



## **GOVT 745 International Security**

Spring 2020 | Weds 7:20pm-10:00pm | Innovation Hall 209

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Office Hours: Weds 4-7 or by appointment.

### **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*

- Scott Sagan and Kenneth Waltz, *The Spread of Nuclear Weapons: An Enduring Debate*, 3rd ed. ISBN 978-0393920109
- Micah Zenko, *Between Threats and War*, ISBN: 978-0804771917
- Robert Art and Kelly Greenhill, eds., *The Use of Force*, 8<sup>th</sup> edition. ISBN 978-1442233058
- Joshua Goldstein, *Winning the War on War*. ISBN 978-0452298590

### 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.

## COURSE SCHEDULE

Week	Topic	Readings & Questions
<i>Key Concepts, Frameworks, and Debates</i>		
<p><b>1</b> Jan 22</p>	<p><b>Course introduction</b></p> <p>Course, syllabus and assignment overview</p> <p>Defining international security studies</p> <p><i>Analyst's Toolkit:</i> Identifying theories and hypotheses; How to arrow diagram</p>	<p><b>What are we studying? Why? Big debates?</b></p> <ul style="list-style-type: none"> <li>- Stephen M. Walt, "The Renaissance of Security Studies,"</li> <li>- Smith, "Increasing Insecurity of Security Studies,"</li> <li>- Koblentz, "How to Arrow Diagram"</li> <li>- Thrall, "How to Take Notes,"</li> </ul>
<p><b>2</b> Jan 29</p>	<p><b>Causes of War</b></p> <p><i>Analyst's Toolkit:</i> Dimensions, categories, and matrices</p>	<p><b>Why do states go to war?</b></p> <ul style="list-style-type: none"> <li>- Levy, "The Causes of War and the Conditions for Peace,"</li> <li>- Van Evera, "Offense, Defense, and the Causes of War,"</li> <li>- Van Evera, "Hypotheses on Nationalism and War,"</li> </ul>
<p><b>3</b> Feb 5</p>	<p><b>Disorder and Anarchy</b></p> <p><i>Analyst's Toolkit:</i> Identifying and creating variables</p>	<p><b>What is the liberal international order? What does it mean for U.S. grand strategy?</b></p> <ul style="list-style-type: none"> <li>- Porter, "A World Imagined,"</li> <li>- Selections TBA from <i>What Was the Liberal Order?</i></li> <li>- Posen, "Step Back,"</li> <li>- Brooks and Wohlforth, "Lean Forward,"</li> </ul>

Week	Topic	Readings & Questions
<p><b>4</b> Feb 12</p>	<p><b>Strategy &amp; Security</b></p> <p><i>Analyst's Toolkit:</i> Writing memos</p>	<p><b>What is the role of strategy in international security?</b></p> <ul style="list-style-type: none"> <li>- Art and Greenhill, <i>The Use of Force</i>, Chs. 1-4, 7-11, and 18</li> <li>- Thrall, "Five Steps to Writing Killer Memos,"</li> </ul>
<p><i>Threats and Challenges to International Security</i></p>		
<p><b>5</b> Feb 19</p>	<p><b>Threat Assessment</b></p> <p>Assessing how states and leaders perceive threats</p> <p><i>Analyst's Toolkit:</i> Operationalizing variables</p>	<p><b>How do states and leaders perceive threats?</b></p> <ul style="list-style-type: none"> <li>- Snyder, "Imperial Temptations,"</li> <li>- Booth and Wheeler, "Rethinking the Security Dilemma,"</li> <li>- Stein, "Threat Perception in International Relations,"</li> </ul>
<p><b>6</b> Feb 26</p>	<p><b>Case Studies in Deterrence and Coercion</b></p> <p><b>Memo #1 Due Today:</b></p>	<p><b>When do deterrence and coercion work and fail?</b></p> <p><b>Teams will present their case study analyses today</b></p>
<p><b>7</b> Mar 4</p>	<p><b>Nuclear weapons and nuclear proliferation</b></p> <p><i>Analyst's Toolkit:</i> Creating analytical frameworks</p>	<p><b>How do nuclear weapons influence international affairs and conflict?</b></p> <ul style="list-style-type: none"> <li>- Sagan and Waltz, <i>Nuclear Weapons, An Enduring Debate</i> (all)</li> </ul>
<p>Mar 11</p>	<p><b>Spring break</b></p>	<p><b>No readings or lectures this week</b></p>

