1. Course Description
This course has three related purposes. First, it introduces students to the major theoretical and analytical frameworks used by scholars and analysts of national and international security. Second, it provides a review of the modern debates on a range of timely issues in international security. Finally, it aims to help students improve their analytical tradecraft.

2. Course Objectives
After taking this course students will:

A. Be familiar with some of the most important substantive areas of study and debate in the field of security studies with an emphasis on recent contributions and the connections between research and policy

B. Have an improved ability to analyze and construct arguments about international security issues

C. Have an improved ability to write clearly and effectively about international security issues
3. Course Materials

All of the books are at the GMU bookstore as well as online stores. All other materials will be available on Blackboard.

**Required Books**

4. Course Format and Process

This is a seminar, not a lecture. The course will go as well as the conversation. Come with an open mind and be prepared to learn through close interrogation of the material and the co-construction of knowledge through debate with each other.

5. Course Requirements

Note: I *do not expect* students to have an extensive background in security studies but I *do expect* everyone to read the material before class and to share their thoughts and insights with the class. I especially encourage those students who have professional experience with these subjects to share their knowledge.

1. Enthusiastic seminar participation (20%)

Seminars depend on people showing up ready to rumble. Do the readings, caffeinate as necessary, and do your part to keep things interesting.

2. Team briefings and memos (45% = 3 x 15%).

All students will be assigned to a three-person team. Teams are free to determine the workload in any manner they choose. All will receive a single team grade for each

   A. *Weekly briefing*. Each team will prepare a five-page review memo of the week’s readings and lead discussion once during the term. Weekly assignments will be handed out the first day of class. Instructions available via the course Blackboard site.

   B. *Coercion and deterrence* briefing (20%) Each team will prepare a memo analyzing a case of attempted deterrence or coercion and present their findings to the class on Feb 26. Instructions available via the course Blackboard site.
C. *Emerging threat briefing.* Each team will prepare a memo providing a forecast of an emerging threat and present their findings to the class on Apr 1. Instructions available via the course Blackboard site.

3. **Policy Memo (35%)**
   Students will write a fairly meaty policy memo for the UN Security Council on a current issue of international security of their choice. Due Sunday May 10 by midnight, uploaded to Blackboard. Instructions available via the course Blackboard site.
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<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings &amp; Questions</th>
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<tbody>
<tr>
<td></td>
<td><strong>Course introduction</strong></td>
<td><strong>What are we studying? Why? Big debates?</strong></td>
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| | Defining international security studies | - Smith, “Increasing Insecurity of Security Studies,”  
| | *Analyst’s Toolkit:* Identifying theories and hypotheses; How to arrow diagram | - Koblentz, “How to Arrow Diagram”  
| | | - Thrall, “How to Take Notes,” |
| 2 Jan 29 | **Causes of War** | **Why do states go to war?** |
| | | - Van Evera, “Offense, Defense, and the Causes of War,”  
| | | - Van Evera, “Hypotheses on Nationalism and War,” |
| 3 Feb 5 | **Disorder and Anarchy** | **What is the liberal international order? What does it mean for U.S. grand strategy?** |
| | *Analyst’s Toolkit:* Identifying and creating variables | - Porter, “A World Imagined,”  
| | | - Selections TBA from *What Was the Liberal Order?*  
| | | - Posen, “Step Back,”  
<p>| | | - Brooks and Wohlforth, “Lean Forward,” |</p>
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<th>Week</th>
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<td>4</td>
<td>Strategy &amp; Security</td>
<td>What is the role of strategy in international security?</td>
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<td><strong>Analyst’s Toolkit:</strong> Writing memos</td>
<td>- Art and Greenhill, <em>The Use of Force</em>, Chs. 1-4, 7-11, and 18</td>
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<td>- Thrall, “Five Steps to Writing Killer Memos,”</td>
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<td>5</td>
<td>Threat Assessment</td>
<td>How do states and leaders perceive threats?</td>
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<td><strong>Analyst’s Toolkit:</strong> Operationalizing variables</td>
<td>- Snyder, “Imperial Temptations,”</td>
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<td>- Booth and Wheeler, “Rethinking the Security Dilemma,”</td>
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<td>- Stein, “Threat Perception in International Relations,”</td>
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<td>6</td>
<td>Case Studies in Deterrence and Coercion</td>
<td>When do deterrence and coercion work and fail?</td>
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<td><strong>Memo #1 Due Today:</strong></td>
<td>Teams will present their case study analyses today</td>
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<td>7</td>
<td>Nuclear weapons and nuclear proliferation</td>
<td>How do nuclear weapons influence international affairs and conflict?</td>
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<td><strong>Analyst’s Toolkit:</strong> Creating analytical frameworks</td>
<td>- Sagan and Waltz, <em>Nuclear Weapons, An Enduring Debate</em> (all)</td>
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<td></td>
<td>Spring break</td>
<td>No readings or lectures this week</td>
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<td>Week</td>
<td>Topic</td>
<td>Readings &amp; Questions</td>
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| 8 Mar 18 | Civil wars, failed states, and humanitarian disasters | Do failed states represent a threat or a duty for the international community? Who decides and on what basis?  
- Evans and Sahnoun, “The Responsibility to Protect”  
- Singer, “Famine, Affluence, and Morality”  
- David, “Why the Third World Still Matters,”  
- Van Evera, “Why Europe Matters, Why the Third Doesn’t,”  
- Pape, “When Duty Calls,” |
| 9 Mar 25 | Renewed Great Power Competition | Is the world witnessing renewed great power competition? What are the implications?  
- Brands, “The Chinese Century?”  
- Shifrinson, “Should the United States Fear China’s Rise?”  
- Daalder, “Responding to Russia’s Resurgence,”  
- Graham, “Let Russia Be Russia,” |
| 10 Apr 1 | Emerging Threats | What should we fear next? How likely are emerging threats to actually emerge?  
Students will present their emerging threat analyses today. |
| Preventing War, Promoting Stability?? | | |
| 11 Apr 8 | International Institutions | Does the United Nations help promote a more peaceful world?  
- Goldstein, *Winning the War on War: The Decline of Armed Conflict Worldwide* (all) |
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| 12   | U.S. Military Intervention | Do American (or other) military interventions enhance regional stability and international security?  
  Analyst’s Toolkit: TBD  
  - Zenko, *Between Threats and War* (all) |
| 13   | Democracy Promotion and Nation Building | Does democracy promotion work? Does nation-building work?  
  Analyst’s Toolkit: TBD  
  - Downes and Monten, “Forced to be Free?”  
  - Dobbins, et al., *America’s Role in Nation Building*  
    (Read Executive Summary, Introduction, Lessons Learned; one case chapter to be assigned in class)  
  - Afghanistan Papers, selections TBD |

