

Political Science 334  
Fall 2015  
W 1:10 - 3:30  
LA 337

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Office: LA 353

Office Hours: MW 3:40 – 5:00 & by appointment

## **International Security**

### **Course Description and Objectives**

In this course, we will explore the meaning, sources, and future of human, national, international, and global security. We will consider a range of historical and contemporary threats, assess the vulnerability of individuals, social groups, and states to each threat, and evaluate individual, social, national, and international strategies for reducing threats and vulnerabilities.

The course has three parts. In Part I (Concepts and Priorities), we will define security in terms of survival and prosperity, discuss the conceptual architecture of security studies (the concepts of threat, vulnerability, assistance, and risk) and prioritize subjects of security (individuals, social groups, states, ecosystems, etc.).

In Part II (Theories and Tests), we will explore realist, liberal, and critical explanations about the sources of threat, vulnerability, and assistance and test them with recent and historical data. We will consider a range of violent and non-violent threats to individual and state survival (interstate war, civil war, terrorism, crime, natural disaster, human accident, disease, and deprivation).

In Part III (Forecasts, Strategies, and Policies), we will discuss the roles of analysts, policy makers, and practitioners in making forecasts and developing and implementing policies to improve security. We will also consider ways that states, international organizations, non-governmental organizations, journalists, scholars, and citizens do and could enhance human, national, international, and global security.

By the end of the course, you will be able to:

- Define and explain human, national, international, and global security and insecurity with reference to the concepts of threat, vulnerability, and assistance.
- Evaluate how scholars and other analysts prioritize human, national, international, and global security and how reliably they explain the sources of threats, vulnerabilities, and assistance, forecast future risks, and prescribe policies for improving security levels.
- Measure and compare the historical and contemporary security levels of various actors, make informed forecasts about their future security challenges, and offer prescriptions for them and those who wish to help them meet those challenges.

In the course, you will develop your critical reading skills by evaluating other scholars' theories, arguments, and evidence. You will also improve your analysis and writing skills by comparing and contrasting theories and arguments and by developing and supporting your own arguments about the sources of threat, vulnerability, and assistance, and the security challenges of the coming decades.

### **Prerequisites**

To enroll in this course, you must have at least junior standing, and you must have taken PSCI 230X (Introduction to International Relations).

### **Course Communications**

Throughout the course, I will communicate with you by email and by posting announcements and materials on the Moodle website. To access the website, go to <http://login.umn.edu/>

I will also email you from time to time. To ensure that you receive my emails, check your UM email account on a regular basis or have your UM email forwarded to an account you check often.

## **Required Reading**

To do well in this class, you must complete two types of assigned reading before each class:

1. The readings related to each lecture (see course schedule). There are about 80 pages per week. These readings will be posted on Moodle.
2. News articles and opinion pieces related to human, national, international, and global security in the daily *New York Times*, <http://www.nytimes.com>. To complete this assignment, you will need to read more than the 20 free articles per month allowed on the site. Thus you should either sign up for a 3-month student subscription, which is a few dollars a month, or read the daily NYT for free by logging in on the Mansfield Library website.

## **Other Ways to Keep Up with Current Events**

Whenever possible I encourage you to consult these and other additional sources:

- National daily newspapers such as the *Washington Post*, *Los Angeles Times*, and *Wall Street Journal*, as well as international papers such as the *London Times*, *Guardian*, and *Le Monde*, international news services such as Reuters, and compilations of international news such as <http://worldpress.org/>
- Weekly news magazines such as *The Economist*, *Time*, *Newsweek*, and *US News and World Report*. See also monthly and quarterly journals such as *Foreign Affairs*, *Foreign Policy*, *The National Interest*, and *International Security*.
- National Public Radio programs such as “Morning Edition,” BBC World Service,” and “All Things Considered” on KUFM 89.1 (for schedule, go to <http://www.mtpr.net/>).
- Nightly and weekly television news programs. On PBS, these include “PBS NewsHour,” “BBC World News,” and “Frontline,” which are available on both KUFM Channel 11 (<http://www.montanapbs.org/>) and KSPS Channel 32 (<http://ksps.org/>). The ABC, CBS, and NBC evening news, as well as ABC’s “Nightline,” can also be helpful.

Please note that these will not substitute for the *New York Times*. Because it offers the broadest range and greatest depth of international news and opinion, current event discussions and questions on quizzes and exams will be based on the *New York Times*.

## **Course Requirements and Study Tips**

You are expected to attend class regularly, participate actively in discussions, and complete all of the assigned reading, including the previous day’s *New York Times*, before each class. To encourage you to do so, 10% of your grade will be based on attendance, participation in class discussions, and occasional current events and reading quizzes.

The remainder of your grade will be based on four written assignments. The written assignments will include multiple choice, short answer, and essay questions. They will test your understanding of and ability to analyze material from the readings, lectures, discussions, and *New York Times*. Be prepared to recall and apply what you have learned and to write clear, thoughtful, and well-supported answers to challenging questions.

