



**INTERNATIONAL SECURITY
PS4610 Spring 2018**

***Prof. Holly Oberle
HUSS 2023***

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Ext. 1907

TA: Zane Larwood (zlarwood@aucegypt.edu)

Class Sessions: M/R 3:30-4:45 Waleed C140

Office Hours: Mondays 8:30-10 am; Thursdays 11:15 am-12:45 pm

You MUST book an appointment with me if you want to see me during office hours. This helps me stay organized and make the most of our time together. Please use the following link: <https://oberle.youcanbook.me/>. Please be on time and cancel if you cannot make it. Walk-in appointments will only be accepted if your request is simple and will only take less than 5 minutes. Meetings can be arranged outside my office hours via email.

International security studies is one of the main subfields of International Relations. Studying international security will broaden your understanding of the causes and consequences of warfare and other security issues such as nuclear proliferation, hunger, and economic inequality. In this course, we will examine these issues by referring to each of the three levels of analysis: international system, states and individual human beings.

The course first provides you with an overview of different approaches to security studies by reviewing the main IR theories and each theory's specific answer to what causes insecurity and the consequences of it. We will then look into the four driving forces behind international security (or the lack thereof) – power, rights, money and psychology/culture. In so doing, the course will give the theoretical and analytical knowledge to understand some of the most pressing and difficult current security challenges facing the world today.

LEARNING OUTCOMES

Upon successful completion of the course, you will:

- 1) know the main features of five different “schools” of security studies, and be able to compare and contrast their assumptions and prescriptions;
- 2) understand the two main methodological frameworks used to structure this course – the difference between different “levels of analysis” and between different “driving forces” of

- international security – and be able to use these to compare and contrast analytical perspectives on individual topics;
- 3) know alternative definitions of key concepts in the discipline – such as what is a “failed state” and what do we mean by “human security” or “responsibility to protect”;
 - 4) know and be able to approach critically the debates surrounding these concepts, using different “schools” to highlight their strengths and weaknesses;
 - 5) understand the latest developments in the discipline – including the increased relevance of constructivist or “securitization” approaches – in shaping our approach to security, and be able to assess critically their implications.
 - 6) be able to articulate clearly and rigorously complex arguments on these themes and to apply them to the analysis of case studies.

COURSE MANAGEMENT

You will receive invitations to view the Google Drive folder. The syllabus and all other important documents, including the readings, will be shared with you using Google Drive. Please take your time to familiarize yourself with Google Drive. I DO NOT use Blackboard. The preferred communication between students and the professor is through email. Changes and updates to the course schedule will be communicated through email, and reflected on the Google Drive folder. All changes will be announced in class as well. It is your responsibility to check the Google Drive often.

ASSESSMENT

Components:

Theory exam	20%
Three case-study exercises	15% (5% each)
Research paper	30%
Final exam	25%
Research Presentation	2% (pass/fail)
Research Question and Outline	3% (check plus/check/fail)
Participation	5%

Theory exam: a short exam will be taken in class after the first section to test your knowledge of the concepts discussed in Section 1. This exam will include short answer questions and some short open questions. The exam will be based on the essential readings of this section of the course.

Three case-study exercises: Three short open note and open internet quizzes will be taken after sections power, rights, and psychology/culture (the last case study will be completed outside of class). You will be given some background information on each case study prior to class. You will be expected to come to class having studied the readings and lectures on the respective sections (“power”, “rights” and “psychology/culture”) and you will be asked questions on these concepts and themes but inspired by a specific case-study. The detailed structure of these tests will be discussed in class.

Final exam: an exam will be taken at the end of the course covering sections 2, 3, 4 and 5 during the regularly scheduled exam (May 17th). This exam will be based on open questions of varying length.

Research paper, outline, and presentation: a research paper must be submitted by Monday May 7th. (the date is provisional and subject to change depending on whether the term will proceed without interruptions).

The paper must be 2,000-3,000 words.

You are required to develop your own question for your research paper, but should be related to one of the themes discussed in class, as well as taking a clear theoretical approach, using one of the approaches taken in Section 1.

You will be required to present your basic research question, your theoretical lens, and how you envision approaching the question during a presentation to the entire class on Tuesday 17 April. This is graded on a pass/fail basis, meaning if you do it and show some evidence of having prepared, you get an A+ for the assignment, while if you do not do it at all or come completely unprepared you will receive an F. The presentation is a chance to get some peer feedback and ideas on how to proceed with your research paper (rather than the professors). This will be organized similar to a graduate-level research workshop.