Week	Topic	Readings & Questions
<p><b>8</b> Mar 18</p>	<p><b>Civil wars, failed states, and humanitarian disasters</b></p> <p><i>Analyst's Toolkit:</i> Forecasting the future</p>	<p><b>Do failed states represent a threat or a duty for the international community? Who decides and on what basis?</b></p> <ul style="list-style-type: none"> <li>- Evans and Sahnoun, "The Responsibility to Protect"</li> <li>- Singer, "Famine, Affluence, and Morality"</li> <li>- David, "Why the Third World Still Matters,"</li> <li>- Van Evera, "Why Europe Matters, Why the Third Doesn't,"</li> <li>- Pape, "When Duty Calls,"</li> </ul>
<p><b>9</b> Mar 25</p>	<p><b>Renewed Great Power Competition</b></p> <p><i>Analyst's Toolkit:</i> Writing op-eds</p>	<p><b>Is the world witnessing renewed great power competition? What are the implications?</b></p> <ul style="list-style-type: none"> <li>- Brands, "The Chinese Century?"</li> <li>- Shifrinson, "Should the United States Fear China's Rise?"</li> <li>- Daalder, "Responding to Russia's Resurgence,"</li> <li>- Graham, "Let Russia Be Russia,"</li> </ul>
<p><b>10</b> Apr 1</p>	<p><b>Emerging Threats</b></p> <p><b>Memo #2 Due Today</b></p>	<p><b>What should we fear next? How likely are emerging threats to actually emerge?</b></p> <p><b>Students will present their emerging threat analyses today.</b></p>
<p><i>Preventing War, Promoting Stability??</i></p>		
<p><b>11</b> Apr 8</p>	<p><b>International Institutions</b></p> <p><i>Analyst's Toolkit:</i> Generating policy recommendations</p>	<p><b>Does the United Nations help promote a more peaceful world?</b></p> <ul style="list-style-type: none"> <li>- Goldstein, <i>Winning the War on War: The Decline of Armed Conflict Worldwide</i> (all)</li> </ul>

Week	Topic	Readings & Questions
<p><b>12</b> Apr 15</p>	<p><b>U.S. Military Intervention</b></p> <p><i>Analyst's Toolkit:</i> TBD</p>	<p><b>Do American (or other) military interventions enhance regional stability and international security?</b></p> <ul style="list-style-type: none"> <li>- Zenko, <i>Between Threats and War</i> (all)</li> </ul>
<p><b>13</b> Apr 22</p>	<p><b>Democracy Promotion and Nation Building</b></p> <p><i>Analyst's Toolkit:</i> TBD</p>	<p><b>Does democracy promotion work? Does nation-building work?</b></p> <ul style="list-style-type: none"> <li>- Downes and Monten, "Forced to be Free?"</li> <li>- Dobbins, et al., <i>America's Role in Nation Building</i> (Read Executive Summary, Introduction, Lessons Learned; one case chapter to be assigned in class)</li> <li>- Afghanistan Papers, selections TBD</li> </ul>
<p><i>Parting Thoughts about the Politics of National Security in the United States</i></p>		
<p><b>14</b> Apr 29</p>	<p><b>Domestic Politics and International Security</b></p> <p><i>Analyst's Toolkit:</i> How to interpret public opinion polls</p>	<p><b>How do people think about war and foreign policy?</b></p> <ul style="list-style-type: none"> <li>- Kertzer et al, "Moral Support: How Moral Values Shape Foreign Policy Attitudes,"</li> <li>- Jentleson, "Still Pretty Prudent: Post-Cold War American public opinion on the use of military force,"</li> <li>- Thrall et al, "Clash of Generations?"</li> </ul>
<p><b>May 6 Final policy memo due via Blackboard by midnight</b></p>		

## **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:

1. Go to <http://mymason.gmu.edu>.
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](mailto:support@gmu.edu)

If you have trouble with using the features in Blackboard, email [courses@gmu.edu](mailto: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.