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Spring 2018

DIPL 6130 NA International Security

Brian K. Muzas PhD
Seton Hall University

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International Security
School of Diplomacy and International Relations
Seton Hall University
Spring 2018

DIPL 6130 NA
Thursday 7:35pm-9:45pm
Alfieri Hall 121

Instructor: Rev. Brian K. Muzás, Ph.D.
Office hours: Wednesday 6:20pm-7:20pm; other times by appointment
Office: McQuaid Hall 101-D
Telephone: (973) 313-6022
E-mail brian.muzas@shu.edu

Course Description and Objectives

This course offers a comprehensive overview of the study of international conflict and security. The goal is to provide students with a solid theoretical and conceptual foundation for understanding the causes, nature, and consequences of key issues related to international war and peace. It is important not only to understand what scholars have learned about the big theoretical and empirical questions of the past but also to gain a toolkit that will allow students to approach solve contemporary and future issues.

The course introduces influential theories of international security. While these perspectives derive mainly from the study of traditional interstate wars, the course applies these frameworks both to explain and analyze a variety of internal conflicts that have intensified since the end of the Cold War and to gage emerging non-traditional security issues as well.

Course Materials

The following three books will serve as the basis of the course readings. Although the books may be purchased in physical form, some may be available for download in e-reader format at a reduced price. In addition, some of the books may be available for rent rather than purchase.

1. Buzan and Hansen, *The Evolution of International Security Studies* (New York: Cambridge University Press, 2009).
2. Smith, *International Security: Politics, Policy, Prospects*, 2nd edition (New York: Palgrave Macmillan, 2017).
3. Warner, *The Rise and Fall of Intelligence: An International Security History* (Washington: Georgetown University Press, 2014).

The material covered in these texts overlaps somewhat, but the points of view are complementary.

- Buzan and Hansen provide the first intellectual history of a contested field. The two authors raise four perennial questions in international security. Using these questions to structure their narrative, Buzan and Hansen trace how different schools of thought have, over time, provided different answers under different international conditions.
- Smith's approach is topic-based, and he addresses each topic by means of a common framework. Smith places significant emphasis on the political and policy aspects of the problems he addresses, many of which are non-traditional; moreover, Smith devotes explicit attention to stakeholders.
- Warner, although he takes a historical approach like Buzan and Hansen, traces the professionalization of intelligence in the twentieth century by highlighting how technology and ideology drive intelligence. His narrative encompasses recent developments which have made it possible for private groups and individuals to discover secrets and influence world events in ways which, until recently, only states had been able to do.

Student Responsibilities

Class Participation, 25% of the course grade

This course will involve lecture as necessary, but the primary format for class sessions will be discussion. As a result, students must do the readings before class so they can regularly participate in class discussions. The difficult nature of some of the readings makes it crucial for students to engage the course material in search of their own perspectives on the issues addressed in this course. Active, meaningful participation required. Each absence (beyond two excused) will reduce your final grade by 2%.

Written Assignment, 20 points

Option A: Analytical Reading Report: This option gives students the freedom to explore a book which might be “off the beaten path” yet which is still germane to the course topic. The student will become familiar with a writer in the field, will analyze one work by this writer, and will apply lessons learned to an issue of relevance to the content of this course.

The student must first propose a book to be read. (A good source of important books is Buzan and Hansen, for their chapters end with lists of significant works in the field.) The proposal is due no later than the beginning of the fifth meeting of the class. The proposal should list, in bibliographical form, the book itself and at least five reviews of the book. In about five sentences, the student should explain why the book is relevant to the course. Students who wish to compare and contrast two books, either by the same author or by different authors, must make a compelling case in these sentences.

The format of the analytical reading report is straightforward. The first section of the paper should introduce the book and give a brief biographical sketch of the author (including professional qualifications, relevant expertise, awards, and so forth) [2 points]. The next section of the paper should summarize the book [5 points], survey the book's reception by citing the five reviews [3 points], and analyze the book (perhaps drawing on the book reviews in addition to the student's own analysis) [5 points]. The final section of the report should *utilize knowledge and apply insight acquired from the book to analyze a contemporary or historical issue relevant to this course* [5 points]. (The issue in question need not be covered *per se* in this course.)