Your research question and a provisional outline with some preliminary sources is due on April 23rd by midnight. These outlines will count towards the final mark (3%), and the instructor will provide some brief feedback. The outline will be graded on a “check-plus,” “check,” and “fail” basis.

Check-plus is 100% (A+), Check is 75% (C), and Fail is 0% (F). An A+ outline shows substantial thought on the topic including a provisional research question (which could change) and the method to be used, , the theoretical approach, along with several sources already consulted. Evidence of thinking through and responding to critiques and questions during your research presentation should be present. A “C” outline demonstrates some thought on the topic, but lacks a method or a specific research question. An F outline is either missing or demonstrates very poor effort in developing a topic.

The instructor will NOT answer questions on the paper in the last three days before the deadline. The paper must include at least 7 academic references (journal articles, chapters in edited books, academic books, etc.) on the top of any essential course reading (any reading listed below). The penalty for late assignments is a third of a letter grade penalty for the first 24 hours late (a B+ paper will be downgraded to a B for example), another third of a letter grade for an additional 24 hours, after 48 hours the paper will receive an F.

The first page of each paper must include the student’s name and ID number, and the essay body must be 12-point font, double-spaced and include page numbers. The essay must also include a bibliography and acknowledge sources appropriately; I require APA citation style.

You must turn in your paper as a Google Doc before the deadline. You must share with ME as well as my TA, Zane Larwood (zlarwood@aucegypt.edu). Please name the file using the following conventions:

**FIRSTNAME_SURNAME_PS4610S18Research
HOLLY_OBERLE_PS4610S18Research**

Participation:

According to University policy, students who miss more than the equivalent of three weeks of class can be penalized. You are allowed to miss up to three weeks of class without penalty for any reason whatsoever. Please do not email me if you are planning to use one of your “free” absences as these are your right to take and I do not need to know why you are taking them. I only need to know if, for reasons of a major sickness or family emergency, you will need to take MORE than three weeks of absences. If you miss more than three weeks worth of class without a documented, verifiable, and qualified excuse (qualified excuses are major illnesses or major family emergency), you will be given an automatic “F.” It is your responsibility to keep track of your own attendance; please email my TA Zane Larwood if you have questions about your attendance. Your participation grade will based on your missing less than three weeks of class and contributing regularly and substantially during class

discussion, demonstrating that you read the required reading and you thought about the reading in depth before you came to class. Participation is based on *quality* not quantity.

Grade scale:

<i>Letter grade</i>	<i>Percentage</i>	<i>Letter grade</i>	<i>Percentage</i>	<i>Letter grade</i>	<i>Percentage</i>
A	93+	B-	80-82	D+	67-69
A-	90-92	C+	77-79	D	60-66
B+	87-89	C	73-76	F	Below 60
B	83-86	C-	70-72		

BEHAVIOR IN CLASS

- Students are expected to attend the classes (including rescheduled ones taking place in days other than Mondays and Thursdays) AND show knowledge of – and engagement with – the essential readings, that need to be read before the relevant class.
- Students who, without a valid justification, arrive to class more than 10' late, leave more than 10' early or leave the teaching room repeatedly during the session will be considered as absent.
- Students are expected to refrain from using their mobile phones during class. Students may use a laptop or tablet in class but these devices are to be used for taking notes or referring to the reading ALONE, NOT to browse the internet or use social media. If students are repeatedly using their laptops for anything other than classroom activities, I reserve the right to revoke laptop privileges.
- If an attendance sheet is circulated in class, each student is expected to sign only for him/herself. Falsifying signatures is considered by AUC as a breach of academic integrity and the student(s) involved in this practice will be immediately referred to the AUC Academic Integrity Committee.
- Students are expected to maintain the highest form of academic integrity and honesty at all times and through all assignments. Any suspected act that violates AUC's policy on academic integrity will be referred to the Academic Actions Committee for review. Violation of these policies could result in an "F" for an assignment or for the entire course, as per departmental and university policy.
- Students are expected to refrain from using their mobile phones during class. Students may use a laptop or tablet in class but these devices are to be used for taking notes or referring to the reading ALONE, NOT to browse the internet or use social media. If students are repeatedly using their laptops for anything other than classroom activities, I reserve the right to revoke laptop privileges.

BLENDED LEARNING

This course will be administered through Google Drive. You must check these resources regularly in order to stay up to date. Please check the site **BEFORE** emailing me with questions about the course readings, deadlines and assignments. Emails that ask questions that are easily answered by checking the Google Drive will be ignored.

