needed. Any changes to the syllabus will be announced in class and through email. I will be using the university's email list, so please make sure you check this account regularly.

## WHAT WILL YOU LEARN?

- You will learn how to interpret current events, think about how they will play out, and relate them to events of the past.
- You will learn how to evaluate theories, read analytically, and argue persuasively. These skills are vital no matter what career choice you make.
- You will learn about dominant theories and current debates in the field of international security, as well as become acquainted with both classic and contemporary texts in the field.
- By learning about the problems that plague our world, as well as their causes and consequences, you will increase your ability to make a difference.

## ASSIGNMENTS AND GRADING

**Plagiarism Quiz (0%):** Plagiarism is a serious offense and any instances will be reported immediately to the Center for Student Ethics & Standards. The following is from the University's Code of Academic Integrity: "All ideas, arguments, and phrases, submitted without attribution to other sources must be the creative product of the student. Thus, all text passages taken from the works of other authors (published or unpublished) must be properly cited. The

same applies to paraphrased text, opinions, data, examples, illustrations, and all other creative work. Violations of this standard constitute plagiarism.”

To ensure everyone understands what constitutes plagiarism, students must complete the online tutorial at <http://unitproj.library.ucla.edu/col/b Bruinsuccess/>. Click on the “Citing and Documenting Sources” link. Take the quiz at the end of the online course and email your grade to me at [melissa.willard-foster@uvm.edu](mailto:melissa.willard-foster@uvm.edu). *You must do this by **February 1<sup>st</sup>***. You will lose one point on your participation/attendance grade for every day this assignment is past due.

**Reading Journal (5%):** To do well in this class, it is essential that you both read and comprehend the assigned material. To assist you with this, you will be writing up short summaries of each of the readings marked with a \* in the syllabus. These are all posted on Blackboard. These summaries should be 2 + sentences/reading. They should focus on summarizing the author’s thesis and most important supporting points.

Summaries will be graded as pass/fail (i.e., 100 or 0). All summaries must be submitted on the day for which the reading is assigned by **NOON**. Students will not be able to post their entries after the deadline. ***I do not accept late responses, but students are allowed to miss one assignment.*** I strongly encourage you to complete journals in advance of the due date to avoid last-minute computer mishaps. To avoid these mishaps, you should check your gradebook frequently. After posting your entry, you should see a green exclamation point if your entry was submitted, but not yet graded. Otherwise, you should see a grade. If you see nothing, your entry did not submit.

The journals will help you study for the quizzes, prepare your papers, participate in class, and keep track of the various arguments you will be encountering. You are encouraged but not required to add your thoughts and reactions to your summary. To receive full credit, you ***must*** follow the format in the example below:

*Example:*

1. **Fukuyama’s Thesis:** The author argues that despite widespread anger directed toward Wall Street over the 2008 financial crisis, there has been no major populist backlash other than the Tea Party Movement. This lack of populist activism, he contends, is a reflection of the left’s lack of a coherent and workable political agenda.  
**Response (Optional):** Fukuyama is writing before the Occupy Movement took off, so did he underestimate the left or is he still basically right? In my opinion ...

You will not get full credit if:

1. You plagiarize the author’s words. This is your summary, so use your own words.
2. You plagiarize a classmate’s words. You’re better off taking a 0 than taking the risk of getting charged with academic dishonesty.
3. You simply state your opinion or pose questions without attempting to summarize the author’s thesis
4. Have so many spelling and/or grammatical mistakes I cannot tell what you are saying

## **Paper (20%)**

Students will write a paper that uses one of the theories discussed in class to explain two historical events. One, but *only* one of these events can be chosen from among those cases we will be discussing in class. Students should see the professor if they need help in identifying cases. Papers should be between 6-8 pages in length and no more than 10. The due date is **March 25<sup>th</sup>**.

