

INR 3333

## **Introduction to International Security**

Fall 2014 – Online – Section 01CA

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### COURSE DESCRIPTION

This course provides inherited understandings of the meaning and content of international security, and juxtaposes those understandings with critical perspectives which question whether Security Studies as traditionally constituted addresses the proper actors, the proper harms, and/or the proper scope. In addition to asking questions about the nature of war, the dimensions of interstate conflict, and military threats from non-state actors, this course explores the possibility that security is appropriately theorized by looking at domestic violence, rape, poverty, gender subordination, and ecological destruction. It suggests that we should broaden not only *what security means* but *who is guaranteed security*.

Given these ontological interests, this course defines security broadly in multidimensional and multilevel terms – as the diminution of all forms of violence, physical, structural, and ecological; in terms of well-being and survival of the individual and her environment. It does so without ignoring or marginalizing the traditional content of security – states that fight wars. Still, it also recognizes that security as “states fighting wars” has been challenged from a number of directions since the end of the Cold War, with states; increasing interdependence, the development and proliferation of weapons technology, the increasing fluidity of borders, and the rise of non-state actors. In exploring the “war system” this course asks what security is, who merits being secured, how securing is performed, and how we know that security has been achieved.

### KNOWLEDGE OBJECTIVES

This course is intended to help students be able to:

- ∩ Discuss and appraise the various meanings ascribed to international security in the policy and academic world
- ∩ Address the “pros” and “cons” of various approaches to achieve international security

- ⊂ Apply international relations theories to particular security events of consequence in global politics, analyzing a particular problem in security in a theoretically consistent manner
- ⊂ Differentiate between “international security,” “global security,” “human security,” and “state security”
- ⊂ Question the source and perspective of knowledge (about global politics and more generally) before accepting it as truth

### SKILLS OBJECTIVES

The following skills will be developed in this class:

- Critical reading
- Critical thinking
- Leveraging theory to understand practical policy issues and world events
- Active learning
- Argumentation
- Critical writing

### GRADING

The grading will be divided into several parts:

- 1) Comprehension quizzes: 15% (one every three modules, so 5 at 3 points each)
- 2) Discussion participation: 20% (for at least four required discussion posts)
- 3) Midterm Exam: 25%
- 4) Final Exam: 25%
- 5) Project: 15%

The Grade Scale is: 94-100: A; 90-93: A-; 87-89: B+; 83-86: B; 80-82: B-; 77-79: C+; 73-76: C; 70-72: C-; 67-69: D+; 63-67: D; 60-62: D-

\*\*We round scores in accordance with normal mathematical principles, i.e., a 93.5 is a 94, where a 93.4 is a 93.

The University of Florida assigns the following grade points:

A: 4.0, A-: 3.67, B+: 3.33, B: 3, B-: 2.67, C+: 2.33, C: 2.0; C-: 1.67, D+: 1.33, D: 1, D-: .67, E: 0, WF: 0, I: 0; NG: 0.

## THE MECHANICS OF THIS ONLINE COURSE

This course never meets in a classroom. All modules for the course are online, in the course's e-learning site, as are all quizzes, tests, and examinations. You are expected to complete a total of 15 modules over the course of the semester, taking a midterm examination and a final examination. You can work ahead, but each quiz and discussion has a deadline, so you will not be able to get behind. The module materials will remain available throughout the course for study purposes, but the midterm and quizzes will become unavailable the minute they are due. Make sure to have submitted your quizzes and midterms – partially finished but not submitted work will not be available for the instructor to grade. All assignments are due at 11:59pm on the day that they are due unless otherwise noted. Each module will have some reading, some lecture material, some supplementary material, outside links, and a comprehension quiz. In addition to the overall learning objectives of the course, each module will contain learning objectives so that you know what you are expected to accomplish as you use each module.

Though the course is entirely online, you will have access to your instructor. I hold physical office hours (listed at the top of p.1 of the syllabus), and am available on Skype both during those office hours and by appointment. You can feel free to email me questions at any time (see email on page 1), and to use the course message board to ask questions of your instructors and fellow students. You can feel free to review your quizzes, midterm, and final with the instructors to ask about improving your performance, strategies for learning information, or anything else that you would like to discuss. Any supplementary material in each module is just that, supplementary, though knowledge of some of that information will be useful for extra credit opportunities on quizzes, midterms, and finals.

