

PLTC 225 - International Security

Class Meetings

Winter Semester, 2022

Mondays and Wednesdays, 9:30 - 10:50 AM

Location: Hedge Hall, G18

Contact Information

Instructor: Chris Price (cprice@bates.edu)

Office: 163 Pettengill Hall

Student Hours: Tues and Weds, Noon – 5PM

Course Description

What are the sources of order and disorder in the international system? How do governments carry out their foreign policies? How do states deal with non-state threats to their citizens, whether human such as terrorists and criminals, or biological challenges such as environmental degradation and disease? In this course, we'll examine these topics by critically reading, discussing, and writing about existing scholarship (and its shortcomings) on international security.

After an introductory meeting outlining the course, we will look at three main topics: (1) systemic explanations of cooperation and conflict between nations, introducing major research paradigms, (2) how governments attempt to manage their security, and (3) extending these theories to explain how states interact with non-state actors and threats.

We will examine these topics using a mix of readings, lecture, discussion, presentations, and writing assignments. This course is a step up from introductory lecture courses, and will build your ability to critically evaluate readings from peer-reviewed publications, rather than an assigned textbook. The assignments are focused on providing you an overview of mainstream scholarship on civil conflict, improving your abilities to synthesize and evaluate arguments, and giving you a better sense of how social scientists conduct research. The expectation is that this course is comprised of roughly three hours of in-class instruction and six hours of outside class work per week.

Learning Objectives:

- Recall and classify major arguments about international conflict and cooperation
- Evaluate theories using counter-factual reasoning and evidence
- Improve written and oral expression

Course Materials:

All course materials will be posted on the course site, to minimize the cost to students. Articles should also be available to you via your library account, and I will work with the library to make sure that where possible, books are available electronically. There is no requirement for you to buy the books, but they are available for purchase online either via their press site or retailers.

I may end up changing readings or topics due to unforeseen circumstances. If this happens, I will notify the class via email and update the syllabus on the Lyceum site.

Summary Course Calendar:

Week	Topic	Due
1	Introduction	
2	What is Security?	
3	Anarchy and Balance	
4	Institutions and Interests	
5	Identities and Ideas	Analytic Essay 1
6	Crisis Bargaining	
7	Winter Break	
8	Organizing Militaries	
9	Weapons of Mass Destruction	
10	Civil War and Failed States	Analytic Essay 2
11	Violence Against Civilians/Spring Break	
12	Terrorism	
13	International Crime	Analytic Essay 3
14	Environment and Disease	
15	Reading Period and Final Project	Final Project

Class Structure

This class meets for two eighty-minute sessions each week.

The first meeting each week will consist of a mix of lecture and large group discussion, focused on the week's readings. I will post lecture slides at the end of each week, but you should attend this session having at least skimmed the required reading, ready to ask any major questions you have about the subject.

The second meeting each week will cover any outstanding questions on the topic for that week, and then shift to a workshop format. In this session, you will work in small groups to learn more about the nuts and bolts of how political scientists do research, as well as applying theories to cases. I will provide group assignments and materials for these once I have verified the number and interests of students in the course.

Assessments and Grades

Grading is based on a model of work either meeting, partially meeting, or not meeting expectations. For graded assessments, I will evaluate your performance against a rubric laying out these expectations, which I will provide to you in advance.

I do not use a curve in grading, as I believe curving grades can create perverse incentives for students to undermine their peers. My expectations are that each of you is capable of achieving an A

in this course, and throughout the assessment process I will let you know how your work can be improved.

Your final grade will be assigned based on your achievement on the full set of assessments listed below.

Class Engagement (30%):

- **Workshop Participation and Presentations - 20% (10 x 2%)**

Starting in our third week, we will use most of the Wednesday class period as a workshop, where we will look in greater depth at how social scientists conduct research and how theories apply to specific cases. For each of these workshop periods, I will assign you into small groups and post the task and any additional readings for your small group the week prior to class.

During this period, you will work together as a team for roughly 30 minutes in discussing and coming to consensus on what you will present to the class. After this time, groups will present a brief synopsis to the class on main points that they think are valuable to their classmates, challenges they faced carrying out the assignment, and any questions they could not answer.

- **Discussion Questions - 10% (5 x 2%)**

Five times during the semester, you should e-mail me a reaction you had on the week's readings. These do not have to be long, and can cover any of the following points:

- Shortcomings in empirics or issues of logic you identify in the paper
- Questions you have but cannot answer about the authors empirics
- A case you know about which is not explained by the author's theory despite meeting scope conditions.
- Normative concerns you have about the implications of the author's analysis

I will use these points to help develop discussion questions for class, as well as to gauge your involvement with the readings.