*Parting Thoughts about the Politics of National Security in the United States*

| 14   | Domestic Politics and International Security | How do people think about war and foreign policy?  
  Analyst’s Toolkit: How to interpret public opinion polls  
  - Kertzer et al, “Moral Support: How Moral Values Shape Foreign Policy Attitudes,”  
  - Jentleson, “Still Pretty Prudent: Post-Cold War American public opinion on the use of military force,”  
  - Thrall et al, “Clash of Generations?” |

May 6 Final policy memo due via Blackboard by midnight
Appendix: University Information

7. Blackboard
Access to MyMason and GMU email are required to participate successfully in this course. Please make sure to update your computer and prepare yourself to begin using the online format BEFORE the first day of class. Check the IT Support Center website. Navigate to the Student Support page for help and information about Blackboard. In the menu bar to the left you will find all the tools you need to become familiar with for this course. Take time to learn each tool. Make sure you run a system check a few days before class. Become familiar with the attributes of Blackboard and online learning.

To login in to the course:
2. Login using your NETID and password.
3. Click on the ‘Courses” tab.
4. Click on GOVT 745 (Fall 2015)

Technical Help
If you have difficulty with accessing Blackboard, please contact the ITU Support Center at 703.993.8870 or support@gmu.edu
If you have trouble with using the features in Blackboard, email courses@gmu.edu

8. University Policies & Information

Academic Integrity
Students must be responsible for their own work, and students and faculty must take on the responsibility of dealing explicitly with violations. The tenet must be a foundation of our university culture. [See http://academicintegrity.gmu.edu/distance].

Honor Code
Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode].
Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.

MasonLive/Email
Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to
students solely through their Mason email account. [See https://thanatos.gmu.edu/masonlive/login].

**Patriot Pass**
Once you sign up for your Patriot Pass, your passwords will be synchronized, and you will use your Patriot Pass username and password to log in to the following systems: Blackboard, University Libraries, MasonLive, myMason, Patriot Web, Virtual Computing Lab, and WEMS. [See https://thanatos.gmu.edu/passwordchange/index.jsp].

**Responsible Use of Computing**
Students must follow the university policy for Responsible Use of Computing. [See http://universitypolicy.gmu.edu/1301gen.html].

**Students with Disabilities**
Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu].

**University Libraries**
University Libraries provides resources for distance students. [See http://library.gmu.edu/distance].

**Writing Center**
The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing. [See http://writingcenter.gmu.edu]. You can now sign up for an Online Writing Lab (OWL) session just like you sign up for a face-to-face session in the Writing Center, which means YOU set the date and time of the appointment! Learn more about the Online Writing Lab (OWL).

**Counseling and Psychological Services**
The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu].

**Family Educational Rights and Privacy Act (FERPA)**
The Family Educational Rights and Privacy Act of 1974 (FERPA), also known as the "Buckley Amendment," is a federal law that gives protection to student educational records and provides students with certain rights. [See http://registrar.gmu.edu/privacy].

Other Considerations
If there are any issues related to religious holidays, please inform the instructor the first week of class.