In class, you should take notes on the lectures and discussions. After class, take a few minutes to write down your overall impressions of the session and the questions and insights it raised for you. These notes will provide you with leads to follow in reviewing for and writing the assignments.

For additional study tips, see “Reading Questions” and “Essay Grading” below.

## **Assignments and Grading**

The assignments and their weight in your overall grade are as follows:

<b><i>Assignment #</i></b>	<b><i>Posting date on Moodle</i></b>	<b><i>Due date, time, &amp; location</i></b>	<b><i>Description</i></b>	<b><i>% of Grade</i></b>
1		Daily, in class and occasionally in groups	Attendance, active and informed participation in class discussion, reading and current events quizzes, and other assignments	10%
2	9/9	9/16 by 12 noon, on Moodle	Preliminary Security Assessment	15%
3	10/7	10/14 by 12 noon, on Moodle	Using the Threat, Vulnerability, and Assistance Framework (TVAF)	15%
4	11/4	11/18 by 12 noon, on Moodle	What Kind of Theorist Am I?	30%
5	12/7	12/14 by 3:10 pm, on Moodle	Final Security Assessment	30%
			TOTAL	100%

The plus/minus grading system will be used. Grades may be curved, but the following distribution is the lowest I will use (*i.e.*, if you earn 93% of all possible points you are assured of an A in the course):

93-100	A	83-86	B	73-76	C	63-66	D
90-92	A-	80-82	B-	70-72	C-	60-62	D-
87-89	B+	77-79	C+	67-69	D+	0-59	F

## **Academic Honesty**

Students must practice academic honesty and should be familiar with the Student Conduct Code. The Code is available at [http://www.umt.edu/vpsa/policies/student\\_conduct.php](http://www.umt.edu/vpsa/policies/student_conduct.php). Students who engage in academic misconduct such as plagiarism (representing another person's work as their own) will receive a 0 for the assignment in question and may be subject to a disciplinary sanction by the university.

## **Disabilities**

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or 406-243-2243. I will work with you and Disability Services to provide a reasonable modification. "Reasonable" means the University permits no fundamental alterations of academic standards or retroactive modifications. Students with disabilities should apprise me of their needs well before the due date of an assignment on which they wish to be accommodated.

## **Make-Up Policy**

Make-up exams will be scheduled only for students directly involved in serious, documented emergencies. Late assignments will be accepted only in these conditions, as well. If you find yourself in the midst of an emergency, you must notify me as soon as possible (in advance of the due-date if possible) that you will be unable to attend the scheduled exam or submit the work on time. To do so, send me an email explaining the circumstances of your emergency and giving me a way to contact you. I reserve the right to deny requests and require makeup work substantially different from the original

assignment. *Note:* Because I accept make-up work only in the event of serious, documented emergencies, if you miss an exam or fail to submit a paper for any other reason you will receive a 0 for the assignment. This will put you at risk of failing the course.

### **Drop Policy, Grading Options, and Incompletes**

The 15<sup>th</sup> day of the semester is the last day to drop the class or change the grading option without my signature on an override form. If you wish to drop or change the grading option after that, you must provide documentation of an emergency or other serious situation in which you are directly involved that has made it impossible for you to complete the course. For UM's policy on incompletes, see [http://archive.umt.edu/catalog/14\\_15/academics/academic-policy-procedure.php](http://archive.umt.edu/catalog/14_15/academics/academic-policy-procedure.php)

### **PSCI 400**

Political Science majors may use this course to complete PSCI 400 (the upper-division writing requirement in the major). The requirements for doing so are as follows:

1. You must have finished your 300-level writing requirement (Gen Ed approved writing course).
2. By the add deadline, you must obtain the paperwork from the PSCI department secretary, Karen Boice, and submit it for my signature.
3. You will propose, write, rewrite, and present an 8-10 page research paper comparing the historical security levels and strategies of three actors, with forecasts and policy prescriptions. See Course Outline and Schedule (below) for due dates.
4. Your grade in PSCI 400 will be the average of your grades for these four assignments.

### **Graduate Students**

Graduate students may enroll in a 500-level section of the course. The requirements for doing so are to:

1. Obtain permission from me.
2. Do both the required and recommended reading on Moodle.
3. On Assignments 2-5, write essays that are twice the length required of undergraduates and refer to both required and recommended reading.
4. Propose, write, rewrite, and present an 18-20 page research paper comparing the historical security levels and strategies of three actors, with forecasts and policy prescriptions. See Course Outline and Schedule (below) for due dates.
5. Your grade in the course will be the average of (1) your grades for the five undergraduate assignments and (2) your grades for the four graduate assignments.