Option B: Literature Review: This option gives students the freedom to explore an entire segment of the literature related the course topic. The student will become familiar with a scholarly conversation within the field.

The student must first propose a topic and a reading list. (Again, Buzan and Hansen are a source of papers in the field; the reading list handed out on the first day of class may also prove useful.) The proposal is due no later than the beginning of the fifth meeting of the class. The proposal should list, in bibliographical form, at least ten journal articles. In about five sentences, the student should explain why the scholarly discussion exemplified by these articles is relevant to the course.

The format of the analytical reading report is straightforward. The first section of the paper should introduce the topic and its importance [3 points]. The main body of the literature review should compare and contrast the readings by stressing the major arguments presented, the evidence used, the type of analysis employed, limitations, and areas of contention between the authors [10 points]. Be sure to point out areas of debate and agreement as well as gaps not covered by the literature [2 points]. Since so much in the field of international security is contested, the concluding section should explain where you stand within the discourse your have reviewed; use a current or historical event to support your position [5 points].

Remarks Applicable to Both Options: Sources must be cited using footnotes or in-text citations, and every paper must include a bibliography or reference list in which the complete citations of every source are listed; a standard citation format must be used consistently. Please note that the School of Diplomacy has chosen *The Chicago Manual of Style* as the standard for this course. Students may choose to use either the footnote/bibliography style or the author-date/reference-list style. Please take care not to amalgamate the two styles. Be particularly careful when web resources are used and cited. Complete citations of Internet sources (including date of access) are necessary. Moreover, thoughtful judgment is required to assess the quality of the information provided by web sites.

Most students will find that, when using one-inch vertical and horizontal margins, a body length of about 12 double-spaced pages of 12-point Times New Roman or 10-point Courier New is necessary for the satisfactory completion of this assignment. In principle there is no minimum or maximum length for the analytical reading report or the literature

review; quality of writing matters more than quantity of writing, and conciseness is a highly-valued quality. Substantive content is expected.

The written assignment may be handed in early but is due at the beginning of the ninth meeting of the class both electronically and in hard copy. Late reports will be penalized one point per calendar day. Reports not received within seven calendar days of the due date will receive a grade of zero.

Oral Presentation, 20 points

This exercise affords students the opportunity to learn from each other. Since no one can read all of the seminal works in the field, we will pool our brain power and digest for each other some major works by important authors. The oral presentation is a straightforward way for students to share what they learned from writing an analytical reading report or a literature review.

The oral presentations will be scaled according to the number of presenters. Tentatively, fifteen minutes could be allocated for each student to present, answer questions, and discuss with the class. PowerPoint or other media can be used to provide a visual reference or framework for the talks. A one-page outline or summary, including the bibliographic information used in the paper, should be distributed to the class.

The grade for the presentation will be based on the handout [5 points], the delivery [5 points], and the content [10 points].

Oral Final Exam, 20 points

The final examination will be oral. The format is uncomplicated. The student will bring three index cards to the exam. Each index card will contain a question. The instructor will look at the three questions, and, if they are judged to be questions which will illustrate the breadth and depth of the student's knowledge and comprehension, the instructor will choose from among the three questions the one which the student will answer. If, however, the questions are found to be unsatisfactory, the instructor will examine the student on whatever topic the instructor wishes. Good questions integrate at least three themes from the course.

There will be a sign-up sheet for the final exam. The exam will last 15 minutes and be graded out of 20 points, ten each for delivery and content.

In the past, some students have chosen to take the final exam jointly in a debate format. In this case, partnering students sign up for two consecutive time slots. The format remains similar: students bring three questions, the instructor chooses a satisfactory question or poses his own, and the students debate the issue for 30 minutes. (For the record, one year I had three undergraduates who held a successful three-way debate!)

Prepare to deliver your points completely and concisely. 15 minutes on your own or 30 minutes of debate pass much more rapidly than you might think!

A portion of the last two classes will be set aside for students to propose and critique possible final exam questions.