You can submit these starting after our first class, but they must be submitted prior to 6 PM the day before we will cover the readings in class.

Analytic Essays (3 x 15%):

In weeks 4, 9 and 12, I will post a choice of essay prompts to the course website by Noon on Friday, and I will expect you to write a 1,000 - 1,500 word essay answering the question, due at 6 PM Friday the following week. This essay is not meant to be a research project, but an opportunity to show your ability to synthesize the material covered in class. I will provide further guidance on formatting, how to submit, and my grading rubric with the prompt, and resources on writing effective essays on the course website by the third week of class.

Final Project (25%):

For the final, you will write a short paper based on prompts and case materials I will provide on Lyceum. The paper will be between 2,500 and 3,000 words, and should include a discussion of how the articles we read in class would explain the case, and judge this against the available evidence. You will have a choice between multiple prompts, and I am only expecting you to write on one of them.

Grading Standards:

Above or equal to	Below	Letter Grade
98.1	100	A+
92	98.1	A
90	92	A-
88	90	B+
82	88	B
80	82	B-
78	80	C+
72	78	C
70	72	C-
60	70	D
0	60	F

Class Policies:

Absences: I understand that like in any professional workplace, there may be occasions where you find you have a schedule conflict or are unable to attend class. As such, you all have one unexcused absence throughout the semester, and I will allow further excused absences for reasons identified by the [Office of Student Affairs](#).

Regular attendance is important for a productive seminar format and a good predictor of positive learning outcomes. As such, if you miss class, please make arrangements to talk with me so that I know you are caught up on the material for that week.

Academic Integrity: Both the College and myself take academic integrity quite seriously. Throughout this course, the expectation is that in written work you will recognize the sources you used, and that unless an assignment is explicitly stated as a collaborative one, your work is yours and yours alone.

If you have questions about how to cite the works of others, please see the [Writing Center website](#), where you can find information about citation methods and formats.

The University's full policy on academic integrity can be found [here](#), and applies to this course.

Accessibility: It is my goal to create a learning experience that is as accessible as possible. If you anticipate any issues related to the format, materials, or requirements of this course, please meet with me outside of class so we can explore potential options. Students with disabilities may also wish to work with the Office of Accessible Education and Student Support to discuss a range of options to removing barriers in this course, including official accommodations. Please visit their [website](#) for

contact and additional information. If you have already been approved for accommodations through the Office of Accessible Education, please meet with me so we can develop an implementation plan together.

Deadlines and Extensions: The assignment due dates are set well in advance and are meant to provide you flexibility to budget your time. If something comes up which meets the requirements for an excused absence, please let me know as soon as possible so we can arrange an extension.

For all other cases, late assignments will be penalized by 5% (approximately the plus or minus of a grade) for every twelve hours past the due date. There are two reasons for this: (1) to make sure that I have them and can provide feedback in a timely manner, and (2) fairness to your peers, who may also have done better if they had additional time to work, but may have felt unable to put off a deadline.

Equity, Inclusion, and Respect for Others: During the semester, we will be talking about religion, ethnicity, gender, class, and violence. Any of these topics alone is likely to raise strong responses, and even with the best of intentions, it's not unlikely someone will make an ill-considered remark when talking about them at length. I ask that we all do our best to be respectful of others, and that you please let me know if there are any issues which come out of class discussion which you believe need to be resolved. If you are uncomfortable talking to me, please use any of the resources available at the [College's Office of Equity and Inclusion](#).

I stand behind the University's statement on [Diversity](#):

Everyone is different; at Bates, we embrace and learn from that difference.

At Bates, we acknowledge and celebrate the plurality of identities, social positions, cultural perspectives and individual abilities that contribute to human difference. We believe in the emancipating potential of education to help all members of our community promote, respect and embrace diversity – broadly defined – and to preserve and advocate for human dignity. As we avow in the Bates mission statement, “With ardor and devotion — Amore ac Studio — we engage the transformative power of our differences, cultivating intellectual discovery and informed civic action” to prepare leaders who are “sustained by a love of learning and a commitment to responsible stewardship of the wider world.”

Electronic Devices: Electronic devices are now ubiquitous, and there will be particular times in class that will take advantage of them. However, they are often designed in ways that will take your attention away from what is going on around you, particularly in class. I thus reserve the right at any point in the course to ask you to put away your devices, and would ask that you put phones on airplane mode during class to avoid being distracted by notifications.

Grading Disputes: I will make every effort to be transparent and to be accurate in grading your assignments. However, in cases where you believe there is an error in grading, I will carry out re-grading by the following process:

- No earlier than 24 hours after you received the grade and no later than one week after, please send an email to me detailing which portion of the assignment you believe was incorrectly graded, as well as your reasoning for why, citing the rubric.