### **Reading Questions**

On the exams and in the assignments and quizzes, you will be asked to compare and contrast the arguments of various scholars and schools of thought. Doing so requires critical reading skills. To develop and practice these skills, consider the following questions for each item you read:

#### A. Overview

1. What is the central question or problem addressed by the author?
2. What is his or her answer or argument?

#### B. Evaluation of the Argument

3. What is the logic of this answer or argument? What school of thought, if any, does it represent?
4. Do you understand the author's argument? Do you agree with it? Why or why not?

#### C. Evaluation of the Evidence

5. What evidence does the author use to support his or her argument?
6. Does the evidence support the argument? Are you aware of other evidence that would support or weaken the argument?

#### D. Significance

7. Which of the authors we have read would agree and disagree with this argument, and why?
8. How does this article fit into the themes and arguments developed in class?

#### **Essay Grading**

- 100 Superb. Develops an extremely well-written, clear, and convincing argument that answers the question and substantiates the answer with facts and other information from readings.
- 90-99 Excellent. Develops a generally well-written, clear, and convincing argument that answers the question and refers well to readings. Omissions or inaccuracies are few and detract little from the overall quality of the argument.
- 80-89 Good. The argument is generally good and answers the question, but the answer is disorganized, unclear, inaccurate, or unsupported in several important respects -- OR -- The argument is well-written, clear, and convincing but doesn't fully answer the question or has few and/or insubstantial references to readings.
- 70-79 Marginal. The answer has numerous shortcomings in organization, clarity, accuracy, or support -- OR -- The argument is fairly well-written, more or less clear, and somewhat convincingly but doesn't really answer the question AND has few and/or insubstantial references to readings.
- 60-69 Unacceptable. The answer is very vague, completely wrong, has nothing to do with the question, and/or provides no evidence of reading.

### **Course Outline and Schedule**

All readings are available to print or download from the Moodle website. Readings marked (+) are from journals available through the library website. If the link is not working, go to <http://www.lib.umt.edu/>, click on "Journals," type in the name of the journal, select the electronic index that contains the issue in which the article appeared, and search for the article using the title and/or author's name. Readings marked (\*) are from books and other sources. If these links are not functioning, please send me an email.

Once you have accessed a reading, print and/or download it so you can highlight and make notes on the text. To minimize the number of pages you have to print, use your printer menu to select "2 pages per page" and "manual duplex."

## **PART I: CONCEPTS AND PRIORITIES**

<i>Date</i>	<i>Topics</i>	<i>Written Assignments</i>
Weeks 1-2 (9/2-9/9)	A. Introduction & Course Overview B. Defining and Explaining Security Reading: Wolfers, Annan C. Actual and Perceived Security Risks Reading: Schneier, Greenhill	Begin ASSIGNMENT 1: Participation
Week 3 (9/16)	D. Whose Security Do You Care About? (Prioritizing Subjects of Security) 1. Human Survival and Security <i>See Moodle for readings for this and subsequent days</i>	Submit ASSIGNMENT 2: Preliminary Security Assessment by 12 noon on 9/16
Week 4 (9/23)	2. State Survival and Security	
Week 5 (9/30)	E. Using the TVAF 1. Threats	
Week 6 (10/7)	2. Vulnerabilities 3. Assistance	
Week 7 (10/14)	F. Discussion	Submit ASSIGNMENT 3: Using the TVAF by 12 noon on 10/14 <i>PSCI 400 and graduate students: Submit paper plan</i>

## **PART II: THEORIES AND TESTS**

<i>Date</i>	<i>Topics and Readings</i>	<i>Written Assignments</i>
Week 8 (10/21)	A. Theories 1. Theories about the Availability and Reliability of Assistance	
Week 9 (10/28)	2. Theories about the Sources of Threats and Vulnerabilities	
Week 10 (11/4)	B. Tests 1. Historical Trends in Violent Threats 2. Historical Trends in Non-Violent Threats 3. Historical Threat and Security Summary	
Week 11 (11/11)	No class – Veteran’s Day holiday	
Week 12 (11/18)	C. Discussion	Submit ASSIGNMENT 4: What Kind of Theorist Am I? by 12 noon on 11/18
Week 13 (11/25)	No class – Thanksgiving holiday	<i>PSCI 400 and graduate students: Submit paper</i>

## **PART III: FORECASTS, STRATEGIES, AND POLICIES**

<i>Date</i>	<i>Topics and Readings</i>	<i>Written Assignments</i>
Week 14 (12/2)	A. Security Roles and Organizations 1. Analysts, Policy Makers, and Practitioners 2. Governmental, Non-Governmental and the (Often Academic) Ones in Between	
Week 15 (12/9)	B. Forecasts, Strategies, and Policies to Address Particular Threats C. Forecasts, Strategies, and Policies to Improve the Security of Particular Actors	<i>PSCI 400 and graduate students: present paper</i>
Week 16 (Monday 12/14 from 1:10 to 3:10 pm)	Final exam	Submit ASSIGNMENT 5: Final Security Assessment by 3:10 pm on Monday 12/14 <i>PSCI 400 and graduate students: Submit revised paper by noon</i>

