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## PSCI 334.01: International Security

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Political Science 334  
Spring 2013  
T/Th 3:40-5:00  
GBB L09

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## **International Security**

### **Course Description and Objectives**

This course explores the meaning, sources, and future of human, national, and international security. In the course, you will learn to:

- Define, measure, and explain human, national, and international security and insecurity with reference to the causal concepts of threat and vulnerability.
- Understand how realist, liberal, and critical theorists interpret and build differently upon this foundation and how each explains the sources of threats and vulnerabilities, the overall security of individuals and states, and the relationship among human, national, and international security.
- Evaluate the ability of realist, liberal, and critical theories to explain recent trends in overall human, national, and international security, as well as a range of historical and contemporary threats (interstate war, civil war, intergroup violence, interpersonal attack, natural disaster, human accident, disease, and deprivation) and the vulnerability of particular individuals and states to those threats.
- Make informed predictions about the threats and vulnerabilities of the future and offer prescriptions for individuals, states, social groups, international organizations, non-governmental organizations, and scholars who wish to respond to these security challenges.

During the course, you will develop your critical reading skills by evaluating other scholars' theories, arguments, and evidence. You will also improve your analytic writing skills by comparing and contrasting theories and arguments and by developing and supporting your own arguments about the sources of threat and vulnerability, and the future of security. By the end of the class, you will be able to make informed predictions and prescriptions about 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). If space permits, I will sign in sophomores who have earned at least a B in PSCI 230X.

### **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.umt.edu/>

I will also email you from time to time. To ensure that you receive my emails, you should either 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 lecture:

1. The readings related to each lecture (see course schedule for details). All of these readings will be posted on the Moodle website.
2. News articles and opinion pieces related to human, national, and international 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 I suggest you sign up for a 3-month student subscription, which is just a few dollars per month. The alternative is to read the daily NYT for on the Mansfield Library website, which is free but is more cumbersome.

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

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

- Read other 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* and compilations of international news such as <http://worldpress.org/>
- Read 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*.
- Listen to 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/>).
- Watch national 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 daily reading of the *New York Times*. Because it offers the broadest range and greatest depth of international news and opinion, current event 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, to participate actively in discussions, and to complete all of the assigned reading, including the previous day's *New York Times*, before each class. To encourage you to do so, 5% of your grade will be based on discussion participation and occasional current events and reading quizzes.

The rest of your grade will be based three take-home exams. These exams will test your understanding of and ability to analyze material from the readings, lectures, discussions, and *New York Times*. They will include multiple choice questions, short answers, and essay questions. Be prepared to recall 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 exams.

## **Grading**

The weight attached to each assignment is as follows:

| <i>Assignment #</i> | <i>Due date</i> | <i>Description</i>   | <i>% of Grade</i> |
|---------------------|-----------------|--|-------------------|
| 1                   | 1/31 in class   | In-class worksheet   | 5%                |
| 2                   | 2/26 in class   | Take-home exam #1 (handed out 2/21)  | 20%               |
| 3                   | 3/28 in class   | Take-home exam #2 (handed out 3/21)  | 30%               |
| 4                   | 5/14 by 3:00 pm | Take-home exam #3 (handed out 5/9)   | 40%               |
| 5                   | Daily           | Active and informed participation and current events and readings quizzes. | 5%                |
|                     |                 | 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://life.umt.edu/vpsa/student\\_conduct.php](http://life.umt.edu/vpsa/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.

## **Make-Up Policy**

Make-up exams will be scheduled only for students directly involved in extreme, 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 exam or due-date if possible) that you will be unable to attend the scheduled exam or submit the work on time. To do so, call me or 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 extreme, 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://www.umt.edu/catalog/acad/acadpolicy/default.html>

## **Disabilities**

Students with disabilities should apprise me of their needs at least two weeks before an assignment on which they wish to be accommodated.

## **PSCI 400**

Political Science majors can 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 *and* passed UM's writing proficiency test before enrolling in PSCI 400.
2. You must obtain the paperwork from the PSCI department secretary, Karen Boice, and submit it for my signature by the add deadline.
3. On or before 5/9, you must revise Assignment #3 (Exam 2) to respond to my grading comments. Submit the original assignment with my comments AND your revised version with changes highlighted.
4. Your grade in PSCI 400 will be the average of the grades you receive on the first and final versions of the assignment.

