

## **PSCI 1401: International Security (Previously PSCI 151)**

***Note: This syllabus reflects the course as taught in Spring 2023 and has not yet been updated for Spring 2024***

Term: Spring 2024

Lectures: Tues/Thurs 3:30-4:30pm

Classroom: TBD

Professor: Fiona S. Cunningham

Email: [fionasc@sas.upenn.edu](mailto:fionasc@sas.upenn.edu)

Office Location: PSCPE 423

Office Hours: TBD

Section Times:

Thurs 5.15-6.15pm

Fri 8.30-9.30am

Fri 10.15-11.15am

TA: Zoe Jordan

Email: [zjordan@sas.upenn.edu](mailto:zjordan@sas.upenn.edu)

Office Hours: TBD

Office Hours Location: TBD

### **COURSE DESCRIPTION**

This lecture course introduces students to the subfield of international security or strategic studies. In order to grasp the usefulness of the theoretical ideas presented in readings and lectures, abstract concepts are linked with a study of the national security policies states have adopted in the decades following World War I. Topics include current debates about nuclear proliferation, terrorism, the Iraq war, Europe's changing international role, the rise of China, conflict "flashpoints" (e.g. Korea, the Taiwan Strait), the impact of technological change, and US security policy choices for the 21st century. We will consider some of the main strategic alternatives available to the U.S. to address security challenges from states, non-state actors, and shared threats such as climate change.

### **SHOULD I TAKE THIS COURSE?**

While every student's experience will differ, I believe that there are two reasons to take this class. First, international security affairs shape the context for a variety of human endeavors, from science to finance, film to agriculture. This class will introduce you to major events, trends, and changes in international security from World War I until today. Second, assumptions about how the world works underpin many of the debates among political leaders and in the media about international questions. This course will equip you with the skills and knowledge to identify and critique those assumptions, whether they concern the U.S. response to Russia's invasion of Ukraine or how best to manage the COVID-19 pandemic.

There are no prerequisites for this class, other than an interest in the topics covered. The class is designed to interest all students, from first-year students with no background in political science, to seniors who have taken a number of international relations classes.

International security is a broad sub-field of political science that examines a range of topics, time periods, and geographical areas concerning the security of the globe, its regions, nation-states and individuals. Political scientists have developed theories and frameworks to help us make sense of the world. This class is designed to introduce you to some of the main topics, theories and conceptual frameworks in international security, each of which you could easily spend a whole semester studying, in the hope that you will study some of them in further detail through more specialized courses offered at Penn. This course draws extensively on examples from historical and current affairs, which political scientists have carefully selected to demonstrate patterns in international behavior. This course is not, however, a class on international history or current affairs. It also sets aside many important topics in international relations, such as international trade, finance, migration, and organizations.

This course is divided into three parts. The first half of the class begins with an introduction to the sub-field of international security, including key topics, theoretical concepts and tools for applying them to real-world events. We will then examine the security relationships among great powers throughout the 20<sup>th</sup> Century, the causes of wars between countries (which political scientists often refer to as “states”), and the era of U.S. preponderance after the Cold War. This part of the course will foster an understanding of the different reasons for why countries sometimes cooperate with each other and at other times enter into more competitive relationships—or even wars.

The second part of the course takes a finer-grained approach to security challenges that do not necessarily line up so neatly with international borders: political violence, the influence of technology, climate change and public health. These types of security challenges have been high on the agenda for the United States and many of its allies in Europe and Asia for the past three decades, after the Cold War ended. We will consider the causes of terrorism and mass atrocities, and policies designed to counter them. We also spend some time considering how countries conduct military operations and the influence of technological change. Finally, we will examine three particularly pernicious security challenges that pose direct threats to states but cannot be solved by them alone: cybersecurity, climate change, and pandemics.

The final part of the course looks to the future of international security challenges and how the United States might best be able to manage them. We begin with an examination of debates over U.S. grand strategy—how large a role should the United States play in shaping international security? We then turn to the major security challenges that the United States faces at present: the rise of China and return of Russia as great power competitors, managing North Korea’s acquisition of nuclear weapons and preventing Iran from doing the same, and regions of the world where the United States might step in to prevent wars among other powers, such as South Asia, Ukraine, and Taiwan.