### QUIZZES

There will be five quizzes worth three points each. They will be multiple choice, matching, and short-answer.

### DISCUSSION

We will use the e-learning discussion tool to discuss the readings and lectures. The primary responsibility for discussion will be with the students, though the professor will engage and comment, especially to answer questions. Students need to make at least four posts of a paragraph in length. Those posts are worth four points each on the final grade, and must address the readings substantively. They must be posted before the due date of each module. Students earn the other four points by commenting at least four times on other students' posts.

## MID-TERM EXAMINATION

There will be a mid-term examination in this class. Whenever you start the exam, you will have one hour and thirty minutes to submit the exam on e-learning. The exam will be essay, and you will be asked to combine what you have learned in the readings and in the lectures. If you take the examination early in the week, you are honor-code bound not to share it with your classmates (see discussion of the honor code below). You are personally responsible for having the Respondus lockdown browser working on your computer (it doesn't work on tablets or phones) in order to take the midterm. Any questions about how to do that should go to UF IT Tech Support, not the instructor.

## PROJECT

Create one of the following: 1) a short film (5 minutes or less), 2) a five minute pod-cast and accompanying powerpoint, 3) a ten-page explanatory and advocacy brochure, 4) a twenty-photo annotated photo journal, or 5) some other medium of intellectual/artistic expression approved by the professor. Whichever one you choose, choose a contemporary security issue, and use the tools that you have learned in the class (paradigmatic approaches, levels of analysis, substantive frames) to explain, propose a solution to, and/or provide a deeper understanding of that particular contemporary security issues. Documentation of both news and scholarly sources is expected.

## FINAL EXAM

There will be a mid-term examination in this class. Whenever you start the exam, you will have one hour and thirty minutes to submit the exam on e-learning. The exam will be essay, and you will be asked to combine what you have learned in the readings and in the lectures. If you take the examination early in the week, you are honor-code bound not to share it with your classmates (see discussion of the honor code below). You are personally responsible for having the Respondus lockdown browser working on your computer (it doesn't work on tablets or phones) in order to take the midterm. Any questions about how to do that should go to UF IT Tech Support, not the instructor.

## HONOR SYSTEM

The Academic Honesty Guidelines at the University of Florida are designed to develop an engender a community of honor, trust, and respect. The academic community of students and faculty strives to develop, sustain, and protect an environment of honesty, trust, and respect. Students within the system receive the benefits of the academic pursuit of knowledge, free from the obstacles of lying, cheating, and stealing. In return, the University demands that students act with integrity in all endeavors. An academic honesty offense is an act of lying, cheating, or stealing academic information so that one gains academic advantage. As a UF student, you are expected to neither commit nor

assist another in committing an academic honesty violation. Additionally, it is a student's duty to report observed violations. Violations include: 1) Cheating. The improper taking or tendering of information or material used to obtain credit, including copying homework, working together on take-home assignments or tests, looking at another student's paper during the exam, sharing exam questions, looking at or using notes during exams; 2) Plagiarism. Representing the work of another as your own; 3) Bribery. The offering, giving, receiving, or soliciting materials, items, or services to gain academic advantage; 4) Misrepresentation. Any attempt to deceive a teacher for academic advantage, including lying to the professor; 5) Conspiracy. Acting with other students to commit dishonesty; 6. Fabrication. Making up answers, results, etc.

#### LATE ASSIGNMENTS

AN ASSIGNMENT IS LATE when it becomes unavailable online, so long as that unavailability is scheduled rather than a technical error. It will not be available for makeup. An email assignment is late when it is two minutes late, and will be downgraded one letter grade then, and each 24 hours thereafter. My default setting is to fail a student who has not finished the requirements for the course. Incompletes are for use in special circumstances only. If you have a dean's excuse for missing a scheduled assignment, we will find a mutually amenable time to schedule the makeup.

#### DISABILITIES

Any student requiring adaptations or accommodations because of any kind of disability (learning disability, attention deficit disorder, psychological, and physical, etc.) should contact the Disability Resource Center for information about their rights and responsibilities. I would also appreciate it if students requiring accommodation came to talk to me at my office hours as soon as possible, so that we can take appropriate steps to implement those accommodations and maximize the student's learning. No accommodations will be applied retroactively, so let me know *before* an assignment or test that we will need to plan to deal with your disability.