Please note the following:

1. Do not write your name on the paper. Just use your “95 Number.”
2. All papers must be handed in at the beginning of class. I do not accept papers via email. ***Late papers will be marked down 2 points every day past the due date.***
3. All papers must be typed, double-spaced, with 1 inch margins and Times New Roman 12 pt. font. Pages must also be numbered. ***Students that fail to follow the specified format will lose a point off their grade.***
4. The key to good writing is editing. You will need to edit your papers and rewrite them on your own. ***Students will be marked down a half point for all spelling mistakes, typos, and simple grammatical mistakes.***
5. You **MUST** use citations in your paper. For course readings, you may use the author’s last name and page number (e.g., Walt, p. 4). For readings outside of class, consult *The Chicago Manual of Style* (<http://library.uvm.edu/guides/citation/chicago.php>) for proper citation format.
6. Make sure your thesis statement (i.e., a sentence or two that summarizes your main argument) is clear and stated at the outset.
7. You may submit an outline of your paper for my comments no later than ***one week*** before the due date.

## **Midterm and Final Exams (25%; 25%)**

The midterm exam will take place in class on **March 18** and the final exam will be on **May 6** in this room from 1:30 pm – 4:15 pm. No make-ups will be given. Exceptions will be granted only in cases of medical or family emergency. You must notify the instructor no later than 2 weeks before the final if you anticipate a time conflict with another course.

## **Quizzes (20%)**

There will be four multiple choice question quizzes throughout the semester. The dates for the quizzes are: Feb 12, Mar 4, Apr 6, May 2. These will be based on class lectures and readings from previous weeks. The quizzes are designed to ensure you are keeping up on the reading. Toward that end, you should expect questions that relate to material that appeared in the reading but may or may not have been discussed in class. I will not offer a make-up for each quiz. Instead, I will offer ONE make-up quiz during the reading period, on MAY 5<sup>th</sup>.

## Participation & Attendance (5%)

Attendance is required. Students that have more than *three* unexcused absences will have their participation/attendance grades reduced by ten points for every additional absence. If you come to class late, it is *your* responsibility to see that your attendance is registered.

Active participation is also essential for success in this class. Students should expect and be prepared to be called upon in class. If this poses a problem, students are encouraged to speak with the instructor by the end of the Add/Drop period. *I offer students who wish not to be called on during class an alternative weekly writing assignment.*

The quality of your participation matters as much as the quantity. Effective participation involves keeping up on the news, taking notes on weekly readings, thinking about how the readings relate to current and historical events, and comparing the arguments made to those discussed in previous weeks.

We will, at times, be discussing controversial subjects in this course. Students should feel comfortable sharing their opinions in class, but must also respect the cultures, backgrounds, and beliefs of their classmates. If any problems arise, I strongly encourage students to see me in my office hours.

## CLASSROOM PROTOCOL

The Department of Political Science requires that this classroom protocol, defining minimum standards of conduct, be included in all syllabi of political science classes.

1. Students are expected to attend and be prepared for ALL regularly scheduled classes.
2. Students are expected to arrive on time and stay in class until the class period ends. If a student knows in advance that s/he will need to leave early, s/he should notify the instructor before the class period begins.
3. Students are expected to treat faculty and fellow students with respect. For example, students ***must not disrupt class by leaving and reentering during class***, must not distract class by making noise, and must be attentive to comments being made by the instructors and by peers.

Students are expected to abide by the following guidelines as well:

1. Members of UVM organizations or sports teams that travel out of town must provide an official travel schedule in order to receive accommodation for their absences.
2. Students who require leave for religious holidays must submit a schedule of their anticipated absences in writing before the end of the second week of class.
3. **All cell phones and other electronic devices must be turned off and out of sight before the start of each class. This includes laptops, iPads, tablets, etc. Prepare to take**

**notes the old-fashioned way. If I see you texting in class, you will lose ten points on your participation grade, without warning.**

4. Students with disabilities or medical conditions are asked to communicate with the instructor any accommodations they require before the end of the second week of class. For more information on the various resources available for students with disabilities, visit the university's office of disability services, ACCESS (<http://www.uvm.edu/access/>).
5. Covered beverages are allowed in class; food is not.

## **COURSE OUTLINE AND READING ASSIGNMENTS**

### **Week 1: Key Terms & Theory Review**

*January 20<sup>th</sup>*

No readings assigned

*January 22<sup>nd</sup>*

Stephen M. Walt, "One World, Many Theories" *Foreign Policy*, No. 110, Special Edition: Frontiers of Knowledge. (Spring 1998), pp. 29-32; 34-46.