- I will then regrade the item with the rubric, and will adjust the grade accordingly. If there was an error, I will adjust the grade up; If there was no error, I will explain why the item was graded the way it was; and if it appears that there are additional issues with your answer, I may downgrade and will explain why

Student Hours: What are student hours? They are a time for you to talk with me about any concerns or issues you have with the class, as well as to ask other questions about topics relating to the study of politics which may not be germane to the whole class. You are encouraged to take advantage of these, as they can help head off problems, lessen concerns, and give me a better sense for how you are doing in the course and at Bates.

I have set aside Tuesday morning (9 - 11) and Thursday afternoon (1-3) for student hours, which are the best times to meet with me. I will do my best to honor appointments outside of these hours, and to respond to emails promptly, but realize that it will be slower replies in the evening and weekends. If you make an appointment for a set time, I will honor that appointment over students who have not.

Student Resources: Even in the best of times, students often face challenges that they will need help with outside of class; these are not the best of times. Bates College has a [number of resources](#) available to support you, covering physical and mental health, academic and peer support, and conflict resolution. Please take advantage of them.

Other Unforeseen Issues: For all other policies not enumerated here, my default will be College policy as listed in the [Bates College Student Handbook](#).

Detailed Course Schedule and Readings

Week 1 - Introduction

Wednesday, January 12th

- Read the Syllabus

Week 2 - What do we mean when we talk about “International Security”?

Wednesday, January 19th

- Baldwin, David A. 1997. The Concept of Security. *Review of International Studies* 23(1): 5-26.

Guiding Questions:

What are some of the ways political scientists define international security? How do these definitions affect scholarship and policy?

Workshop:

No Workshop - MLK Day

Week 3 - Anarchy and Balance

Monday, January 24th

- Jervis, Robert. 1978. “Cooperation under the Security Dilemma.” *World Politics* 30(2): 167–214.

Guiding Questions:

How does the nature of the international system incentivize cooperation or conflict? How do states manage the distribution of power? How do these methods affect the probability of conflict?

Workshop:

Wednesday, January 26th

- We will cover how to read an academic article and some basics of statistical methods
- In small groups, you will apply these methods to texts on the balance of power, and present your findings to the class.

Week 4 - Institutions and Interests

Monday, January 31st

- Ikenberry, G. John. 2000. *After Victory: Institutions, Strategic Restraint, and the Rebuilding of Order after Major Wars*. Princeton, NJ: Princeton University Press. Chapter 3, pp. 50-79.
- Russett, Bruce, and John R. Oneal. 2001. *Triangulating Peace: Democracy, Interdependence, and International Organizations*. New York: Norton. Selections.

Guiding Questions:

How do international institutions affect incentives for cooperation and conflict? Which factors are likely to increase or decrease the effectiveness of international institutions in the security realm? What role do electoral incentives play in determining international cooperation or conflict? What links the behavior of individuals to elites in these theories? How do the international and domestic levels of politics interact?

Workshop:

Wednesday, February 2nd

We will talk briefly about how political scientists use formal logic and game theory, and in small groups work through these concepts.

Week 5 - Identities and Ideas

Monday, February 7th

- Finnemore, Martha. 2013. *The Purpose of Intervention*. Ithaca, NY: Cornell University Press. Chapter 1, pp 1-23.
- Wendt, Alexander. 1992. "Anarchy Is What States Make of It: The Social Construction of Power Politics." *International Organization* 46(2): 391–425.

Guiding Questions:

What do we mean when we say something is 'socially constructed'? What role do ideas play in explaining cooperation and conflict? How does identity, often thought of as an individual attribute, apply to states?

Workshop:

Wednesday, February 9th

In small groups, you will look at cases of war and peace, and see which (if any) of these theories best explain them.

Due:

First Analytic Essay, 6PM Friday, February 11th

Week 6 - Crisis Bargaining

Monday, February 14th

- Fearon, James D. 1995. Rationalist Explanations for War. *International Organization* 49(3): 379-414.
- Schelling, Thomas C. 1966. *Arms and Influence*. New Haven, CT: Yale University Press. Chapter 3: The Manipulation of Risk

Guiding Questions:

How do states engage in bargaining? How do these explanations differ from systemic explanations of the reasons for conflict?

Workshop:

Wednesday, February 16th

We will look at datasets on international crises, and discuss how political scientists code and systematize the study of conflict.

Week 7 - Spring Break

February 21st and 23rd

- No Class - Enjoy your break!

