
Political Science 353: International Security

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Office Hours:
MWF 1:00p.m.-3:00p.m.
Or By Appointment or Skype

Time and Location:
MWF 3:00-3:50 p.m.
Weinstein Hall 204

Course Website

Visit Blackboard at

<http://blackboard.richmond.edu/>

Course Objectives

This course investigates international issues that threaten the security and prosperity of societies and individuals in the modern world. Students will learn to approach international security issues from a theoretically informed, analytical perspective, applying concepts and theories of security to global challenges such as global terrorism, human slavery and trafficking, genocide, civil wars and insurgencies, and the proliferation of weapons of mass destruction.

In addition to exams, discussions, paper assignments, and lectures, some less conventional teaching tools will help students gain an understanding of the challenges facing state policymakers as they attempt to deal with a wide variety of security threats. Themes of collective security, national security, and individual human security will be addressed several times throughout the semester by policy experts who will call or Skype into the classroom in real time. Conversations with these experts on nuclear security, the Afghanistan war, the Chinese rise to power, and other security issues will allow students to hear from policy advisors and practitioners directly. Students will also be able to ask questions about specific threats, but also about career paths in international affairs and policy.

Students will also learn by doing. In the capstone exercise for the course, students will use what they have learned to play the role of a state in a simulated meeting of the signatories of the Nuclear Nonproliferation Treaty. In the two-week simulation (six class sessions), each state will present a resolution to revise the NPT agreement and/or Additional Protocol and

will use public debate and informal lobbying to convince other states to support the resolution. Students will also defend the interests of their state by speaking and lobbying for and against resolutions proposed by other states. Other students will play the role of non-members like North Korea and “spoiler” states like Iran, affecting events through actions outside of the official deliberations of the body.

The purposes of this exploration of international security issues are three-fold:

- To train students to use an analytical rather than intuitive approach when thinking about national and international security,
- To provide students with a working knowledge of the most severe threats to states, societies, and individuals,
- To help students apply their knowledge and skills to create, evaluate, and publicly defend policy recommendations designed to deal with threats to national and international security.

This is designed to be a very challenging course. Students should expect to read between 100 and 200 pages per week, which means that reading will be required every day, not just evenings before the days on which class meets.

Course Structure

Interactive Lectures

While I will be giving lectures in this class, I prefer to keep class as interactive as possible and encourage students to raise their hand when they have questions about anything I’ve said, when they want to know more about a particular aspect of the lecture, or when they have a contribution that could be valuable for the class. In the past, students have inspired me to take lectures in new directions, opened discussions on pressing current events, and directed the class to interesting information in the form of videos, news reports, or essays. These are all welcome contributions.

Discussion and Presentations

In addition to interactive lectures, we will have time set aside on several days expressly for discussion of issues raised in class or in the readings. During these times, we will sometimes break up into small groups (3-4 people), and each group will have starter questions that I will provide. At other times, we will discuss topics as an entire class, while some days may also take a structured format in which a group of students will present a set of readings to the class and help moderate discussion among the whole. I will use these discussion periods to determine most of students’ participation grade, but if they are particularly active in the interactive lectures, students will benefit from that, as well. Alternatively, students may

show evidence of understanding and reflecting on the class subject through conversations with me outside of class, but this should not be seen as a total replacement for in-class participation. The ability to speak in public is not a personality trait, but a skill to be acquired.

Political Simulation: Renegotiating the NPT

An important feature of this class is the real-time political simulation that takes place near the end of the semester. In this simulation, each student will play the role of a country and represent the interests of that country in a simulated renegotiation of the terms of the Nuclear Nonproliferation Treaty (NPT). A pair of students will be selected to play the United States cooperatively, and some students will play non-member “spoiler” states.

Purpose and General Structure

The goal of the simulation is to explore in greater depth the issue of nuclear proliferation and proliferation control while providing students with a sense of the complexities of attempting to influence policy in the area of international security. Early in the semester, each student will be assigned a state. Most of the states will be members of the Nuclear Nonproliferation Treaty (NPT). In addition to member states, a few students will represent non-members and will receive special instructions. Throughout the rest of the semester, students will do research on their country and prepare a thorough background report that will demonstrate a solid working knowledge of the country’s national security policy history and its position on nuclear proliferation and the NPT. Shortly before the simulation, students will submit resolutions to be introduced to the NPT simulation meeting, and after the simulation has ended, all students will submit an activity report that documents speeches on resolutions under debate and informal attempts to influence events.

Actor Background Paper (15 pages)

To complete the actor background paper, students will need to conduct library research. Library sources include relevant books, policy magazines, major newspapers, government documents, and internet sources. Students may not use *only* internet sources, and Wikipedia references are not acceptable. A bibliography must be included with the paper, but is not counted as a part of the length requirement. Citations for internet sources should include the appropriate URLs. Students must also make an effort to determine that their internet sources are credible and be mindful of ideologically-oriented news sources (such as state-run media outlets).

First drafts of the background paper are required and will be due on **September 29**. I will provide comments and corrections by **October 8**, along with a completed grading rubric, to help guide students in their revisions for the final version. The final version will be due on **October 15**.