## COURSE FORMAT

- I will deliver lectures live from 3:30-4:30pm on Tuesdays and Thursdays. See the class schedule below for further details on topics, dates, and assigned readings.
- Once a week, starting in Week 2, you will meet for a discussion section led by the Teaching Assistant. Discussion sections will provide you with an opportunity to review key concepts and discuss your thoughts and reactions to the course material in a small group setting.
- Outside of class, you should complete all assigned readings in advance of lectures and come to both lectures and sections prepared to discuss them. You will also need to set aside time to complete assessments and assignments for the course, which are outlined in more detail below.

## DIVERSITY AND INCLUSION

At Penn and in this course, we aim to educate and respect students with diverse backgrounds and perspectives. The diversity students bring to class is a resource and an essential feature of university education. We aim to present materials and activities that are respectful of diversity, including academic background as well as gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions to improve diversity and inclusivity in the course are encouraged and appreciated.

## COVID-19 PROTOCOLS

The class will be taught in accordance with Penn's pandemic health and safety protocols regarding masking, social distancing, testing and tracing, and continuity of instruction for any members of the class who are required to isolate. Penn's guidelines are subject to change, so please keep an eye out for any updates.

If you test positive for COVID-19 and need to isolate, please let me know as soon as possible so that I can make arrangements for your continuity of instruction.

## MASKING POLICY

Penn permits instructors to set policies for wearing masks in the classroom. I will not require students to wear masks in this class. However, I ask that each of you consider the health and safety of other students when making that decision. If you have been traveling, in crowded indoor spaces, or other situations with a high risk of COVID-19 transmission then I encourage you to get tested before coming to class, if possible, and/or wear a mask. If you want to wear a mask – for any

reason – you will have my full support. I ask that all of you respect each other's choices to wear a mask or not, and ask that you respect my choices, too. If you have any questions or concerns about the masking policy then please contact me as early as possible in the semester.

## TECHNOLOGY

We'll be using two online platforms for the course.

### *Canvas*

- All class announcements will appear on Canvas.
- All course materials will be available under the modules tab of Canvas, which include a mix of academic and policy articles, links to videos and podcasts, and excerpts from books. You do not need to purchase any books for this course.
- All written assignments should be submitted via the assignments tab on Canvas.
- Questions related to course content should be posted under the discussions tab on Canvas.
- Please make use of the Canvas discussion tool to share articles, questions, and reflections on topics related to the course. I will occasionally post articles and other media relevant to the course as well.

### *Zoom*

- I will occasionally hold office hours via Zoom and will provide links as required.

## ASSIGNMENTS AND ASSESSMENTS

- **10% Active section participation – ongoing**
- **10% Online discussion post – due Monday, January 30 and Tuesday, April 26**
- **10% Online quiz – due Friday, February 10**
- **20% In-class mid-term exam – Tuesday, February 28**
- **20% Short paper – abstract due Tuesday, April 4, paper due Monday, April 17**
- **30% Final exam – date TBD during final exam period**

Assignments are structured such that there will be roughly one letter-grade assignment per month: an online quiz (early February), an in-class mid-term exam (end of February), a mini research paper (April), and an exam during the final exam period (May). You will also be required to complete online discussion posts in February and April for a pass/fail grade. Exams will consist of multiple choice, short answers and essays, based on readings and material covered in lectures and sections. The mid-term exam will focus on the first part of the course, while the final exam will cover the second and third parts.

### *Participation*

Participation grades are based on a number of factors, including your attendance at section and the quality of your contributions to section discussions. Students tend to achieve the best participation grades when they have completed the assigned readings, attend lectures, and come to class prepared to discuss both the readings and lecture content. Being prepared to discuss a reading might mean listing a few questions about aspects of the reading that you struggled with, found persuasive or unpersuasive, or inspired you to think about other topics in a new way. I recognize that not all students are comfortable volunteering their views in lectures and sections, however, so please contact your TA if that concerns you to discuss alternatives for grading your participation.

### *Blog Posts*

You will be required to write a blog-length (approx. 500 words) discussion post in February drawing on international relations theory to argue that World War I, World War II, or the Cold War offers the most applicable lessons for contemporary international security. In the last week of class, you will be required to add an additional paragraph reflecting on whether your views have changed throughout the course and how. Each post is graded pass/fail and worth 5% of your grade.