ACADEMIC FREEDOM AND INTELLECTUAL INTERACTION

In this course you will deal with a number of topics that are often controversial. You are free to offer the class any disagreement you may have with the readings or lecture. You will **NOT** be penalized for disagreeing with other students, the readings or the instructor, but your perspective must be based on documentable evidence from the course or other readings. Freedom of speech and ideas is a basic principle of academic life (and of universal human rights) and every student will have a chance to express her/his opinion as long as it is voiced in a respectful manner. However, varied points of view must be expressed in a manner that is sensitive to differences in abilities, ethnicity, religion, gender and lifestyle, and should not be expressed so as to be perceived as a personal attack. In short, respect for others' differences is one of the most important prerequisites for us working together in this course.

STUDENTS WITH DISABILITIES

Generally, AUC informs instructors about any disabilities a student may have and works with the instructor to make sure each and every student has equal opportunity to participate in the course. If you have not done so already, please visit the AUC Disability Service (<http://www.aucegypt.edu/studentlife/gethelp/Pages/disabilityserv.aspx>). However, even if your specific case has not been documented I am willing to work individually with you. Please make an appointment to speak with me as soon as possible to discuss any accommodation necessary to guarantee your full participation.

TEXTBOOKS

There is no single textbook for this course. The essential readings for each module are listed below and are posted on a shared Google Drive folder.

Students who would like to own a good book that covers most of the topics included in this course can purchase the following textbook:

Alan Collins (ed.), *Contemporary Security Studies* (Oxford: OUP, 2nd or 3rd edition).

In addition, students will be particularly successful in this course if they frequently read about current international events in the news. Knowing relevant and up-to-date details, particularly as they relate to the case studies, will be useful. I recommend reading the news at least every other day. I recommend the following news sites:

Al Jazeera (currently blocked in Egypt, use a VPN): www.aljazeera.com

BBC: www.bbc.com

CNN: www.cnn.com

MadaMasr: www.madamsr.com (please read the English version)

Foreign Policy: foreignpolicy.com (I recommend creating an account; you are limited to 6 articles per month without a subscription). It will be particularly helpful to read up on the case study using these news sites before your case-study exam.

LECTURE SCHEDULE AND ESSENTIAL READINGS

1) Introduction

No readings

Provisional date

Thurs 8 February

SECTION 1: SCHOOLS OF SECURITY STUDIES

2) Broad trends and concepts in security studies

No readings

Mon 12 February

3) Realism

Colin Elman, "Realism", in Paul D. Williams (ed.), *Security Studies: An Introduction* (New York: Routledge, 2008), pp. 15-28.

Thurs 15 February

4) Liberalism

Patrick Morgan, "Liberalism", in Alan Collins (ed.), *Contemporary Security Studies* (Oxford: OUP, 2013 – 3rd edition), pp. 28-41.

Mon 19 February

5) Just war theory

Jean Bethke Elshtain, "Epilogue: Continuing Implications of the Just War Tradition", in Jean Bethke Elshtain (ed.), *Just War Theory* (New York, NYU Press, 1992), pp. 323-333.

Tues 20 Feb

6) Feminist Approaches

Laura Sjoberg, "Introduction to Security Studies: Feminist Contributions", *Security Studies*, Vol. 18 (2009), pp. 183-213. **Required: pages 183-186; 192-209.** Other pages recommended but not required.

Thurs 22 Feb

7) Peace studies

Peter Lawler, "Peace Studies", in Paul D. Williams (ed.), *Security Studies: An Introduction* (New York: Routledge, 2008), pp. 73-88.

Mon 26 Feb

8) The "new wars" debate

Patrick A. Mello, "In Search of New Wars: The Debate about a Transformation of War", *European Journal of International Relations*, Vol. 16, No. 2 (2010), pp. 297-309.

Thurs 1

9) "Critical security studies"

Michael C. Williams and Keith Krause, "Preface: Toward Critical Security Studies", in Michael C. Williams and Keith Krause (eds.), *Critical Security Studies: Concepts and Cases* (Abingdon: Routledge, 1997), pp. vii-xxi.

Mon 5 March

10) Exam on Section 1

No extra reading

Thurs 8 March

SECTION 2: POWER

11) Nuclear proliferation

Matthew Kroenig, "Beyond Optimism and Pessimism: The Differential Effects of Nuclear Proliferation", *Managing the Atom Working Paper Series*, No. 2009-14, John. F. Kennedy School of Government, Harvard University.