#### COUNSELING

The Counseling Center is located in P301 Peabody Hall. It is open Monday-Friday, 8:00AM-5:00PM. To schedule an appointment, stop by the Counseling Center, or call 352.392.1575. On evenings and weekends, services are available through the Alachua County Crisis Center by calling 352.264.6789. Students may also call the clinician on-call at Student Mental Health at 352.392.1171.

## REQUIRED MATERIALS

Articles listed in the syllabus are available for download and printing on ELEARNING.

Students are also responsible for owning, borrowing, or having access to:

- 1) Ken Booth, ed. *Critical Security Studies and World Politics*. 2005. Boulder, CO: Lynne Rienner Publishers. ISBN 9781555878269. (Booth in the syllabus)
- 2) John Baylis, James J. Wirtz, Eliot A. Cohen, and Colin S. Gray, eds. *Strategy in a Contemporary World*, Second Edition. 2010. Oxford: Oxford University Press. ISBN 0199289786. (Baylis et al in the syllabus)
- 3) A computer that has either Windows or Mac OS on it (for the midterm), the UF elearning system, their UF email accounts (for communication), some program that will save documents in either Word or Rich Text format (for the final)
- 4) The movies *Saving Private Ryan* and *Dr. Strangelove* (available on Netflix, Amazon, iTunes, etc.)
- 5) A credible source of news (ask if you don't know).

## COURSE PLAN

First, watch the course introductory video, which tells you how to use the syllabus and how to use the online interface. Then, proceed to:

### **Module 1: Introduction to INR 3333**

- Objectives:
- 1) Identify the place of work in security in political science and international relations;
  - 2) Observe the controversies about the meanings, referents, subjects, and objects of security and war; and
  - 3) Document the reasons that you are interested in learning about security;
  - 4) Discover sources of news on contemporary security problems.

### **Module 2: Defining Security**

- Reading:
- 1) Steve Walt, "The Renaissance of Security Studies," *International Studies Quarterly*, 35(2), 1991, p.211-239 (ELEARNING)
  - 2) Steve Smith, "The Contested Concept of Security" (Booth)

- Objectives:
- 1) Disaggregate seven different approaches to defining security;
  - 2) Explain what epistemology is and how it separates the two authors of these articles; and
  - 3) Analyze a contemporary security problem using at least one of those

seven approaches.

### **Module 3: Challenging the Meaning of Security**

- Reading:
- 1) J. Ann Tickner, "Man, the State, and War: Gendered Perspectives on National Security," in *Gender and International Relations*, New York: Columbia University Press, 1992 (ELEARNING)
  - 2) Ken Booth, "Introduction" (Booth)
  - 3) Jessica Tucman Mathews, "Redefining Security," *Foreign Affairs* 68:3, 1989, pp.162-167 (ELEARNING)
  - 4) Watch *Dr. Strangelove*

- Objectives:
- 1) Define 'critical security studies' and compare/contrast it with 'gendered perspectives;'
  - 2) Distinguish between referent-based and issue-based approaches to security; and
  - 3) Relate *Dr. Strangelove* to emotional and intellectual treatments of the idea of security.

### **Quiz 1**

### **Module 4: Theoretical Underpinnings of Security Studies, Part 1**

- Reading:
- 1) Kenneth Waltz, "Structural Realism After the Cold War," *International Security*, 25:1, (Summer 2000), pp. 5-41. (ELEARNING)
  - 2) Robert Keohane, "International Institutions: Can Interdependence Work?" *Foreign Policy*, (Spring 1998), pp. 82-98 (ELEARNING)
  - 3) John J. Mearsheimer, "The False Promise of International Institutions," *International Security*, 19:3 (Winter 1994/1995), pp. 5-49 (ELEARNING)
  - 4) Robert Keohane and Lisa Martin, "The Promise of Institutional Theory: Response to John Mearsheimer," *International Security*, 20:1, (Summer 1995), pp. 39-51 (ELEARNING)

- Objectives:
- 1) Identify what constitutes a realist approach to understanding International Relations and how that translates to understanding security;
  - 2) Identify what constitutes a neoliberal institutionalist approach to understanding International Relations and how that translates to understanding security; and
  - 3) Relate realist and neoliberal institutionalist approaches to security by their similarities and differences.