### *Mini-Research Paper*

You will also be required to write a mini research paper (approx. 5-6 pages) that falls due in April. The paper may either draw on international relations theory to analyze the causes of a major event in international security or use international relations theory to evaluate the wisdom of a specific policy adopted by the government of a great power. I will provide further guidelines for the paper, including topics and guidance for citations, several weeks into the course. The paper is worth 20% of your grade: 5% (pass/fail) for an abstract to be submitted two weeks in advance of the paper, which is worth 15% (letter grade).

## GRADES

Grades for written work will be assigned according to the following rubric:

A	94-100	Superior work that meets all assignment criteria and also demonstrates excellent writing skills
A-	90-93	High-quality work that meets all assignment criteria and demonstrates good writing skills
B+	87-89	Average-quality work that meets all or most assignment criteria and demonstrates acceptable writing skills

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|----|-------|--|
| B  | 83-86 | Average quality work that meets all or most assignment criteria but lacks in acceptable writing skills                                     |
| B- | 80-83 | Below-average work that meets some but not all assignment criteria, demonstrating only basic comprehension of material and writing ability |
| C  | 70-79 | Below average work that meets few assignment criteria and fails to engage with material in a substantive way                               |

#### REGRADE POLICY

Sometimes errors occur when we grade your assignments and examinations. You can expect the following response if you perceive any errors in your grades, depending on the type of error you perceive:

- Errors that introduce confusion or ambiguity in formulating questions: No adjustment will be made on any exam for perceived errors of this category because they impose equal disadvantage on all students.
- Errors of addition/subtraction in compiling individual student scores: These are errors easily corrected. If you find such an error, please bring it to your TA's attention.
- Errors of judgment in assigning credit to specific answers in exams or assignments: All students are given the benefit of any legitimate doubt in determining the "correctness" of an answer to any question. We are far more likely to award more credit than an exam response or assignment is worth than we are to award less credit. If you think you have suffered from one or more errors of this category, describe those errors fully, in writing, in a separate document and submit it with the exam or assignment to your TA within a week of receiving the grade. We will review your exam or assignment to see if you should have been awarded more or less credit than you received.

#### LATE AND MISSED ASSIGNMENTS

Start your assignments early and leave yourself plenty of time to complete them so that you are able to submit them on time. I am happy to consider requests for flexibility on due dates for written work if you have multiple exams or assignments falling due on the same date but will grant extensions on a case-by-case basis. Without prior arrangement for an extension, we will deduct a 3-point penalty for each day that a paper is submitted late. Without prior arrangement, we will not accept assignments that are more than one week late.

In most cases, you cannot make up a missed exam or assignment. If you have a medical or other emergency which physically prevents you from taking an exam or submitting an assignment on

time, you may be eligible for an exception. The accommodations granted in such cases will be determined on a case-by-case basis.

#### QUESTIONS AND COMMUNICATION

If you have questions about the class, please follow these guidelines so that I can answer them fairly and efficiently:

- Questions about the class content or assignments: please add a new post to the Discussion section of Canvas so that all students can benefit from the answers to them.
- Questions about absences, missed deadlines, challenges, grades, and other individual matters: please email me (or your TA) and include the PSCI 151 in the title line.
- Questions that require lengthy answers: please come and see me (or your TA) during office hours.

I will endeavor to reply to any emails or questions posted online within two business days.

#### CHALLENGES

If you are facing challenges, whether at home or on campus, with the course material or technology, then please let me or your TA know so that we can work with you to find a solution. The sooner you're able to communicate with us, the more flexibility we'll be able to offer.

#### ACADEMIC INTEGRITY AND COLLABORATION

While I encourage you to discuss the course content with other students as you learn, all assignments must be the result of your own research, writing and reflection of the topic(s). You should adhere to standard practices for properly citing books, articles, websites, lectures, etc. that help you with your written work. Further, you should acknowledge any help you receive (e.g. feedback on a draft) for written assignments. I will provide further details on citation with the instructions for each assignment.

