



POLS 3413W International Security

Dr. Miles M. Evers

Time: Mon. 3:35-6:05pm

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Description

This course provides students with an overview of the theoretical and policy debates that comprise the field of international security. Each week focuses on a discrete topic which collectively give students a sense of past, present, and future security challenges. We will analyze classic studies of why countries go to war as well as more recent research topics like why groups use terrorism, the emergence of humanitarian intervention, and the role of technology – from nuclear weapons to computer viruses – in both supplying and threatening international security.

One important goal of the course is for students to continually reflect on the core questions that animate the field of international security. These include:

- What is “security”?
- Who and what gets “secured”?
- Who should provide for security?
- What is the nature of warfare?
- Has it changed? Where is it headed?
- What is a “threat”?
- Which threats are significant enough to warrant a response?
- What are the new, emerging threats in the 21st century?

As a writing intensive course, the course will also focus on the practices and expectations of writing for political science.

Objectives

By the end of the semester, students should be able to:

1. Explain the major debates in the field of international security
2. Critique theories and evidence related to international security
3. Conduct independent research and writing on topics in international security

Requirements

Reading is an essential component of this course. Students are expected to complete each week's

reading prior to attending class. Lectures will not reiterate the reading material but will instead build upon it, and classes will tend to be heavily discussion-based. It is therefore imperative to come to class prepared and with questions. All readings will be available through the library's website or HuskyCT.

Time Commitment

You should expect to dedicate 3 to 5 hours a week to this course. This expectation is based on the various course activities, assignments, and assessments and the University of Connecticut's policy regarding credit hours. More information related to hours per week per credit can be accessed at the [Online Student website](#).

Assignments

Discussion Participation (10%): Each student is required to attend all lectures and actively contribute to discussion. Participation is not just about how much you speak, but about the quality of the contributions, how it helps the discussion, etc. Thus, asking a good question is of equal value to airing an opinion or bringing new information to our collective attention.

Active Reading (30%): Engaging with the readings is critical to succeeding in the course and will be evaluated using the Perusall tool, a community reading forum where students can annotate the assigned readings and comment and discuss each others' annotations. You will (privately) receive a score based on your engagement with each reading. This score will be based on your annotations, completion of the reading, time-spent actively reading, and engagement with your classmates.

Policy Memos (30%): Throughout the semester, you will write two memoranda (5 pp, single-spaced) to the next American president. In each memorandum, you will act as a member of the National Security Council charged with helping the President decide on a course of action for an issue in American foreign policy. The memos will involve research and careful thought. You must first master the details of a specific policy problem, and then think about how different policymakers would approach it.

Each memo should include: a heading, introduction, description of the problem and its significance to the United States, an overview of various policy options, an analysis of the various policy options, a final recommendation, and then a concluding sign-off. We will address how to write effective memos in class. For examples on the style of writing, you might look to the Brookings "[Memos to the President](#)" series which contains several policy memos written in 2009.

Drafts of these memoranda will be distributed to me for feedback, and then revised for a final grade. Each draft will count towards 10% of your final grade.

The first memo should address one of the following:

- [U.S. policy regarding admitting Ukraine to NATO](#)
- [U.S. commitment to militarily defend Japan's claim to Senkaku islands](#)
- [U.S. commercialization of space exploration](#)
- [U.S. rescinding no-first use nuclear policy](#)

The second memo should address one of the following:

- [U.S. support for ousted President Mohamed Bazoum in Niger](#)
- [U.S. support for Saudi-led coalition in Yemen](#)
- [U.S. sanctioning Venezuela unless it democratizes](#)
- [U.S. ban on use of Huawei technologies](#)

Exams (30%): Two exams will test your mastery of the course material as covered in lecture and readings. Each exam is worth 10% of your course grade, so the two exams together make up 20% of your total grade. Exams will be non-comprehensive, meaning they only cover material since the previous exam. Each exam will be made up of 30 multiple choice questions.

