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PSC 333.01: International Security

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International Security

Course Description and Objectives
This course will develop your ability to analyze the causes, conduct, and consequences of war. We will begin by exploring the consequences of war for personal, national, international, and global security. We will then examine theories about the causes of war and apply them to understand the occurrence of World War I, World War II, and the Cold War. Next, we will explore the conduct and consequences of these wars at the doctrinal, strategic, operational, and tactical levels. We will conclude by discussing contemporary issues in war, peace, and security, including the causes, conduct, and consequences of the war on terrorism and the war in Iraq, weapons proliferation, the future of military technology, the rise of new great powers, humanitarian intervention, and alternatives to war.

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 causes, conduct, and consequences of war. By the end of the class, you will be able to make informed predictions and prescriptions related to the security challenges of the coming years.

Prerequisites
To enroll in this course, you must be of at least sophomore standing, and you must have taken PSC 130 (Introduction to International Relations).

Course Communications
Throughout the course, I will communicate with you by email and by posting announcements and materials on the Blackboard website. To ensure that you receive my emails, you should check your UM email account on a regular basis. For Blackboard instructions, consult the handout, “Using Blackboard.”

Required Texts
To do well in this class, you must complete all of the assigned reading before each lecture and keep up with current events, as described below. The following texts are required. The first two are available for purchase at the bookstore and will be on 2-hour reserve at Mansfield Library

- Articles that are or will soon be posted in the Course Materials section of the Blackboard website (+ and *).
Keeping Up With Current Events
You are required to keep up with current events related to personal, national, international, and global security by reading *The New York Times* on a daily (Monday - Friday) basis. You may do so either by reading the hard copy at the library or by reading the electronic edition on the World Wide Web (http://www.nyt.com).

There are many ways to supplement your reading of the *New York Times*:

- Reading other national 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*.

- Reading weekly news magazines such as *The Economist*, *Time*, *Newsweek*, and *US News and World Report*.

- Listening 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/).

- Watching national nightly and weekly television news programs. On PBS, these include “The News Hour,” “BBC World News,” “Frontline,” “NOW,” and “Foreign Exchange,” 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.

I encourage you to consult these and other sources, but they will not substitute for daily reading of the *New York Times*. Because the NYT offers the most extensive international coverage and largest range of opinion, it is the source upon which current events quizzes and exam questions will be based.

Course Requirements and Exams
You are expected to attend class regularly 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, I will give several pop quizzes and assignments. These quizzes and assignments will constitute 10% of your course grade. The rest of your grade will be based on two midterms (the first, an in-class exam worth 25% and the second, a take-home exam worth 30%) and a final (in class, worth 35%). These exams will test your understanding of and ability to analyze material from the readings, lectures, and *New York Times*. They will include multiple choice, short answer, and essay questions. Be prepared to recall what you have learned and to write clear, thoughtful, and well-supported answers to challenging questions.

Graduate students should consult with the professor about additional requirements.

Make-Up Policy
Make-up quizzes and exams will be scheduled only for students directly involved in extreme, documented emergencies. 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 my office 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 any and all petitions for make-up work, and to administer makeup quizzes and exams substantially different from the regular ones.

Note: Since I will 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.
**Grading**

To reiterate, the weight attached to each assignment is as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm #1 (10/13)</td>
<td>25%</td>
</tr>
<tr>
<td>Midterm #2 (out 11/10, due 11/19)</td>
<td>30%</td>
</tr>
<tr>
<td>Final (12/9)</td>
<td>35%</td>
</tr>
</tbody>
</table>

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

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

October 6 is the last day to drop this class or change the grading option without my signature on an override form. If you wish to drop or change the grading option after October 6, you must provide documentation of an emergency or other serious situation that has made it impossible for you to complete the course. For UM’s policy on incompletes, see p. 23 of the Course Catalog.

**Academic Honesty**

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the professor and/or a disciplinary sanction by the university.

Students must be familiar with the Student Conduct Code. The Code is available for review online at [http://www.umt.edu/sa/VPSA/index.cfm/page/1321](http://www.umt.edu/sa/VPSA/index.cfm/page/1321).

**Disabilities**

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

On the exams, 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

Readings marked (+ and *) are available to print or download from the Course Materials section of the Blackboard website. All other readings are either in the books by Betts or the book by Art and Waltz (A&W).

Readings marked (+) are from journals available through the library website. If the link is not functioning, 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 owned by myself or the library. If these links are not functioning, please send me an email.

Once you have accessed a reading from Blackboard, 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.”

To avoid problems later in the semester, I strongly suggest you copy, print, or download online articles during the first several weeks of class.

I. Consequences of War and Benefits of Peace
   A. Introduction (8/25)
   B. Personal, National, International, and Global Security and Insecurity, Part I
      Assignment: Graded Question #1 (due by noon on Wednesday 8/27). After attending lecture and filling out the security spectra, log into Blackboard, and answer Graded Question #1 in the Discussion Board. If you have trouble accessing Blackboard, email your answer to me.

      Assignment: Graded Question #2 (due by noon on Friday 8/29). After reading the selections below and attending lecture, log into Blackboard, and answer Graded Question #2 in the Discussion Board. If you have trouble accessing Blackboard, email your answer to me.
II. Causes of War

A. Overview (9/3; 33 pp)
As you read the following selections, think about how these authors would explain why the Iraq war occurred.