Please familiarize yourself with [Penn's Code of Academic Integrity](#), which applies to this course. Penn Libraries also have a [useful guide](#) to understanding and avoiding plagiarism. If you have any questions about academic integrity, including the definition of plagiarism, please come and see me during office hours. I do not anticipate any problems with academic integrity. In the unlikely event that any concerns do arise on this score, I will forward all related materials to [Penn's Office of Student Conduct](#), for an impartial adjudication.

#### ATTENDANCE AND ABSENCES

If you plan to miss class, please submit a Course Action Report in Courses@Penn to inform me and your TA. In cases of emergency or extended absence, you are responsible for notifying me or your TA about your circumstance so we can help you determine your ability to complete the course.

If you need to leave class early, let us know at the beginning of class. If you are observing religious and secular holidays that fall on days when our class meets, and do not plan to attend class on those holidays, please contact us within the first two weeks of class.

You will get the most out of this course from attending all lectures and sections. I do not intend to record lectures under current circumstances. That said, I recognize that occasional absences will be unavoidable, especially with an ongoing pandemic. I will provide access to past lecture recordings on a case-by-case basis to students who are absent for the in-person lecture for a valid and unavoidable reason (e.g. isolation, illness, family emergency) but not for avoidable reasons (e.g. non-emergency travel, job interviews, regular athletic commitments).

If you would like to request access the recording for a lecture because you have missed a class, please (1) submit a Course Action Notice; and (2) email me a request for the lecture recording. I will assess your request accordingly.

This policy might change, if necessary, to comply with any SAS guidelines and ongoing pandemic conditions. I will notify you of any changes via Canvas.

#### ACADEMIC ACCOMMODATIONS

The Weingarten Center offers a variety of resources to support all Penn students in reaching their academic goals. All services are free and confidential. To contact the Weingarten Center, call 215-573-9235. The office is located in Stouffer Commons at 3702 Spruce Street, Suite 300.  
Academic Support

[Learning Consultations](#) offers individual consultations and group workshops that support students in developing more efficient and effective study skills and learning strategies. Learning specialists work with students to address time and project management, academic reading and writing, note-taking, problem-solving, exam preparation, test-taking, self-regulation, and flexibility.

[Tutoring](#) offers free access to on-campus tutors for many Penn courses in both drop-in and weekly contract format. Tutoring may be individual or in small groups. Tutors will assist with applying course information, understanding key concepts, and developing course-specific strategies. Tutoring support is available throughout the term but is best accessed early in the semester. First-time users must meet with a staff member; returning users may submit their requests online.

The University of Pennsylvania provides reasonable accommodations to students with disabilities who have self-identified and received approval from [Disability Services](#). Students can contact Disability Services and make appointments to discuss and/or request accommodations by calling 215-573-9235.



## CLASS SCHEDULE AND READING ASSIGNMENTS

### INTRODUCTION – WHAT IS INTERNATIONAL SECURITY?

#### Week 1 – Thursday (January 12)

Jack Snyder, “One World, Rival Theories,” *Foreign Policy*, December 2004, 52–62.

Kelebogile Zvobgo and Meredith Loken, “Why Race Matters in International Relations,” *Foreign Policy*, June 19, 2020, <https://foreignpolicy.com/2020/06/19/why-race-matters-international-relations-ir/>

#### Week 2 – Tuesday (January 17) Key Concepts

*Concepts: Security dilemma, balance of power, anarchy*

Kenneth Waltz, *Theory of International Politics* (New York, N.Y: McGraw Hill, 1979), 102-128.

Alexander Wendt, “Constructing International Politics,” *International Security* 20, no. 1 (Summer 1995): 71–81.

Optional: David C. Kang, Meredith Shaw, and Ronan Tse-Min Fu, “Measuring War in Early Modern East Asia, 1368-1841: Introducing Chinese and Korean Language Sources,” *International Studies Quarterly* 60 (2016): 766–77.

### PART I: GREAT POWERS, SECURITY COMPETITION, AND INTERSTATE WARS

#### Week 2 – Thursday (January 19) World War I

*Concepts: Multipolarity, alliances*

Francis J. Gavin, “History, Security Studies, and the July Crisis,” *Journal of Strategic Studies* 37, no. 2 (2014): 319–31, <https://doi.org/10.1080/01402390.2014.912916>.

Thomas J. Christensen and Jack Snyder, “Chain Gangs and Passed Bucks: Predicting Alliance Patterns in Multipolarity,” *International Organization* 22, no. 2 (Spring 1990): 137-168.