### **Module 5: Theoretical Underpinnings of Security Studies, Part 2**

- Reading:
- 1) Zeev Maoz and Bruce Russett, "Normative and Structural Causes of Democratic Peace, 1946-1986" *American Political Science Review* 87:3 (1993): 624-638 (ELEARNING)
  - 2) Alexander Wendt, "Anarchy is What States Make of It," *International Organization* 46:2, (Spring 1992), pp. 391-425 (ELEARNING)
  - 3) Laura Sjoberg, "Introduction to *Security Studies: Feminist Contributions*," *Security Studies* 18 (2009): 183-213. (ELEARNING)
  - 4) Michael C. Williams, "Words, Images, Enemies: Securitization and International Politics." *International Studies Quarterly* 2003 (ELEARNING)

- Objectives:
- 1) Explain the place of Democratic Peace theory among liberal approaches to security;
  - 2) Identify what constitutes a constructivist approach to understanding International Relations and how that translates to understanding security;
  - 3) Identify what constitutes a feminist approach to understanding International Relations and how that translates to understanding security;
  - 4) Identify what constitutes a poststructuralist approach to understanding International Relations and how that translates to understanding security; and
  - 5) Map the theoretical terrain of the field of Security Studies.

### **Module 6: The Meaning of War**

- Reading:
- 1) Carl von Clausewitz, *On War*, Book 1, Chapter 1, (ELEARNING)
  - 2) John Garnett, "The Causes of War and the Conditions of Peace" (Baylis et al)
  - 3) Michael Sheehan, "The Evolution of Modern Warfare" (Baylis et al)
  - 4) Chris Cuomo, "War is Not Just An Event: Reflections on the Significance of Everyday Violence," *Hypatia* 11(4), 1996 (ELEARNING)

- Objectives:
- 1) Discover some of the difficulties in distinguishing 'war' from 'not war';
  - 2) Evaluate different claims for what makes a war;
  - 3) Discuss the evolution of war;
  - 4) Identify different sorts of causes of wars; and
  - 5) Apply them to a particular case of modern warfare.

### **Quiz 2**



## Mid-term Examination

### Module 7: The Means of War

- Reading:
- 1) Thomas Mahnken, "Strategic Theory" (Baylis et al)
  - 2) C. Dale Walton and Colin S. Gray, "The Second Nuclear Age: Nuclear Weapons in the Twenty-First Century" (Baylis et al)
  - 3) John Baylis and Mark Smith, "The Control of Weapons of Mass Destruction" (Baylis et al)
  - 4) Eliot Cohen, "Technology and Warfare" (Baylis et al)

- Objectives:
- 1) Discuss the ethical and practical dimensions of nuclear proliferation;
  - 2) Note and identify other means of war;
  - 3) Define strategy and discuss its continuity (or lack thereof); and
  - 4) Account for the role of technology in war-making and war-fighting.

### Module 8: Who and What Make a War?

- Reading:
- 1) Theo Farrell, "Humanitarian Intervention and Peace Operations" (Baylis et al)
  - 2) Ervin Staub, "Genocide and Mass Killing: Origins, Prevention, Healing, and Reconciliation" *Political Psychology* 21(2), 2000 (ELEARNING)
  - 3) Robert Pape, "The Strategic Logic of Suicide Terrorism," *American Political Science Review*, 2003 (ELEARNING)

- Objectives:
- 1) Know different forms of military conflict not traditionally considered 'war' such as humanitarian intervention, genocide, and terrorism;
  - 2) Debate the relationship of those sorts of military conflict with war(s) and their implications for security; and
  - 3) Apply these insights to at least one contemporary conflict.