Writing Center

The Writing Center is open to all students for individualized assistance and tutorials. They can help at any stage of the writing process from your beginning ideas to finishing a term paper. They will not do your work for you but will guide you along and give assistance. Do not hesitate to make an appointment to seek their help and guidance, preferably from a tutor with political science expertise. For hours, locations, and more information, please go to writingcenter.uconn.edu, and

Writing Intensive

As a writing intensive course, a significant portion of class will be dedicated to the mechanics of writing in political science. This means that writing will not only be assigned, but also taught in two ways.

First, every week a portion of class will be dedicated to “writing-in-the-discipline” workshop, in which I provide explicit instruction and feedback on student writing. In these sessions, I will first deliver a short lecture on the steps and norms a writer needs to take to write well. This will encourage students to write with the reader in mind, and to better understand the relationship between their own thinking and writing in a way that will help them continue to develop throughout their lives and careers after graduation. Then, students will complete exercises or peer-review discuss drafts of their policy memos.

Second, students will submit completed rough drafts of their policy memos for comment. After each draft, students will receive written feedback from me. Students will also have the opportunity throughout the semester to have a personal meeting with me to discuss their work and receive feedback on additional drafts.

Please note that according to university-wide policies for W courses, you cannot pass this course unless you receive a passing grade for the writing components.

Due Dates and Late Policy

All course due dates are identified in the course calendar and blackboard. Deadlines are based on Eastern Time; if you are in a different time zone, please adjust your submittal times accordingly. Late assignments will incur a full letter grade deduction for each day over the due date. *I reserve the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.*

Feedback and Grades

The best option for discussing course material and assignments is to email me. I will make every effort to provide feedback and grades in a timely manner. In general, I will do my best to respond to all student questions within 24 hours, and return course assignment within a week. Please keep in mind that I will not respond to emails after 5 PM or anytime on the weekends.

In the event that a student wishes to dispute their grade on an assignment, the following procedure may be used. First, students must wait at least 48 hours after the assignment has been handed back. Second, students can email me to set up an appointment. This email should include a separate, typed summary of why they believe the grade is unfair. After meeting in person to discuss the assignment, I will then reevaluate the grade. However, revised grades may be higher or lower than the original, and this new grade will be final.

Academic Integrity

All students are expected to act in accordance with the Student Conduct Code as well as the Guidelines for Academic Integrity at the University of Connecticut. I expect students to take this course seriously and to behave in a mature, appropriate manner during class. Students are allowed to use laptops and tablets for notetaking only. It is very obvious when students are distracted by other activities, and if students are caught repeatedly abusing this privilege then they will lose the ability to use their devices in class.

Students with Disabilities

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020 or <http://csd.uconn.edu/>.

Course Overview

What does security traditionally mean?

Week 1: Conflict and Cooperation
 Week 2: Structural Causes of War
 Week 3: Domestic Causes of War
 Week 4: Structural Causes of Peace
 Week 5: Domestic Causes of Peace
 Week 6: Between War and Peace
 Week 7: Between War and Peace
 Week 8: Between War and Peace

How has the definition of security changed?

Week 9: Spring Break
 Week 10: Human Security
 Week 11: Economic Security
 Week 12: Energy Security
 Week 13: Substate Security
 Week 14: Existential Security
 Week 15: Experiment

Course Schedule

Week 1: Conflict and Cooperation

Memo Workshop: Overview

Herz, John H. "Idealist internationalism and the security dilemma." *World politics* 2, no. 2 (1950): 157-180.

Posen, Barry R., and Andrew L. Ross. "Competing Visions for U.S. Grand Strategy." *International Security* 21, no. 3 (1996): 5-53.

Week 2: Labor Day

Week 3: Structural Causes of War

Memo Workshop: Policy Issue

Waltz, Kenneth N. "The Origins of War in Neorealist Theory." *The Journal of Interdisciplinary History* 18, no. 4 (1988): 615-28.

Fearon, James D. "Rationalist explanations for war." *International organization* 49, no. 3 (1995): 379-414.

Week 4: Domestic Causes of War

Memo Workshop: Policy Options

Lake, David A. "Two Cheers for Bargaining Theory: Assessing Rationalist Explanations of the Iraq War." *International Security* 35, no. 3 (2010): 7-52.

De Mesquita, Bruce Bueno, James D. Morrow, Randolph M. Siverson, and Alastair Smith. "Testing novel implications from the selectorate theory of war." *World Politics* 56, no. 3 (2004): 363-388.