Margaret MacMillan, “The Rhyme of History: Lessons of the Great War,” The Brookings Essay, December 14, 2013, <http://csweb.brookings.edu/content/research/essays/2013/rhyme-of-history.html>.

### **Week 3 – Tuesday (January 24) World War II**

*Concepts: Deterrence Model, Spiral Model*

Robert Jervis, *Perception and Misperception in International Politics* (Princeton, N.J.: Princeton University Press, 1976), 58-83.

Philip Oltermann, “Don’t Compare Ukraine Invasion to First World War, Says ‘Sleepwalkers’ Historian,” *The Guardian*, June 26, 2022, <https://www.theguardian.com/world/2022/jun/26/historian-says-dont-compare-ukraine-invasion-with-his-book-on-first-world-war>.

### **Week 3 – Thursday (January 26) The Beginning of the Cold War**

*Concepts: Bipolarity, Ideology*

John Lewis Gaddis, *Strategies of Containment: A Critical Appraisal of American National Security Policy During the Cold War* (New York, N.Y.: Oxford University Press, 2005), 3-23.

Odd Arne Westad, “The Sources of Chinese Conduct: Are Washington and Beijing Fighting a New Cold War?,” *Foreign Affairs* 98, no. 5 (October 2019).

**\*\*Monday, January 30: Online Post Due\*\***

### **Week 4 – Tuesday (January 31) The Nuclear Revolution**

*Concepts: Deterrence, Mutually Assured Destruction (MAD)*

Keir A. Lieber and Daryl G. Press, *The Myth of the Nuclear Revolution: Power Politics in the Atomic Age* (Ithaca, N.Y.: Cornell University Press, 2020) 10-25 (Optional: skim 26-30).

Katlyn Turner et al., “A Call for Antiracist Action and Accountability in the US Nuclear Community,” *Bulletin of the Atomic Scientists*, August 24, 2020, <https://thebulletin.org/2020/08/a-call-for-antiracist-action-and-accountability-in-the-us-nuclear-community/>. (5 pages)

Thomas C. Schelling, *Arms and Influence* (New Haven, C.T.: Yale University Press) 35-59.

## **Week 4 – Thursday (February 2) Cold War Crises**

*Concepts: Compellence, Manipulation of Risk*

Thomas C. Schelling, *Arms and Influence* (New Haven, C.T.: Yale University Press) 69-105.

Berlin: Marc Trachtenberg, *History and Strategy* (Princeton, N.J.: Princeton University Press, 1991), 170-173, 231-234.

Cuba: Sherwin, Martin J. “One Step from Nuclear War,” Prologue, Fall 2012, <https://www.archives.gov/publications/prologue/2012/fall/cuban-missiles.html> (approx. 10 pages)

## **Week 5 – Tuesday (February 7) The Vietnam War**

*Concepts: Individual Beliefs, Bureaucratic Politics*

Elizabeth Saunders, “Transformative Choices: Leaders and the Origins of Intervention Strategy,” *International Security* 34, no. 2 (Fall 2009): 119–149, 158–161 (skim pages 149-58 on Johnston).

James C. Thompson, “How Could Vietnam Happen? An Autopsy,” in *American Foreign Policy*, 4th Edition (New York, N.Y: Longman, 1973), 454–63.

## **Week 5 – Thursday (February 9) Détente**

*Concepts: Arms Control, Prisoner’s Dilemma*

Kenneth A. Oye, “Explaining Cooperation under Anarchy: Hypotheses and Strategies,” *World Politics* 38, no. 1 (1985): 1–24, <https://doi.org/10.2307/2010349>.

Lawrence Freedman and Jeffrey Michaels, *The Evolution of Nuclear Strategy* (4<sup>th</sup> edition, London: Palgrave Macmillan, 2019), 429-446.

**\*\*Friday, February 10: Online Quiz\*\***

## **Week 6 – Tuesday (February 14) Return to the Cold War**

*Concepts: Arms Racing*

Keren Yarhi-Milo, “In the Eye of the Beholder: How Leaders and Intelligence Communities Assess the Intentions of Adversaries,” *International Security* 38, no. 1 (Summer 2013): 7–38, 46-51 (skip pages 38-46 on the U.K. during the interwar period), [https://doi.org/10.1162/ISEC\\_a\\_00128](https://doi.org/10.1162/ISEC_a_00128).