*Woodrow Wilson, "President Woodrow Wilson’s War Message" (Address to Congress Asking for Declaration of War, April 1, 1917) and Woodrow Wilson, "President Wilson’s Fourteen Points" (Address to Congress, January 8, 1918) available at the World War I Document Archive, http://www.lib.byu.edu/~rdh/wwi/ (select year, then scroll down to dates) (9 pp).


B. The First Image: Human Nature and Behavior as Causes of Conflict and Cooperation

1. Realist, Liberal, and Feminist Theories of Human Nature (9/8; 49 pp)
Margaret Mead (1940), “Warfare is Only an Invention – Not a Biological Necessity,” in Betts, pp. 219-223 (5 pp).


2. Case Study: World War I (9/10; 22-24 pp)
Assignment: World War I Reading Analysis (due at the beginning of class today). Read one of the following readings or groups of readings, type up answers to the reading questions on p. 3 of the syllabus, and be prepared to present and turn in your answers in class.


OR


OR

*Jeannette Rankin, “Why I Voted Against War,” available on pp. 153-155 of http://texts.cdlib.org/dynaxml/servlet/dynaXML?docId=kt758005dx&doc.view=entire_text&query=0 (note: for some reason these pages are near the end of the document, after p. 289)

AND

C. The Second Image: State and Social Attributes as Causes of Conflict and Cooperation

1. Overview (9/15; 56 pp.)
2. Classical Realism
3. Classical Liberalism

4. Marxism-Leninism (9/17; 54 pp.)

5. Case Studies: World Wars I and II
   Assignment: Comparison of Second Image Theories (due at the beginning of class today).
   After reading the following selections, fill out the Second Image Comparison Chart, indicating which facts about World Wars I and II support which of the theories.
   * Emma Goldman, “Preparedness: The Road to Universal Slaughter,” from *Mother Earth*, December 1815 (10 pp).

6. Case Study: The Origins and End of the Cold War (9/22; 41-55 pp.)
   Assignment: Cold War Reading Analysis (due at the beginning of class today).
   Read at least two selections in each of the following groups of readings. Then select one reading to examine in detail. Type up answers to the reading questions on p. 3 of the syllabus, and be prepared to present and turn in your answers in class.

   Origins of the Cold War

   End of the Cold War
   Francis Fukuyama, “The End of History?,” in Betts, pp. 6-17 (11 pp).

D. The Third Image: External Contexts as Causes of Conflict and Cooperation

1. Overview (9/24; 23 pp.)
2. Structural Realism
   a. The Theory (9/24; 23 pp.)
b. Cases: the World Wars and the Origins of the Cold War (9/29; 52 pp.)  
Assignment: Structural Realist Reading Analysis (due at the beginning of class today). Read both of the following items, then select one to examine in detail. Type up answers to the reading questions on p. 3 of the syllabus, and be prepared to turn in and present your answers in class.


3. Technological Realism (10/1; 37 pp.)


4. Dependency Theory (10/6; 42 pp.)
5. Neoliberalism


6. Constructivism (10/8; 40 pp)
7. Case Study: The End of the Cold War

Assignment: Comparison of Third Image Theories (due at the beginning of class today). After finishing the readings below, fill out the Third Image Comparison Chart for WWI, WWII, and the Cold War. Indicate which facts about each war support each theory. Come to class ready to discuss the chart and participate in an intensive review.


***MIDTERM #1: In class on Monday, 10/13***

III. The Conduct of War
A. Doctrine, Strategy, Operations, and Tactics (10/15; 40 pp.)


B. Sources and Consequences of Doctrine and Strategy (10/20; 32 pp.)
Review Jervis and Adams in Technological Realism section.

C. Case Studies
1. The Conventional Era
   a. World War I (10/22; 16 pp.)
   b. World War II (10/27; 40 pp.)

2. The Nuclear Era
   a. The Nuclear Revolution (10/29; 33 pp.)
   b. Conflicts Among Nuclear States (11/3; 38 pp)
   c. Limited War (11/5; 15 pp)
   d. Guerilla War and Counter-Insurgency (11/10; 51 pp.)
      ***MIDTERM #2 will be handed out in class today***
   e. Proxy War (11/12; 41 pp. + 5 minute audio)
      *Ted Galen Carpenter, “The Unintended Consequences of Afghanistan,” World
Additional readings may be assigned.

IV. Contemporary Issues in War, Peace, and Security

A. Terrorism: Causes and Conduct (11/17; 67 pp)
   Osama bin Laden, "Speech to the American People,” in Betts, pp. 541-545 (4 pp.)
   Additional or alternative readings may be assigned.

B. Counter-Terrorism: Strategies and Effects (11/19; 55 pp)
   ***MIDTERM #2 is due today at the beginning of class***
   +"US National Strategy for the War on Terrorism."
   +Council on Global Terrorism, "The Terrorism Index," Foreign Policy, September-October 2007 (8 pp.)
   Additional or alternative readings may be assigned.

C. The War in Iraq (11/24; 67 pp.)
   +"US National Strategy for Victory in Iraq," November 30, 2005,

Additional or alternative readings may be assigned.

D. Proliferation, Counter-Proliferation & Revolutions in Military Affairs (12/1; 63 pp.)


Additional or alternative readings may be assigned.


Additional or alternative readings may be assigned.

E. Humanitarian Intervention (12/3; 68 pp.)

F. Alternatives to War


Chaim Kaufmann, “Possible and Impossible Solutions to Ethnic Civil Wars,” in Betts, pp. 360-377 (17 pp).


***FINAL EXAMINATION: Tuesday 12/9 from 3:30-5:30 p.m. in our regular classroom***