The background paper will be divided into sections discussing:

- the general political history of the country (very brief)

- the actors responsible for creating national security policy and their historical influence
- the position of the country regarding nuclear proliferation and the NPT
- an analysis of the sources of the country's nuclear doctrine (argument and evidence)

Resolution/Activity Report

Each student (except non-members) will write a resolution proposing changes to the NPT pertaining to one of several aspects of the NPT (to be announced) and a memo explaining how the resolution is related to the assigned country's position on nuclear proliferation. I will provide a framework to use when crafting the resolutions. Resolutions will be due by the end of the day on **November 7** and will be posted on the simulation section of the course site (accessible via Blackboard). Resolutions should be emailed to me in MS Word or Adobe PDF file format. After the simulation, students will also create an activity report that documents informal efforts to influence debate/votes, the state's votes, and the issues on which the student decided to speak officially (and the logic of these decisions). The report should also document any attempts made by other members to influence the student's votes or gain public support. This activity report will be due by the end of the day on **December 10**.

Simulation Presentation

During the simulated meetings of the NPT conference (November 17-24 and December 1-5), each state (except the non-members) will present a resolution in front of the assembly of members. Members will have already read the resolution on Blackboard by this time, so the presentation should be aimed at persuading members, not simply describing the resolution. Presenters will be expected to speak in support of their resolution for approximately 3 minutes. After a brief caucus period, other members will have the opportunity to speak in support of or against the resolution, after which a vote will take place. Students will be graded on their performance both as primary presenters of resolutions and as speakers for or against other states' resolutions. It is important that everyone do their best to remain "in character" and represent the interests of their state rather than voice personal opinions on topics. For example, it would be inappropriate for a nation currently pursuing nuclear technology to propose a resolution banning peaceful nuclear power technology transfers. **Note:** Business attire is appropriate for all of the simulation meetings. I will serve as the moderator to handle timing/procedures and provide name placards to help students identify other states' representatives.

Evaluation

Two Exams (15% each)

Two exams will be given during the course, each worth 15% of your course grade. Each exam will include short essay questions and fill-in-the-blank or matching questions. The final

exam will not be cumulative (it will only deal with material covered after the midterm). The exams will cover both the lecture material *and* the readings. Special scheduling of individual students' midterm exams will only occur in extreme circumstances (documented medical or family emergencies). For guidelines on rescheduling final exams, see the university's policy on the web.

Participation (10%)

Since interaction during lectures and group discussion is key to the success of this course, I will assign participation grades for each student on a regular basis. Most of the participation grade will be based on discussions, but students who are particularly engaged in lectures (asking meaningful questions, offering counterarguments, etc.) will benefit from this.

Two Short Papers (10% each)

In addition to your major paper for the NPT simulation, you will write two short analysis papers (5 pages, double-spaced) during the semester. One of these papers will be due before the midterm exam and the second will be due between the midterm exam and the final exam, but within those dates, the week in which students write each paper will be their choice. The topic of the papers will be one of the assigned readings for a week, preferably one of the readings that makes a persuasive argument. I will provide a rubric of my expectations for content in terms of critical thinking, organization, use of evidence, and style.

First drafts of papers are required and will be due in class on Monday after the week of the reading chosen by the student as a topic. So, if the student chooses an article assigned for November 10-14, the first draft of the paper on that article would be due on Monday, November 17. I will return drafts with comments and a completed grading rubric, and the final version of the paper will be due one week after I return the first draft to the student.

Simulation (40% total)

As described above, the simulation activity includes a graded background paper (15%), a resolution (5%), a simulation activity report (10%), and public speaking regarding your resolution and the resolutions of your classmates (10%).

Grading Policy

I make decisions about curving exam scores on a test by test basis. If the class average is reasonable on an exam, I reserve the right not to apply a curve or bonus of any kind. If the average is unusually low, however, I will take this as a sign that the test itself has issues and will adjust grades accordingly.

Letter grades for the course will be assigned along the following scale:

A+:	97% or greater
A:	94-96.9%
A-:	90-93.9%
B+:	87-89.9%
B:	84-86.9%
B-:	80-83.9%
C+:	77-79.9%
C:	74-76.9%
C-:	70-73.9%
D+:	67-69.9%
D:	64-67.9%
D-:	60-63.9%
F:	59.9% or below

Required Books and Materials

- Mao Tse-tung. *On Guerrilla Warfare*, translated by Samuel B. Griffith II (2nd edition, 2000). University of Illinois Press. ISBN: 978-0-252-06892-8.
- O'Neill, Bard. *Insurgency and Terrorism: From Revolution to Apocalypse* (2nd edition, revised). Potomac Books. ISBN: 978-1574881721.
- Hoffman, Bruce. *Inside Terrorism* (revised 2st edition). Columbia University Press. ISBN: 0-231-12699-9.
- Corera, Gordon. *Shopping for Bombs: Nuclear Proliferation, Global Insecurity, and the Rise and Fall of the A.Q. Khan Network* (2006). Oxford University Press. ISBN: 978-0-19-530495-4.