Stephen M. Walt, "What Would a Realist World Have Looked Like?" *Foreign Policy*, January 8, 2016

<http://foreignpolicy.com/2016/01/08/what-would-a-realist-world-have-looked-like-iraq-syria-iran-obama-bush-clinton/>

### **Week 2: Theory Review – Realism**

*January 25<sup>th</sup>*

\*Mearsheimer "Imperial by Design," *The National Interest*, Jan/Feb 2011, pp. 16-34

*January 27<sup>th</sup>*

\*Stephen G. Brooks, G. John Ikenberry, and William C. Wohlforth, "Don't Come Home America: The Case against Retrenchment," *International Security*, Vol. 37, No. 3 (Winter 2012/13), pp. 7-40

*January 29<sup>th</sup>*

\*Kupchan, "Enemies into Friends," *Foreign Affairs*, March/April 2010

### **Week 3: Theory Review – Liberalism, Domestic Politics & Constructivism**

*February 1<sup>st</sup>*

\*Robert D. Putnam, "Diplomacy and Domestic Politics: The Logic of Two-Level Games"

\*Farzan Sabet and Aaron Stein, "Iran's Delicate Nuclear Consensus," *Washington Post*, May 29, 2014

<https://www.washingtonpost.com/news/monkey-cage/wp/2014/05/29/irans-delicate-nuclear-consensus/>

February 3<sup>rd</sup>

OPTIONAL--\*Robert A. Manning, “What Does Putin Want?” *Foreign Policy*, December 18, 2015

February 5<sup>th</sup>

\*Alexander Wendt, “Anarchy is What States Make of It,” pp. 59 – 65

#### **Week 4: Theory – Deterrence and Rational Choice**

February 8<sup>th</sup>

\*Thomas Schelling, “The Diplomacy of Violence,” pp. 172-8

February 10<sup>th</sup>

\*James D. Fearon, “Rationalist Explanations for War,” pp. 57 – 65

**\*\*\* FEB 12: QUIZ 1 \*\*\***

#### **Week 5: Political Psychology/WWII in the Pacific, Part I**

February 17<sup>th</sup>

\*Robert Jervis, “Hypotheses on Misperception” pp. 264 - 275

February 19<sup>th</sup>

Cashman & Robinson, Chapter 3, pp. 111 – 138

#### **Week 6: WWII in the Pacific, Part II**

February 22<sup>nd</sup>

Cashman & Robinson, Chapter 3, pp. 138 – 154

February 24<sup>th</sup>

\*Sagan, “The Origins of the Pacific War,” *Journal of Interdisciplinary History*, Vol. 18, No. 4 (Spring 1988), pp. 893 – 922.

February 26<sup>th</sup>

*No Class; Instructor will be presenting at a conference*

#### **Week 7: The 2003 Iraq Invasion**

February 29<sup>th</sup>

Cashman & Robinson, Chapter 7, pp. 304 – 325

March 2<sup>nd</sup>

Cashman & Robinson, Chapter 7, pp. 327 – 333; 340 - 363

March 4<sup>th</sup>

\*Nicholas Lemann, “How It Came to War,” *The New Yorker*, March 31, 2003

**\*\*\* MARCH 4: QUIZ 2\*\*\***

#### **Week 8: Spring Break: March 7-11<sup>th</sup>**

#### **Week 9: The Iran-Iraq War**

March 14<sup>th</sup>

Cashman & Robinson, Chapter 6, pp. 267 – 281

March 16<sup>th</sup>

Cashman & Robinson, Chapter 6, pp. 281 – 295

**\*\*\*MARCH 18: MIDTERM EXAM \*\*\***

**Week 10: Nuclear Weapons**

March 23<sup>rd</sup>

\*Sagan and Waltz, Chapters 1-2

March 28<sup>th</sup>

\*Sagan and Waltz, Chapter 5

**\*\*\*MARCH 23: 3:30 pm Lecture\*\*\***

**Stephen G. Brooks, “America’s Role in the World in the 21st Century”**

(March 25<sup>th</sup> )

OPTIONAL \*Paul Pillar, “We Can Live with a Nuclear-Armed Iran,” *Washington Monthly*, March/April 2012