Week 8 - Organizing Military Power

Monday, February 28th

- Cohen, Eliot A. 1996. A Revolution in Warfare. *Foreign Affairs* 75(2): 37-54.
- Lyall, Jason, and Isaiah Wilson, III. 2009. Rage Against the Machines: Explaining Outcomes in Counterinsurgency Wars. *International Organization* 63(1): 67-106.

Guiding Questions:

How does technology affect the way conflicts are waged? How do states choose to organize their militaries? What are the challenges for decision makers in deciding on major re-organizations of their militaries?

Workshop:

Wednesday, March 2nd

In small groups, we will talk about some of the practical and ethical challenges that occur between policy makers and social scientists over security issues.

Week 9 - Weapons of Mass Destruction

Monday, March 7th

- Sagan, Scott. 1996. Why do States Build Nuclear Weapons? Three Models in Search of a Bomb. *International Security* 21(3): 54-86.
- Tannenwald, Nina. 1999. The Nuclear Taboo: The United States and the Normative Basis of Nuclear Non-Use. *International Organization* 53(3): 433-468.

Guiding Questions:

How does the technology of violence affect conflict and cooperation? What are some of the reasons why countries do or don't adopt certain types of weapon systems?

Workshop:

Wednesday, March 9th

In small groups, you will look at articles discussing cyber conflict, and see how these debates fit with previous discussions over new types of weapon systems.

Posted: Essay Prompt 2, 12:00 Noon, Friday March 11th.

Week 10 - Civil Wars and Failed States

Monday, March 14th

- Fearon, James D. and David D. Laitin. 2004. Neotrusteeship and the Problem of Weak States. *International Security* 28(4): 5-43.
- Kalyvas, Stathis N., and Laia Balcells. 2010. International System and Technologies of Rebellion: How the End of the Cold War Shaped Internal Conflict. *American Political Science Review* 104(3): 415-429.

Guiding Questions:

How does the international system affect the odds of civil war? Why do states intervene in armed conflicts within states? What challenges are there to using outside force to maintain order?

Workshop:

Wednesday, March 16th

In small groups, you will look at contemporary cases showing the international linkages of civil conflict.

Due: Second Analytic Essay, 6PM Friday, March 18th.

Week 11 – Violence Against Civilians

Monday, March 21st

- Power, Samantha. 2002. *A Problem from Hell: America and the Age of Genocide*. New York: Harper Collins. Selections.
- Kuperman, Alan J. 2013. A Model Humanitarian Intervention? Reassessing NATO's Libya Campaign. *International Security* 38(1): 105-136.

Guiding Questions

- What are the ethical and practical challenges of dealing with violence which affects civilians?

Workshop: No Workshop - enjoy spring break!

Week 12 - Terrorism

Monday, March 28th

- Crenshaw, Martha. 2007. "The Debate over 'New' vs. 'Old' Terrorism." Presented at the Annual Meeting of the American Political Science Association, Chicago
- Pape, Robert A. 2003. The Strategic Logic of Suicide Terrorism. *American Political Science Review* 97(3): 343-361.

Guiding Questions:

How do scholars separate terrorism from other forms of violence by non-state actors? Why do groups engage in transnational terrorism? How great a threat is terrorism to established states? How should states respond to transnational terrorism?

Workshop:

Wednesday, March 30th

We will talk about the methodological challenges inherent in researching security topics.

Week 13 - International Crime

Monday, April 4th

- Andreas, Peter. 2011. "Illicit Globalization: Myths, Misconceptions, and Historical Lessons." *Political Science Quarterly* 126(3): 403–25.
- Pinson, Lauren. 2022. The Domestic Constraints of Counter Trafficking Assistance: Why States Reject Foreign Aid in Fighting Illicit Markets. *Manuscript*.

Guiding Questions:

Why are there illicit violent markets? Why do states sometimes tolerate these groups, yet sometimes crack down? What is the best response to deal with armed groups trafficking in illicit goods?

Workshop:

Wednesday, April 6th

In small groups, we will look at case studies of different types of armed trans-national criminal groups.

Due:

Third Analytic Essay, 6PM Friday, April 8th.

Week 14 – Environmental Threats

Monday, April 11th

- Busby, Joshua W. 2008. Who Cares about the Weather? Climate Change and U.S. National Security. *Security Studies* 17(3): 468-504.
- Fazal, Tanisha M. 2020. Health Diplomacy in Pandemical Times. *International Organization* 74 (Supplement): E78-E97.

Guiding Questions:

How do nations deal with environmental threats? Are these dynamics the same as their response to threats posed by states or human organizations? What can be done to foster cooperation in the face of collective threats to human security?

Workshop:

Wednesday, April 13th

We will look at a mix of new works looking at the effects of natural disaster on conflict.

Finals Week

Friday, April 22nd

- Final Project due, Friday April 22nd, 6 PM