Lawrence Freedman and Jeffrey Michaels, *The Evolution of Nuclear Strategy* (4<sup>th</sup> edition, London: Palgrave Macmillan, 2019), 517-525.

Lecture is short and not great, add content on Soviet demise from NATO expansion week, remove Freedman?

## **Week 6 – Thursday (February 16) Soviet Collapse and NATO Expansion**

*Concepts: Commitment Problems*

M.E. Sarotte, “How to Enlarge NATO: The Debate inside the Clinton Administration, 1993–95,” *International Security* 44, no. 1 (Summer 2019): 7–41, [https://doi.org/10.1162/isec\\_a\\_00353](https://doi.org/10.1162/isec_a_00353).

**\*\*Drop Date: Monday, February 20\*\***

## **Week 7 – Tuesday (February 21) U.S.-led Military Interventions**

*Concepts: Bargaining Theory of War, Principal-Agent Problems*

Iraq: David A. Lake, “Two Cheers for Bargaining Theory: Assessing Rationalist Explanations of the Iraq War,” *International Security* 35, no. 3 (Winter 2010/2011): 7–52, [https://doi.org/10.1162/ISEC\\_a\\_00029](https://doi.org/10.1162/ISEC_a_00029).

Carter Malkasian, “How the Good War Went Bad: America’s Slow-Motion Failure in Afghanistan,” *Foreign Affairs* 99, no. 2 (April 2020).

C.J. Chivers, “War Without End,” *The New York Times*, August 8, 2018.

Add readings from Foreign Affairs on Iraq 20<sup>th</sup> anniversary

## **Week 7 – Thursday (February 23) The Unipolar Moment**

*Concepts: Unipolarity, Intrastate War*

Nuno Monteiro, “Unrest Assured: Why Unipolarity is not Peaceful,” *International Security*, Vol. 36, No. 3 (Winter 2011/2012): 9-40.

Stathis N. Kalyvas and Laia Balcells, “International System and Technologies of Rebellion: How the End of the Cold War Shaped Internal Conflict,” *American Political Science Review* 104, no. 3 (August 2010): 415–29.

## **Week 8 – Tuesday (February 28)**

## **IN-CLASS MID-TERM**

## **PART II: POLITICAL VIOLENCE, TECHNOLOGY, AND NON-HUMAN SECURITY CHALLENGES**

### **Week 8 – Thursday (March 2) Terrorism**

*Concepts: Non-State Actors, Terrorism*

Andrew H. Kydd and Barbara F. Walter, “The Strategies of Terrorism,” *International Security* 31, no. 1 (Summer 2006): 49–80.

Lindsey O’Rourke, “Behind the Woman Behind the Bomb,” *The New York Times*, August 2, 2008, <https://www.nytimes.com/2008/08/02/opinion/02orourke.html>.

Tamar Mitts, Gregoire Phillips, and Barbara Walter, “Studying the Impact of ISIS Propaganda Campaigns,” *The Journal of Politics*, July 15, 2021, <https://doi.org/10.1086/716281>.

Replace lecture with violent non-state actors to avoid definitional issues?

### **Week 9 – March 4-12 – SPRING BREAK**

### **Week 10 – Tuesday (March 14) Sex, Gender, and Human Rights**

*Concepts: Norms*

Dara Kay Cohen and Sabrina M. Karim, “Does More Equality for Women Mean Less War? Rethinking Sex and Gender Inequality and Political Violence,” *International Organization*, July 23, 2021, 1–20 (optional: pages 21-31), <https://doi.org/10.1017/S0020818321000333>.

Martha Finnemore, “Constructing Norms of Humanitarian Intervention,” in *The Culture of National Security: Norms and Identity in World Politics*, ed. Peter J. Katzenstein (New York, N.Y: Columbia University Press, 1996), 153–85.

Replace Finnemore with ICC prosecutions or R2P in Libya?