[http://www.washingtonmonthly.com/magazine/marchapril\\_2012/features/we\\_can\\_live\\_with\\_a\\_nuclear\\_ira035772.php?page=all#](http://www.washingtonmonthly.com/magazine/marchapril_2012/features/we_can_live_with_a_nuclear_ira035772.php?page=all#)

**\*\*\* MARCH 25: PAPER DUE \*\*\***

**Week 11: China & Russia**

March 30<sup>th</sup>

\*Michael Beckley, “China’s Century? Why America's Edge Will Endure,” *International Security*, Vol. 36, Issue 3, 2011/12

\*Arvind Subramanian, “The Inevitable Superpower: Why China’s Dominance Is a Sure Thing,” *Foreign Affairs*, pp. 578-585

April 1<sup>st</sup>

\*X, (George Kennan), “The Sources of Soviet Conduct”

\*Thomas L. Friedman, “Foreign Affairs; Now a Word from X,” *New York Times*, May 2, 1998

**Week 12: Foreign Military Intervention, Civil Wars & Regime Change**

April 4<sup>th</sup>

\*Evans, “When Is It Right to Fight?” 444-448; 455-457

April 6<sup>th</sup>

\*Ann Hironaka, *Neverending Wars: The International Community, Weak States and the Perpetuation of Civil War*, pp. 130 – 148

\* Patrick Stewart, “Weak States and Global Threats: Fact or Fiction?” *Washington Quarterly* 29:2 (Spring 2006), pp. 27-38.



April 8<sup>th</sup>

\*Barry Posen, "The Security Dilemma and Ethnic Conflict," *Survival* 35:1 (1993), pp. 27-47

### Week 13: Terrorism

\*\*\* APRIL11: QUIZ 3\*\*\*

April 11<sup>th</sup>

No Reading Assigned

April 13<sup>th</sup>

\*Robert Pape, "The Strategic Logic of Suicide Terrorism," pp. 343 – 361

April 15<sup>th</sup>

\*Andrew H. Kydd and Barbara Walter, "The Strategies of Terrorism"

OPTIONAL: \*Daniel Byman and Sarah E. Kreps. "Agents of Destruction? Applying Principal-Agent Analysis to State-Sponsored Terrorism," *International Studies Perspectives* (2010): pp. 1-18

### Week 14: Asymmetric War and COIN

April 18<sup>th</sup>

\*Arreguin-Toft, "How the Weak Win Wars," *International Security*, 2001. Volume 26, Issue 1, pp. 93-128

April 20<sup>th</sup>

\*\*\* IN-CLASS GUEST SPEAKER \*\*\*

Ambassador Faith Whittlesey

April 22<sup>nd</sup>

\*Bergen and Tiedermann, "Washington's Phantom War: The Effects of the U.S. Drone Program in Pakistan," *Foreign Affairs*, July/August 2011

### Week 15: New Security Challenges: Cyber Security & Climate Change

April 25<sup>th</sup>

\*Nicole Perlroth, "Online Attacks on Infrastructure Are Increasing at a Worrying Pace," *New York Times*, Oct 14, 2015

<http://bits.blogs.nytimes.com/2015/10/14/online-attacks-on-infrastructure-are-increasing-at-a-worrying-pace/?ref=topics>

\*Herbert Lin, "Cyber Conflict and National Security," pp. 476 – 489

April 27<sup>th</sup>

\*Jody M. Prescott, "The Law of Armed Conflict and the Responsible Cyber Commander," *Vermont Law Review*, Vol. 38, No. 1(2013)

*Required Viewing:* "Autonomous Decision-Making Programs and the Responsible Cyber Commander"

\*\*\* IN-CLASS GUEST SPEAKER\*\*\*

*Professor Jody M Prescott*

*April 29<sup>th</sup>*

\*Alan Dupont, “The Strategic Implications of Climate Change,” pp. 560 – 569

**\*\*\*MAY 2: QUIZ 4\*\*\***

*May 2<sup>nd</sup>*

\*Charles Fishman, “Don’t Let Water be the Problem,” *Foreign Policy*, July/August 2015  
<http://foreignpolicy.com/2015/07/20/starving-for-answers-food-water-united-nations/>

**May 4: Wrap-up and Review**

**\*\*\*\*\*MAY 6: FINAL EXAM \*\*\*\*\***

**1:30PM-4:15PM, L100**