Schedule

August 25-29: Frameworks: System, States, Nations, Individuals

- No assigned readings in the first week. I recommend that students begin reading Corera's *Shopping for Bombs* due in September.
- No class on Friday (Dr. Long out of town).

September 1-5: Theories and Their Limitations

- Mearsheimer, Chapters from *The Tragedy of Great Power Politics* (B)
- David, "Explaining Third World Alignment" (B)

- Hensel, “The More Things Change...: Recognizing and Responding to Trends in Armed Conflict” (B)

September 8-12: Nuclear War, Proliferation, Testing, and Disarmament

- Blechman and Rumbaugh, “Bombs Away” (B)
- Corera, *Shopping for Bombs* (all)
- Optional: Pizza CFR Conference Call, “What’s Next for Iraq and the Middle East,” 12:00 9/11/14, location TBA

September 15-19: Insurgency and Revolution

- Swinton, “The Defence of Duffer’s Drift” (B)
- Mao, *On Guerrilla Warfare* (all)
- *Skype Consultation 9/17/14: Stephen D. Biddle, Ph.D., George Washington University (Iraq)*

September 22-26: Counter-Insurgency

- O’Neill, *Insurgency and Terrorism* pp. 45-190 (remaining chapters optional)
- Film: “Restrepo” (MRC Reserve)
- Optional: Pizza CFR Conference Call, “The Impact of Technology on International Security and Geopolitics,” 12:00 9/24/14, location TBA

September 29-October 3: Failed States and Genocidal States

- First Draft of Background Report Due in Class on 29th, Returned on October 8th
- Kasfir, “Domestic Anarchy, Security Dilemmas, and Violation Predation” (B)
- Clapham, “The Global-Local Politics of State Decay” (B)
- Van de Walle, “The Economic Correlates of State Failure” (B)
- Klare, “The Deadly Connection: Paramilitary Bands, Small Arms Diffusion, and State Failure” (B)
- Film: “Shooting at Dogs” (MRC Reserve)

October 6-8: International Terrorism

- Hoffman, *Inside Terrorism* Chapters 1-5, 8. Remaining chapters optional.
- *Skype Consultation 10/6/14: April Alley, Ph.D., International Crisis Group, Yemen (Rise of Regional Al Qaeda Affiliates).*
- Optional: Pizza CFR Conference Call, “The U.S.-India Relationship,” 12:00 10/9/14, location TBA

October 10: Midterm Exam

- Optional exam review sessions.
- Collaborative study guide Google Document online by October 6.

October 15-17: Resource Competition

- Final Version of Background Report Due in Class on 15th
- Downs and Moloney, “Getting China to Sanction Iran” **(B)**
- Zakaria, “The Challenger” and “The Ally” in *The Post-American World* **(B)**
- *Skype Consultation 10/17/14: Michael O’Hanlon, Ph.D., Brookings Institution (Competition with China)*

October 20-24: Rising Regional Powers

- Glaser, “Will China’s Rise Lead to War?” **(B)**
- Burns, “Passage to India” **(B)**
- *Skype Consultation 10/22/14: Matthew Schofield, Europe Bureau Chief (Berlin), McClatchy Tribune News Network (The Russian Threat)*
- *Skype Consultation 10/24/14: Joseph Cirincione, Ploughshares Fund (Nuclear Proliferation)*
- Optional: Pizza CFR Conference Call, “The Future of Guantanamo Bay,” 12:00 10/22/14, location TBA

October 27-31: Organized Crime and the Drug Trade

- Bonner, “The New Cocaine Cowboys: How to Defeat Mexico’s Drug Cartels” (B)
- O’Neil, “The Real War in Mexico: How Democracy Can Defeat the Drug Cartels” (B)
- Naim, “No Business like Drug Business” (B)
- U.S. GAO, “Afghanistan Drug Control” Report to Congressional Committees, November 2006 (B)

November 3-7: Global Disease as a Security Issue

- NPT Simulation Resolution Due on 7th by 5:00 p.m.
- Karesh and Cook, “The Human-Animal Link” (B)
- Garrett, “The Lessons of HIV/AIDS” (B)
- Osterholm, “Preparing for the Next Pandemic” (B)

November 10-14: Slavery and Human Trafficking

- Andreas and Nadelmann, “Slavery and the Slave Trade” (B)
- Andreas and Nadelmann, “Prostitution” (B)
- Naim, “Why is Slavery Booming in the 21st Century?” (B)
- Finkenauer, “Russian Transnational Organized Crime and Human Trafficking” (B)

November 17-24: NPT Simulation

- In class and out of class activities, no new readings.
- Optional: Pizza CFR Conference Call, “U.S.-China Relations,” 12:00 11/20/14, location TBA

December 1-5: NPT Simulation

- In class and out of class activities, no new readings.
- NPT Activity Report Due December 10 by 5:00 p.m.
- Optional: Pizza CFR Conference Call, “The Implications of Drones on U.S. Foreign Policy,” 12:00 12/4/14, location TBA

Friday December 15: Final Exam 2:00-5:00p.m.

- Optional exam review sessions.
- Collaborative study guide Google Document online by December 10.