Week 5: Structural Causes of Peace

Memo Workshop: Policy Analysis

Jervis, Robert. "Cooperation Under the Security Dilemma." *World Politics* 30, no. 2 (1978): 167-214.

Ikenberry, G. John. "Institutions, Strategic Restraint, and the Persistence of American Postwar Order." *International Security* 23, no. 3 (1998): 43-78.

Week 6: Domestic Causes of Peace

Memo Workshop: Policy Writing

Maoz, Zeev and Bruce Russett. "Normative and Structural Causes of Democratic Peace, 1946-1986." *American Political Science Review* 87, no 3 (1993), 624-38.

Molly M. Melin. "The business of peace: understanding corporate contributions to conflict management." *International Interactions* 47, no. 1 (2021), 107-134.

Week 7: Between War and Peace

Memo Workshop: Group Work

Schelling, Thomas C. "Ch.1: The Diplomacy of Violence," in *Arms and Influence*. United States: Yale University Press, 2020.

Fearon, James D. "Domestic political audiences and the escalation of international disputes." *American Political Science Review* 88, no. 3 (1994): 577-592.

Week 8: Between War and Peace

Memo Workshop: Group Work

Memo 1 due midnight Oct. 16

Walt, Stephen M. 2009. "Testing Theories of Alliance Formation: The Case of Southwest Asia." *International Organization* 42(2): 275–316.

Davis, Christina L. 2009. "Linkage Diplomacy: Economic and security Bargaining in the Anglo-Japanese Alliance," *International Security* 33(3): 143-179

Week 9: Between War and Peace

In-Class Review Session

Exam 1 due midnight Oct. 27

Carson, Austin. "Facing Off and Saving Face: Covert Intervention and Escalation Management in the Korean War." *International Organization* 70, no. 1 (2016): 103–31.

O'Rourke, Lindsay. "The Strategic Logic of Covert Regime Change: US-Backed Regime Change Campaigns during the Cold War," *Security Studies* 29, no. 1 (2020): pp. 92-127

Week 10: Human Security

Simulation & Group Work

Finnemore, Martha. "Constructing Norms of Humanitarian Intervention," in *The Culture of National Security: Norms and Identity in World Politics*, edited by Peter J. Katzenstein.

Carpenter, R. Charli. "'Women and children first': Gender, norms, and humanitarian evacuation in the Balkans 1991–95." *International Organization* 57, no. 4 (2003): 661-694.

Week 11: Economic Security

Simulation & Group Work

Blackwill, Robert D., and Jennifer M. Harris. "The lost art of economic statecraft." *Foreign Affairs* 95, no. 2 (2016)

Farrell, Henry, and Abraham L. Newman. "Weaponized interdependence: How global economic networks shape state coercion." *International Security* 44, no. 1 (2019): 42-79.

Week 12: Energy Security

Simulation & Group Work

Yergin, Daniel. "Ensuring Energy Security." *Foreign Affairs* 85, no. 2 (2006): 69–82.

Kelanic, Rosemary. "The Petroleum Paradox: Oil, Coercive Vulnerability, and Great Power Behavior," *Security Studies* 25 no. 2 (2016): 181-213.

Week 13: Fall Recess

Week 14: Substate Security

Simulation & Group Work

Memo 2 due by midnight Nov. 27th

Andrew H. Kydd and Barbara Walter, "The Strategies of Terrorism," *International Security* 31 no. 1 (2006): 49-80

Perkoski, Evan. "Internal politics and the fragmentation of armed groups." *International Studies Quarterly* 63, no. 4 (2019): 876-889.

Week 15: Existential Security

In-Class Review Session

Exam 2 due by midnight Dec. 8th

Allan, Bentley B. "Second only to nuclear war: Science and the making of existential threat in global climate governance." *International Studies Quarterly* 61, no. 4 (2017): 809-820.

Sears, Nathan Alexander. "International politics in the age of existential threats." *Journal of Global Security Studies* 6, no. 3 (2021).

Revised Memos 1 & 2 due on HuskyCT by midnight Dec. 11th