Calculation of the Final Grade

Class participation totals 25% of the grade. Concerning the report, the oral presentation, and the final exam, each of the three exercises will be graded out of 20 points, but the points will be scaled in such a way that the student's highest grade receives the most weight [30%] and the student's lowest grade receives the least weight [20%]; the middle grade will receive a weight of 25%. Thus, final grades will reflect the students' strengths.

Remarks

1. It is imperative that students read the assigned material carefully and thoughtfully before class and come to class prepared to actively engage in a discussion of those readings.
2. It is important that each academic exercise be an individual endeavor and be completed on time. The instructor will deduct significant points and/or reject any assignment not handed in on time.
3. In this course, academic integrity is of highest importance. Consequently, any form of plagiarism will not be tolerated and will result in a failing grade, potential damage to your academic standing, and possible expulsion from the School of Diplomacy and International Relations and the University. The School of Diplomacy Standards of Academic Conduct can be found online at <http://www.shu.edu/academics/diplomacy/academic-conduct.cfm>.

Student Learning Outcomes:

This course aims to meet the following M.A. program student learning outcomes:

- To gain knowledge and understanding of 1) the key concepts, models, theories, and debates involved in the study of contemporary international relations and diplomacy; 2) the prevailing global issues, such as international conflict, global health, and environmental challenges.
- To develop skills of 1) analyzing complex situations and synthesizing information; 2) communicating effectively in oral and written form.

Accommodations Policy

Under the Americans with Disabilities Act and Section 504 of the Civil Rights Restoration Act, students at Seton Hall University who have a disability may be eligible for accommodations in this course. Should a student require such accommodation, he or she must self-identify at the Office of Disability Support Services (DSS), Room 67, Duffy Hall, provide documentation of said disability, and work with DSS to develop a plan for accommodations. The contact person is Mrs. Linda Walter at (973) 313-6003.

Policy on Incompletes:

Incompletes will be given only in exceptional cases for emergencies. Students wishing to request a grade of Incomplete must provide documentation to support the request accompanied by a Course Adjustment Form (available from the Diplomacy Main Office) to the professor *before* the date of the final examination. If the incomplete request is approved, the professor reserves the right to specify the new submission date for all missing coursework. Students who fail to submit the missing course work within this time period will receive a failing grade for all missing coursework and a final grade based on all coursework assigned. Any Incomplete not resolved within one calendar year of receiving the Incomplete or by the time of graduation (whichever comes first) automatically becomes an “FI” (which is equivalent to an F). It is the responsibility of the student to make sure they have completed all course requirements within the timeframe allotted. Please be aware that Incompletes on your transcript will impact financial aid and academic standing.

*Please note that I may make adjustments to the syllabus during the course of the semester.

COURSE SCHEDULE AND READINGS

- Week 1** Introduction
1/18 *Negotiating the Syllabus*
- Week 2** Buzan and Hansen Chapters 1-5
1/25
- Week 3** Buzan and Hansen Chapters 6-9
2/1

THE TRADITIONAL INTERNATIONAL SECURITY AGENDA

- Week 4** Interstate and Intrastate War
2/8 Smith Chapters 4-5; selected readings
- Week 5** Weapons Proliferation and Terrorism
2/15 Smith Chapters 6-7; selected readings
Analytical Reading Proposal Due
- Week 6** Cybersecurity and Cyberwar
2/22 Smith Chapter 8; selected readings

THE NEW/HUMAN SECURITY AGENDA

- Week 7** Organized Crime and Black Spots
3/1 Smith Chapter 9; selected readings

NO CLASS ON 3/8 – UNIVERSITY CLOSED FOR SPRING BREAK

- Week 8** Economics, Environmental, and Resource Security
3/15 Smith Chapters 10-11; selected readings
- Week 9** Public Health and Population Trends
3/22 Smith Chapters 12-13; selected readings
Analytical Reading Report Due

NO CLASS ON 3/29 – UNIVERSITY CLOSED FOR HOLY THURSDAY

THE RISE AND FALL OF INTELLIGENCE

- Week 10** Warner Chapters Intro-4
4/5
- Week 11** Warner Chapters 5-Conclusion
4/12
- Week 12** Guest Speaker (tentative)
4/19 *Questions and Answers*
- Week 13** **Presentations: First half of the students alphabetically**
4/26 *Peer Critiques of Proposed Exam Questions*
- Week 14** **Presentations: Second half of the students alphabetically**
5/3 *Peer Critiques of Proposed Exam Questions*