### **Week 10 – Thursday (March 17)**

**NO CLASS** – International Studies Association Annual Convention

*\*\* grade type change deadline \*\**

## **Week 11 – Tuesday (March 21) Military Strategy and Operations**

*Concepts: Organization Theory, Force Employment*

Barry R. Posen, *The Sources of Military Doctrine: France, Britain, and Germany between the World Wars* (Ithaca, N.Y.: Cornell University Press, 1984), 13-33, 41-6, 58-59, 78-80.

Stephen Biddle, *Military Power: Explaining Victory and Defeat in Modern Battle* (Princeton, N.J.: Princeton University Press, 2004), 28-51.

## **Week 11 – Thursday (March 23) Technological Change and War**

*Concepts: Offense-Defense Balance, Military Innovation*

Keir A. Lieber, “Grasping the Technological Peace: The Offense-Defense Balance and International Security,” *International Security* 25, no. 1 (2000): 71–104.

Michael C. Horowitz, “Do Emerging Military Technologies Matter for International Politics?,” *Annual Review of Political Science* 23 (2020): 385–400, <https://www.annualreviews.org/doi/pdf/10.1146/annurev-polisci-050718-032725>.

*\*\*Monday, March 27: withdrawal deadline\*\**

## **Week 12 – Tuesday (March 28) Cybersecurity**

*Concepts: Cyber Attacks, Secrecy*

Thomas Rid, “Cyber War Will Not Take Place,” *Journal of Strategic Studies* 35, no. 1 (2012): 5–32, <https://doi.org/10.1080/01402390.2011.608939>.

Max Smeets, *No Shortcuts: Why States Struggle to Develop a Military Cyber Force* (New York, N.Y.: Oxford University Press, 2022), 13-18, 73-92.

Austin Carson, *Secret Wars: Covert Conflict in International Politics* (Princeton, N.J.: Princeton University Press, 2018), 31-44, 295-297.

Joshua Rovner, “Cyber War as an Intelligence Contest,” *War on the Rocks*, September 16, 2019, <https://warontherocks.com/2019/09/cyber-war-as-an-intelligence-contest/>.

Optional: Paul Nakasone and Michael L. Sulmeyer, “How to Compete in Cyberspace,” *Foreign Affairs*, August 25, 2020, <https://www.foreignaffairs.com/articles/united-states/2020-08-25/cybersecurity>.

Optional, for students interested in understanding the nuts and bolts of hacking from a government perspective: Rob Joyce, Chief, “National Security Agency Tailored Access Operations Chief on Disrupting Nation State Hackers,” January 28, 2016, <https://www.youtube.com/watch?v=bDJb8WOJYdA>

## **Week 12 – Thursday (March 30) Global Health**

*Concepts: Epistemic Communities*

Daniel W. Drezner, “The Song Remains the Same: International Relations After COVID-19,” *International Organization* 74, no. S1 (December 2020): E18–35, <https://doi.org/10.1017/S0020818320000351>.

Tana Johnson, “Ordinary Patterns in an Extraordinary Crisis: How International Relations Makes Sense of the COVID-19 Pandemic,” *International Organization* 74, no. S1 (December 2020): E148–59 (optional: skim the conclusion on pages E160-68), <https://doi.org/10.1017/S0020818320000430>.

Carl Zimmer, “‘He Goes Where the Fire Is’: A Virus Hunter in the Wuhan Market,” *The New York Times*, March 21, 2022, <https://www.nytimes.com/2022/03/21/health/covid-lab-leak-eddie-holmes.html>.

## **Week 13 – Tuesday (April 4) Climate Change**

*Concepts: Regimes*

Robert Keohane and David Victor, “Cooperation and Discord in Global Climate Policy,” *Nature Climate Change*, Vol 6 (June 2016): 570-575.

Vally Koubi, “Climate Change and Conflict,” *Annual Review of Political Science* 22 (2019): 343–60.

Sabrina B. Arias, “Who Securitizes? Climate Change Discourse in the United Nations,” *International Studies Quarterly* Vol. 66 (2022).

Office of the Director of National Intelligence, “Global Trends Report - Environment” (Washington, D.C., March 2021), <https://www.dni.gov/index.php/gt2040-home/gt2040-structural-forces/environment>.

Scott M. Moore, “Warfare and Global Warming,” *New Security Beat Blog*, Wilson Center, December 14, 2022, <https://www.newsecuritybeat.org/2022/12/warfare-global-warming/>.