## **Graduate Students**

This course is open to graduate students only by arrangement and with provisions for additional work.

## **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 lecture?

## **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: INTRODUCTION

#### 1. Defining, Measuring, and Explaining Security and Insecurity (1/29-1/31)

Readings for 1/31 (41 pp.):

- +Arnold Wolfers, "National Security as an Ambiguous Symbol," *Political Science Quarterly* 67:4 (Dec. 1952), pp. 481-502 (21 pp).
- \*Caroline Thomas, "The Human Security Challenge: Setting the Scene," in *Global Governance, Development and Human Security* (London: Pluto Press, 2000), pp. 3-23. An easier to read version is available on the Mansfield Library website; search catalog for book title (20 pp.)

Lecture outline:

- A. Defining security and insecurity
  - Security is freedom from threats to survival and prosperity
  - Insecurity is vulnerability to threats to survival and prosperity
- B. Subjects of security in this course: humans and states
  - Human: particular individuals, social groups, or all humans
    - > individual security, social group security, human security
  - State: particular states, groups of states, or all states
    - > national security, alliance security, international security
- C. Measuring security and insecurity
  - Because conditions change, security must be measured at particular moments in time
  - One can measure security either as an absolute (either/or) condition or in relative terms. We are going to think primarily in relative terms.
  - Two actors in the same situation may measure their security differently, due to different levels of risk tolerance.

D. Fundamental causal claim of security studies: The overall level of security that an actor experiences is the result of both the threats it faces and its vulnerability to those threats.

E. Fundamental goal of security studies: to explain historical and current human, national, and international threats, vulnerabilities, and overall security levels so we can predict and improve future security levels.

**\*\*\*ASSIGNMENT #1 (IN-CLASS WORKSHEET) due at the end of class on 1/31\*\***

The worksheet will be handed out and completed in class on 1/31.

**2. Defining and Measuring Threats (2/5-2/7)**

Readings on Defining Threats for 2/5 (81 pp):

+Richard H. Ullman, "Redefining Security," *International Security* 8:1 (Summer 1983), pp. 129-153 (26 pp).

+Jessica Tuchman Mathews, "Redefining Security," *Foreign Affairs* 68:2 (Spring 1989), pp. 162-177 (15 pp.).

\*Ole Wæver, "Securitization and Desecuritization," in Ronnie D. Lipschutz, *On Security* (New York: Columbia University Press, 1995), pp. 46-86 (40 pp).

Reading on Measuring Threats for 2/7 (31 pp):

\*Kelly M. Greenhill, "Counting the Cost: The Politics of Numbers in Armed Conflict," in Peter Andreas and Kelly M. Greenhill, eds., *Sex, Drugs, and Body Counts: The Politics of Numbers in Global Crime and Conflict* (Ithaca, NY: Cornell University Press, 2010), pp. 127-158.

Lecture outline:

A. Defining threat

--Broadly: a hazard or possible injury or loss; anything that could imperil the survival and prosperity of a certain kind of unit or actor.

--Narrowly: a phenomenon that is frequently or potentially deadly to a certain type of unit/actor

B. Using the narrow definition of threat, we can identify three types of threat to humans and states:

1. Violence

--interstate war

--civil war

--intergroup violence

--interpersonal attack

--self-harm

2. Natural disasters and human accidents

3. Disease and deprivation

C. Measuring threats: frequency vs. severity

D. A brief history of threats to human and national security

### 3. Defining and Measuring Vulnerabilities (2/12-2/14)

Readings (82 pp)

- \*Nate Silver, "What You Don't Know Can Hurt You," *The Signal and the Noise: Why So Many Predictions Fail -- But Some Don't* (New York: Penguin, 2012), pp. 412-445 (33 pp).
- \*John Mueller and Mark G. Stewart, *Terror, Security, and Money: Balancing the Risks, Benefits, and Costs of Homeland Security* (New York: Oxford University Press, 2011), Intro, Ch. 1, Ch. 9 and Appendix (49 pp).