FINAL ORAL EXAMINATION TBD: EXAM PERIOD RUNS 5/10 TO 5/16

WEEK 4: INTERSTATE AND INTRASTATE WAR (OPTION A OR B)

A. CLASSICS AND A CONTEMPORARY RESPONSE (READING THEM ALL IS ENOUGH!)

Clausewitz, *On War*. Book I, Chapter 1. Any edition. One online version from the late 19th century is here: <https://www.clausewitz.com/readings/OnWar1873/BK1ch01.html>

Mackinder, "The Geographical Pivot of History," *The Geographical Journal* 23, no. 4 (April 1904):421-444.

https://www.iwp.edu/docLib/20131016_MackinderTheGeographicalJournal.pdf

Mahan, *The Influence of Sea Power upon History* (Boston: Little, Brown, and Company, 1890), excerpt from Chapter 2.

<https://canvas.brown.edu/courses/772288/files/24290615/download?wrap=1>

Wilkinson, "Strategy at Sea," *The Morning Post* (February 19, 1912).

<https://www.clausewitz.com/readings/Wilkinson/StrategyAtSea.htm>

Wills, "Clausewitz and Corbett are Now Too Much," Center for International Maritime Security, March 5, 2015, <http://cimsec.org/clausewitz-corbett-now-much/15338>.

B1. POLITICS (READ BOTH)

Jack S. Levy, "Preventive War and Democratic Politics." *International Studies Quarterly*, 52, 1 (March 2008): 1-24.

<http://www.jstor.org/stable/29734222>

Graham T. Allison and Morton H. Halperin, "Bureaucratic Politics: A Paradigm and Some Policy Implications." *World Politics* 24 (Spring 1972): 40-79.

<http://www.jstor.org/stable/2010559>

B2. ETHNIC CONFLICT AND CIVIL WAR (SELECT A SUITABLE SAMPLE)

Posen, Barry. "The Security Dilemma and Ethnic Conflict." *Survival* 35, no.1 (1993): 27-47. <http://www.rochelleterman.com/ir/sites/default/files/posen-1993.pdf>

web.mit.edu/ssp/people/posen/security-dilemma.pdf

Richard K. Betts, "The Delusion of Impartial Intervention," *Foreign Affairs*, Vol. 73, No. 6 (November/December 1994), pp. 20-33.

http://www.columbia.edu/itc/sipa/U6800/readings-sm/Betts_impartial_intervention.pdf

Varshney, "Nationalism, Ethnic Conflict, and Rationality," *Perspectives on Politics* 1, no. 1 (Mar. 2003), 85-99.

<http://www.jstor.org/stable/3687814>

Kaufman, "Symbolic Politics or Rational Choice? Testing Theories of Extreme Ethnic Violence," *International Security* 30, no. 4 (2006), 45-86.

<http://www.jstor.org/stable/4137529>

Grigorian and Kaufman, "Hate Narratives and Ethnic Conflict," *International Security* 31, no. 4 (Spring, 2007), 180-191.

<http://www.jstor.org/stable/4137570>

Lake, "International Relations Theory and Internal Conflict: Insights from the Interstices," *International Studies Review* 5, no. 4 (Dec. 2003), 81-89.

<http://www.jstor.org/stable/3186395>

Saideman, "Overlooking the Obvious: Bringing International Politics Back into Ethnic Conflict Management," *International Studies Review* 4, no. 3 (Autumn 2002), 63-86.

<http://www.jstor.org/stable/3186464>

Kalyvas, "'New' and 'Old' Civil Wars: A Valid Distinction?" *World Politics* 54, no. 1 (Oct. 2001), 99-118.

<http://www.jstor.org/stable/25054175>

Gurr, "Peoples Against States: Ethnopolitical Conflict and the Changing World System," *International Security* 38 (1994):347-378.

<http://www.jstor.org/stable/2600737>

Wallensteen, "Universalism vs. Particularism: On the Limits of Major Power Order," *Journal of Peace Research* 21 (1984):243-257.