Mon 12 March

12) State failure

TBA -- please bring your laptops to class

Thurs 15 March

13) Civil wars

Mon 19 March

Chaim Kaufmann, "Possible and Impossible Solutions to Ethnic Civil Wars", *International Security*, Vol. 20, No. 4, pp. 136-175; Podcast on Myanmar (Worldly).

15) Case study no. 1: Libya

Thurs 22 March

Background Reading on Google Drive; Foreign Policy podcast on Libya on Google Drive -- please bring your laptops to class

SECTION 3: RIGHTS

16) Collective security and peacekeeping

Mon 26 March

TBA

17) "Responsibility to protect"

Thurs 29 March

Alex J. Bellamy, "The Responsibility to Protect – Five Years On", *Ethics & International Affairs*, Vol. 24, No. 2 (2010), pp. 143-169.

*****Spring Break April 1-9*****

18) Human security (I): broad themes

Thurs 12 April

Roland Paris, "Human Security: Paradigm Shift or Hot Air?", *International Security*, Vol. 26, No. 2 (2001), pp. 87-102.

19) Human security (II): environment and health

Mon 16 April

Jon Barnett and W. Neil Adger, "Climate Change, Human Security and Violent Conflict", *Political Geography*, Vol. 26 (2007), pp. 639-655.

20) Research Presentations – ATTENDANCE REQUIRED

Tues 17 April

No Reading

SECTION 4: MONEY

21) Inequalities and grievances

Thurs 19 April

Susan E. Rice, Corinne Graff and Janet Lewis, "Poverty and Civil War: What Policymakers Need to Know", *Global Economy and Development Working Papers*, No. 02 (2006), The Brookings Institution, Washington D.C.

21) Defense and private military companies

Mon 23 April

Peter W. Singer, "Outsourcing War", *Foreign Affairs*, Vol. 84, No. 2 (2005), pp. 119-132.

******Research Outline due by MIDNIGHT via Google Drive******

23) Greed

Thurs 26 April

David Keen, "Incentives and Disincentives for Violence", in Mats Berdal and David M. Malone (eds.), *Greed and Grievance: Economic Agendas in Civil Wars* (Boulder: Lynne Rienner, 2000), pp. 19-41; Podcast on North Korea and Sanctions (Wordly).

24) Case Study No. 2 - Afghanistan

Mon 30 April

Background Reading and Podcast on Afghanistan (Foreign Policy).

SECTION 5: PSYCHOLOGY/CULTURE

25) Gender and patriarchy

Thurs 3 MAY

Carol Cohn, Women and Wars: Toward a Conceptual Framework, in Carol Cohn (ed.) *Women and Wars: Contested Histories, Uncertain Futures* (Hoboken: Wiley, 2012), pp. 32-67 (pp. 67-93 **NOT** required but highly recommended for those interested in gender and feminism)

Valerie Hudson and AD Boer, “A Surplus of Men, A Deficit of Peace: Security and Sex Ratios in Asia’s largest States.”, *International Security*, Vol. 26 (2002), pp. 5-38.

26) Securitization

Mon 7 MAY

Michael C. Williams, “Words, Images, Enemies: Securitization and International Politics”, *International Studies Quarterly*, Vol. 47 (2003), pp. 511-531. Podcast on North Korea (Worldly).

******Final Paper Due by MIDNIGHT via Google Drive******

27) Perceptions and crisis management

Thurs 10 May

Robert Jervis, “War and Misperception”, *Journal of Interdisciplinary History*, Vol. 18, No. 4 (1988), pp. 675-700.

*****Case Study #3 to be completed outside of class due Sunday, May 13th by midnight via Google Drive*****

28) Conclusion and Review for Final

Mon 14 May

No required Reading

FINAL EXAM: Thursday, May 17 2:30-4:30 in our regular classroom

OTHER RESOURCES

The main scholarly journals in security studies include *International Security*, *Security Dialogue*, *Strategic Studies*, and the *Journal of Conflict Resolution*. Other journals that publish cutting-edge studies in this and other closely-related fields include the *Journal of Peace Studies*, *Studies in Conflict and Terrorism*, *Terrorism and Political Violence*, *International Studies Quarterly*, *Third World Quarterly*, *Review of International Studies*, *Ethics and International Affairs*, and *Foreign Affairs*.

Students are encouraged to become familiar with these journals especially to understand the characteristics of a “good” academic paper in this discipline, but should by all means extend their bibliographic search to other academic journals listed in the AUC e-journal search engine on the basis of their own personal interests. Feel free to contact the course instructor if you require personalized guidance.