Lecture outline:

- A. Defining vulnerability: the capability of being wounded; attributes of an actor that make it more or less likely to be confronted with a particular threat and, if confronted with the threat, more or less likely to perish or suffer
- B. Types of vulnerability
  - Exposure to threat
  - Lack of awareness of exposure (intelligence )
  - Lack of will to devise and implement appropriate countermeasures (strategies, operations, tactics, and policies)
  - Lack of capability to devise and implement appropriate countermeasures (power, resources)
  - Lack of external assistance
- C. Measuring vulnerability
- D. Devising appropriate strategies

### 4. Measuring Recent Human, National, and International Security (2/19-21)

Reading to be assigned

Lecture outline:

- A. To measure an actor's vulnerability to a particular threat:
  - Historically or currently, determine whether/how often/how severely it experienced the threat at/over that time.
  - In the future, estimate the probability that it will experience the threat at all/often/or severely over some period of time.
- B. To measure the overall security of a particular actor:
  - Historically or currently, determine whether/how often/how severely it experienced all possible threats at/over that time.
  - In the future, estimate the probability that it will experience all possible threats at all/often/or severely over some period of time.
- C. Measuring individual/social group/human security
  - Measurement issues
  - Long term trends in vulnerabilities to particular threats
  - Overall security, 2000-2012
- D. Measuring national/alliance/international security
  - Measurement issues
  - Long term trends in vulnerabilities to particular threats
  - Overall security, 2000-2012
- E. The recent relationship between individual and national security

The exam will be handed out in class on 2/21.

## **PART II: EXPLAINING OVERALL SECURITY AND PARTICULAR THREATS AND VULNERABILITIES**

### **5. Theoretical Overview & Reductionist Arguments about People and States (2/26-2/28)**

Reading to be assigned

Lecture outline:

A. Theories vs. histories

B. Why we need theories

C. Types of security theories

--By theoretical tradition

--Realist

--Idealist

--Liberal

--Critical

--By level of analysis

--Human

--State

--International system

D. Questions we will ask of each theory

--Explanation of historical trends in threats and vulnerabilities and in overall human, national, and international security levels

--Explanation of whether, why, and how human, national, and international security are related

--Predictions about how threats and vulnerabilities and overall security levels will change in the future

--Prescriptions for individuals, states, social groups, NGOs, IGOs, and scholars interested in improving human, national, and/or international security.

--Historical and current evidence that supports and/or weakens these explanations, predictions, and prescriptions

E. Reductionist theories

1. Human Nature and Behavior as Sources of Security and Insecurity

--Classical Realist, Classical Liberal, Feminist, and Constructivist Theories

2. State and Social Attributes as Sources of Security and Insecurity

--Classical Realist, Classical Liberal, Marxist, Feminist, and Constructivist Theories

**6. Systemic Theories about the Structure of the International System (3/5-3/28)**

Reading to be assigned

Lecture outline (detailed outlines will be provided in class):

- A. Structural-realist theory (3/5-3/7)
- B. Technological realism (3/12-3/14)
- C. Neoliberalism and Neo-Marxism (3/19)
- D. Constructivism (3/21)
- E. Catch up and review (3/26)

**\*\*\*ASSIGNMENT #3 (TAKE-HOME EXAM #2) due at the beginning of class on 3/28\*\*\***

The exam will be handed out in class on 3/21.

**PART III: PREDICTIONS AND PRESCRIPTIONS ABOUT CURRENT AND FUTURE THREATS**

**7. Violence (4/9-4/11)**

Reading to be assigned

Lecture outline:

- A. Interstate war: North Korean attacks on South Korea and threats against others
- B. Civil war: the situation in Yemen or Mali

**8. Natural Disaster, Human Accident, Disease, and Deprivation (4/16-4/18)**

Reading to be assigned

Lecture outline:

- A. Complex emergencies
- B. Natural disaster, human accident, disease, and deprivation in Haiti

**PART IV: PREDICTIONS AND PRESCRIPTIONS ABOUT CURRENT AND FUTURE VULNERABILITIES**

**9. The Rise of New Great Powers (4/23-4/25)**

Reading to be assigned

Lecture outline to be provided

**10. Climate Change (4/30-5/2)**

Reading to be assigned

Lecture outline to be provided

**PART V: CONCLUSIONS AND RECOMMENDATIONS**

**11. Strategies for Improving Human, National, and International Security (5/7-5/9)**

Reading to be assigned

Lecture outline to be provided

**\*\*\*ASSIGNMENT #4 (TAKE-HOME EXAM #3) due by 3:00 pm on Tuesday, May 14 \*\*\***

The exam will be handed out in class on 5/9.