<http://www.jstor.org/stable/424025>

Jenne and Popovic, "Managing Internationalized Civil Wars," *Oxford Research Encyclopedia of Politics*.

https://www.researchgate.net/profile/Milos_Popovic7/publication/320077641_Managing_Internationalized_Civil_Wars_in_Oxford_Research_Encyclopedia_of_Politics/links/59cd327aca272dcd17d20b6/Managing-Internationalized-Civil-Wars-in-Oxford-Research-Encyclopedia-of-Politics.pdf

WEEK 5: WEAPONS PROLIFERATION AND TERRORISM

Sagan, "Why Do States Build Nuclear Weapons? Three Models in Search of a Bomb," *International Security* 21, no. 3 (Winter 1996/97): 54-86.

<https://muse.jhu.edu/article/447446/pdf>

Nagl, "Defending against New Dangers: Arms Control of Weapons of Mass Destruction in a Globalized World," *World Affairs* 162, no. 4 (Spring 2000): 158-173.

<http://www.jstor.org/stable/20672587>

Postma, "U.S. Conventional Weapons Proliferation Policies are Inadequate," U.S. Army War College (Carlisle, PA: May 3, 2004).

[http://www.dtic.mil/cgi-](http://www.dtic.mil/cgi-bin/GetTRDoc?Location=U2&doc=GetTRDoc.pdf&AD=ADA424083)

[bin/GetTRDoc?Location=U2&doc=GetTRDoc.pdf&AD=ADA424083](http://www.dtic.mil/cgi-bin/GetTRDoc?Location=U2&doc=GetTRDoc.pdf&AD=ADA424083)

Young, "What is Terrorism?" American University School of Public Affairs Research Paper No. 2014-0007 (2014).

http://papers.ssrn.com/sol3/Delivery.cfm/SSRN_ID2514553_code2314625.pdf?abstractid=2454681&mirid=1

Abrahms, "Why Terrorism Does Not Work," *International Security* 31, no. 2 (Fall 2006), 42-78.

<http://www.jstor.org/stable/4137516>

WEEK 6 CYBERSECURITY AND CYBERWAR

Arquilla and Ronfeldt, "Cyberwar is Coming!" in *In Athena's Camp: Preparing for Conflict in the Information Age* (RAND Corporation: 1997), 23-60. Originally published in *Comparative Strategy* 12, no. 2 (Spring 1993):141-165.
<http://www.jstor.org/stable/10.7249/mr880osd-rc.7>

Porter, "Wide of the Mark: Drones, Cyber, and the Tyrannies of Distance," in *The Global Village Myth: Distance, War, and the Limits of Power* (Georgetown University Press: 2015), 194-215.
<http://www.jstor.org/stable/j.ctt13x0dk5.9>

Jagoda, "Speculative Security," in *Cyberspace and National Security: Threats, Opportunities, and Power in a Virtual World*, ed. Derek S. Reveron (Georgetown University Press: 2012), 21-35.
<http://www.jstor.org/stable/j.ctt2tt6rz.6>

Russell, "Theorizing about Cyberspace," in *Cyber Blockades* (Georgetown University Press: 2014), 12-33.
<http://www.jstor.org/stable/j.ctt9qdsfj.7>

Manjikian, "From Global Village to Virtual Battlespace: The Colonizing of the Internet and the Extension of Realpolitik," *International Studies Quarterly* 54, no. 2 (June 2010):381-401.
<http://www.jstor.org/stable/40664172>

WEEK 7 ORGANIZED CRIME AND BLACK SPOTS

Kalyvas, “How Civil Wars Help Explain Organized Crime—and How They Do Not,” *Journal of Conflict Resolution* 59, no. 8 (2015):1517-1540.

<http://journals.sagepub.com/doi/pdf/10.1177/0022002715587101>

Pires, Schneider, and Herrera, “Organized Crime or Crime That is Organized? The Parrot Trade in the Neotropics,” *Trends in Organized Crime* 19 (2016):4-20.

<https://link.springer.com/content/pdf/10.1007%2Fs12117-015-9259-7.pdf>

Ellis and Shaw, “Does Organized Crime Exist in Africa?” *African Affairs* 114, iss. 457 (2105):505-529.