### Module 9: The Secure Subject: Who Merits Security?

- Reading:
- 1) Lloyd Axworthy, "Human Security and Global Governance: Putting People First," *Global Governance*, 2001 (ELEARNING)
  - 2) Andrew Linklater, "Political Community and Human Security" (Booth)
  - 3) Yuen Foong Khong, "Human Security: A Shotgun Approach to Alleviating Human Misery?" *Global Governance*, 2001 (ELEARNING)
  - 4) Gunhild Hoogenson and Kristi Stuvoy, "Gender, Resistance, and Human Security," *Security Dialogue*, 2006 (ELEARNING)

- Objectives:
- 1) Identify different approaches to the question of who merits security;
  - 2) Contextualize the pros and cons of a human security approach to that question; and
  - 3) Situate human security approaches within the broader field of security studies.

### Quiz 3

#### **Module 10: *Saving Private Ryan***

- Objectives:
- 1) Describe the relationship between individual-level experience and state- and system-level war;
  - 2) Relate emotion, violence, and personal (in)security in war; and
  - 3) Discuss the practice of soldiering and how it relates to war specifically and military conflict generally.

#### **Module 11: The Object of Security: What does it Mean to Be 'Secure'?**

- Reading:
- 1) Barry Buzan, *People, States, and Fear* (1991), Introduction and Chapter 1 (ELEARNING)
  - 2) Mark Levy, "Is the Environment a National Security Issue?" *International Security* (1995) (ELEARNING)
  - 3) Jeremy Youde, "Enter the Fourth Horseman: Health Security and International Relations Theory" *Whitehead Journal of Diplomacy and International Relations* (2005) (ELEARNING)
  - 4) Jennifer Lobasz, "Beyond Border Security: Feminist Approaches to Human Trafficking," *Security Studies* 18 (2009): 319-344. (ELEARNING)

- Objectives:
- 1) Identify different approaches to the question of what it means to be secure;
  - 2) Discuss environmental security, health security, border security, and migration security; and
  - 3) Gain a familiarity with the challenges of providing security both in theory and in the policy world.

#### **Module 12: Is the Personal International? The Individual in International Security**

- Reading:
- 1) Daniel Byman and Kenneth Pollack, "Let Us Now Praise Great Men: Bringing the Statesmen Back In" *International Security* (2000) (ELEARNING)
  - 2) Katharine Moon, *Sex Among Allies: Militarized Prostitution in U.S.-South Korea Relations, 1997*, New York: Columbia University Press, ch. 1 & 2. (ELEARNING)

- Objectives:
- 1) Analyze the role of people in international security;
  - 2) Identify the reasons why personal narratives might be relevant to security;
  - 3) Discuss the roles of elite and non-elite individuals in security; and
  - 4) Account for how war and security is sensed.

### Quiz 4

### **Module 13: Contemporary Conflicts**

Reading: 1) Find a peer-reviewed journal article (ask if you don't know) on a contemporary conflict area or zone. Read it, and write a one-page summary.

Objectives: 1) Identify the potential subjects of security in the conflict;  
2) Identify the potential objects of security in the conflict;  
3) Discuss some of the ways that security might be provided at the individual and state levels in the conflict; and  
4) Leverage the tools of security studies to understand the conflict.

### **Module 14: Ethics and War**

Reading: 1) Inis Claude, "Just War Doctrines and Institutions" *Political Science Quarterly* 1980 (ELEARNING)  
2) Terry Nardin, "International Political Theory and the Question of Justice," *International Affairs* 82(3), 449-65 (ELEARNING)  
3) Brian Orend, "Just and Lawful Conduct in War: Reflections on Michael Walzer," *Law and Philosophy* 20(1), 2001 (ELEARNING)

Objectives: 1) Identify and define the basic concepts in just war theorizing;  
2) Delineate the different sorts of justice that could be applied to security ethics;  
3) Identify some of the major questions of justice in contemporary global security politics; and  
4) Apply these ideas to the contemporary conflict you read about in Module 13.

### **Quiz 5**

#### **Module 15: Conclusion: What is Security?**

Reading: 1) Ken Booth, "Beyond Critical Security Studies" (Booth)  
2) James J. Wirtz, "A New Agenda for Security and Strategy?" (Baylis et al)  
3) Lawrence Freedman, "The Future of Strategic Studies" (Baylis et al)

Objectives: 1) Relate theoretical approaches to international security;  
2) Apply them to contemporary security problems; and  
3) Grapple with the complexities of understanding who, what, when, and where security is.

### **Final Exam**