*\*\*Short Paper Abstract Due\**

### **PART III: CONTEMPORARY SECURITY CHALLENGES**

#### **Week 13 – Thursday (April 6) U.S. Grand Strategy**

*Concepts: Grand Strategy*

Barry R. Posen, *Restraint: A New Foundation for U.S. Grand Strategy* (Ithaca, N.Y.: Cornell University Press, 2014), 24-68.

Thomas Wright, “The Folly of Retrenchment,” *Foreign Affairs* (March-April 2020), 10-18.

Rebecca Friedman Lissner et al., “Podcast: A Whole New World (Order),” *War on the Rocks*, (2020), <https://warontherocks.com/2020/11/a-whole-new-world-order/>.

#### **Week 14 – Tuesday (April 11) The Rise of China**

*Concepts: Engagement*

Avery Goldstein, “China’s Grand Strategy under Xi Jinping: Reassurance, Reform, and Resistance,” *International Security* 45, no. 1 (July 1, 2020): 164–201, [https://doi.org/10.1162/isec\\_a\\_00383](https://doi.org/10.1162/isec_a_00383).

Alastair Iain Johnston, “The Failures of the ‘Failure of Engagement’ with China,” *The Washington Quarterly* 42, no. 2 (April 3, 2019): 99–114, <https://doi.org/10.1080/0163660X.2019.1626688>.

Optional: Kurt M. Campbell and Ely Ratner, “The China Reckoning: How Beijing Defied American Expectations,” *Foreign Affairs*, vol. 97, no. 60 (2018), 60-70.

#### **Week 14 – Thursday (April 13) The Return of Russia**

*Concepts: Gray Zone Conflict*



Jessica L. P. Weeks, *Dictators at War and Peace* (Ithaca, N.Y.: Cornell University Press, 2014), pages TBA.

Samuel Charap et al, *Russian Grand Strategy: Rhetoric and Reality* (Santa Monica, C.A.: RAND Corporation, 2021), 17-32.

**\*\*Withdraw Deadline\*\***

**\*\*Monday, April 17: Short Paper Due\*\***

## **Week 15 – Tuesday (April 18) Regional Nuclear Crises**

*Concepts: Status*

Scott D. Sagan, “Why Do States Build Nuclear Weapons?: Three Models in Search of a Bomb,” *International Security* 21, no. 3 (1996): 54–86.

Nicholas L. Miller and Vipin Narang, “North Korea Defied the Theoretical Odds: What Can We Learn from Its Successful Nuclearization?,” *Texas National Security Review* 1, no. 2 (February 2018), 59-74, <https://doi.org/10.15781/T2M32NT02>.

Replace with Vipin’s book section on the JCPOA

Colin H. Kahl and Kenneth N. Waltz, “Iran and the Bomb: Would a Nuclear Iran Make the Middle East More Secure?” *Foreign Affairs*, vol. 91, no. 5 (September/October 2012), 157-62.

Jenn Williams and Wendy Sherman, “Inside the Grueling Negotiations That Led to the Iran Nuclear Deal,” The Negotiators Podcast, Foreign Policy, October 26, 2021, <https://foreignpolicy.com/podcasts/negotiators/iran-nuclear-deal-negotiations/> (30mins)

## **Week 15 – Thursday (April 20) Regional Hotspots**

*Concepts: Empathy, Catalytic Posture*

Marcus Holmes and Keren Yarhi-Milo, “The Psychological Logic of Peace Summits: How Empathy Shapes Outcomes of Diplomatic Negotiations,” *International Studies Quarterly* 61, no. 1 (March 1, 2017): 107–22, <https://doi.org/10.1093/isq/sqw034>.

Vipin Narang, “Posturing for Peace? Pakistan’s Nuclear Postures and South Asian Stability,” *International Security* 34, no. 3 (Winter 2010): 38–78.

Marc Santora, “For China and India, a Border Dispute That Never Ended,” *The New York Times*, June 16, 2020, <https://www.nytimes.com/2020/06/16/world/asia/india-china-border.html>.

**Week 16 – Tuesday (April 25)**

Wrap Up and Review

**April 27-30 – READING WEEK**

**May 1-9 – EXAM PERIOD**

*\*\*Final Exam: Date and Time TBA\*\**