<https://doi.org/10.1093/afraf/adv035>

Kupaadze, “Political Corruption in Eurasia: Understanding Collusion between States, Organized Crime, and Business,” *Theoretical Criminology* 19, no. 2 (2015):198-215.

<http://journals.sagepub.com/doi/pdf/10.1177/1362480615574404>

Shelley and Picarelli, “Methods Not Motives: Implications of the Convergence of International Organized Crime and Terrorism,” Transnational Crime Corruption Center (2014).

http://pgil.pk/wp-content/uploads/2014/04/0methods_motives.pdf

Stanislowski et al., “Para-States, Quasi-States, and Black Spots: Perhaps Not States, but Not ‘Ungoverned Territories,’ Either,” *International Studies Review* 10, no. 2 (June 2008):366-396.

<http://www.jstor.org/stable/25481982>

WEEK 8 ECONOMICS, ENVIRONMENTAL, AND RESOURCE SECURITY

Yergin, "Ensuring Energy Security," *Foreign Affairs* 85, no. 2 (Mar./Apr. 2006), 69ff.
<http://www3.dogus.edu.tr/cerdem/images/Energy/Ensuring%20Energy%20Security.pdf>

Winzer, "Conceptualizing Energy Security," *Energy Policy* 46 (July 2012), 36-48.

Cooley, "The War Over Water," *Foreign Policy* 54 (Spring 1984), 3-26.
<http://www.jstor.org/stable/1148352>

Katz, "Hydro-Political Hyperbole: Examining Incentives for Overemphasizing the Risks of Water Wars," *Global Environmental Politics* 11, no. 1 (Feb. 2011), 12-35.
http://mtw160-198.ippl.jhu.edu/journals/global_environmental_politics/v011/11.1.katz.pdf

Homer-Dixon, "On the Threshold: Environmental Changes as Causes of Acute Conflict," *International Security* 16, no. 2 (Fall 1991), 76-116.
<http://www.jstor.org/stable/2539061>

Homer-Dixon, "Environmental Scarcities and Violent Conflict: Evidence from Cases," *International Security* 19, no. 1 (Summer 1994), 5-40.
<http://www.jstor.org/stable/2539147>

de Soysa, "Ecoviolence: Shrinking Pie, or Honey Pot?" *Global Environmental Politics* 2, no. 4 (Nov. 2002), 1-34.
https://www.researchgate.net/publication/24089764_Ecoviolence_Shrinking_Pie_or_Honey_Pot

WEEK 9 PUBLIC HEALTH AND POPULATION TRENDS

Brown, Cueto, and Fee, "The World Health Organization and the Transition From 'International' to 'Global' Public Health," *American Journal of Public Health* 96, no. 1 (January 2006):62-72.

<http://ajph.aphapublications.org/doi/pdfplus/10.2105/AJPH.2004.050831>

Aldis, "Health Security as a Public Health Concept: A Critical Analysis," *Health Policy and Planning* 23 (2008):369-375.

<https://academic.oup.com/heapol/article-pdf/23/6/369/1532922/czn030.pdf>

Rodier et al., "Global Public Health Security," *Emerging Infectious Diseases* 13, no. 10 (October 2007):1447-1452.

https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2851539/pdf/07-0732_finalPR.pdf

Lutz and Samir KC, "Dimensions of Global Population Projections: What Do We Know About Future Population Trends and Structures?" *Philosophical Transactions of the Royal Society B* 365 (2010):2779-2791.

<http://rstb.royalsocietypublishing.org/content/royptb/365/1554/2779.full.pdf>

Ezeh, Bongaarts, and Mberu, "Global Population Trends and Policy Options," *Lancet* 380 (2012):142-148.

<https://pdfs.semanticscholar.org/0483/40865bf6e9fdeaf00a00906cff615b1e141.pdf>

Lutz, Sanderson, and Scherbov, "The Coming Acceleration of Global Population Ageing," *Nature* 451, no. 7 (February 2008):716-719.

http://conferences.ufs.ac.za/dl/Userfiles/Documents/00001/637_eng.pdf