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Fall 2019

## DIPL 6130 NA International Security

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*Seton Hall University*

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**DIPL 6130 NA: International Security**  
School of Diplomacy and International Relations  
Seton Hall University  
Fall 2019

**Professor:** Dr. Sara Bjerg Moller  
**Email:** [mollersb@shu.edu](mailto:mollersb@shu.edu)  
**Office:** McQuaid Hall, 101C  
**Office Hours:** W 2:30 – 5:00 or by appointment

**Day & Time:** M 2:00 - 4:10 pm  
**Location:** Alfieri Hall 121

### **Course Description**

This course serves as a general introduction to the enduring and contemporary questions in international security, a field primarily concerned with the threat and uses of force by state and non-state actors for political ends. Topics to be explored include the origins of major power wars, terrorism, nuclear proliferation, arms control, cybersecurity, and climate change.

### **Prerequisites**

DIPL 6130 is designed as a gateway course to more advanced courses on international security. As such, there is no formal prerequisite. Students who have not yet taken DIPL 6000 (or are taking it concurrently with this course) and/or do not have a sound grasp of IR theory, should consult with the professor to make sure they have a sufficient understanding of core concepts before taking this course.

### **Course Objectives**

By the end of the semester, students should have acquired knowledge and understanding of key concepts, models, theories, and debates involved in the study of contemporary international security. Students should also have developed the skills to analyze complex situations, synthesize information, and communicate effectively in oral and written form.

### **Course Requirements**

- **Participation.** All students must attend and actively participate in class. The course is run as a seminar and students will be graded on their participation in group discussions.
- **Complete the Readings.** *Warning:* The reading load for this course is heavy, **averaging around 100 pages per week.** (NB: Some weeks are heavier than others. So students should plan to read ahead to stay on track.) To succeed in this (or any) course you must engage in active reading. Reading without taking notes is a futile exercise. Take notes as you read, distilling the key arguments made by the authors.
- **Monitor Current Events.** Students should stay abreast of current events that pertain to the subject matter of the course (e.g. collapse of the INF treaty; North Korean missile testing; and Afghanistan peace talks, etc.) by reading the *New York Times*, *Washington Post* and the *Economist*.
- **Complete All Assignments.** There will be two short paper assignments, one group presentation and two quizzes.

## Assignments and Evaluation

Course grades will be based on the following criteria:

- **Class Participation (20%)** Students are expected to attend every class session and participate in class discussions. Active participation means you contribute to discussion regularly and intelligently. To ensure you can do so, readings should be completed *prior* to class.

Each class session's participation will be graded as following:

- 2 points:* Active, thoughtful participation that demonstrates understanding of the assigned material and current events. Full participation in classroom activities and discussion of position papers
- 1.5 points:* Limited participation that demonstrates some understanding of the assigned material and current events. Limited participation in classroom activities and discussion of position papers.
- 1 point:* Attendance with little or no participation in class.
- 0 points:* Unexcused absence.

- **Group Presentation (20%)** Students will be responsible for one group presentation. A grading rubric will be circulated in advance.
- **Quizzes (20%)** There will be two in-class quizzes (each worth 10%). The quizzes are intended to test your mastery of the material. The dates of the quizzes can be found in the Course Calendar. The quiz will include author identification questions as well as short answer questions that ask you to define and state the significance of core concepts in international security.
- **Position Papers (40%)** There will be two position papers (each worth 20%).

## Readings

Many of the readings for the course are articles or book chapters. Most of these are available online via the Black Board site that has been established for this course. Others can be accessed via the databases accessible through the Seton Hall University Library.

There is **ONE required textbook** for this course which can be purchased online:

- Richard K. Betts, *Conflict after the Cold War: Arguments on Causes of War and Peace* 4<sup>th</sup> edition (Boston: Pearson, 2013).

Later editions are fine as well but tend to be more expensive.

## How to Take Notes from the Readings

For each reading, students are (at a minimum) expected to know the following:

- **Author(s):** Knowing who argues what is important for several reasons. First, attribution is necessary for accuracy. Second, it helps me know **you know** the material. Simply writing "Someone argued nuclear proliferation is good," doesn't demonstrate mastery of the material. It's

a good idea to get in the habit right away of learning the names of the authors since the quizzes will feature questions asking you to identify them. **NB:** Students are only expected to know the names of the authors of the analytical pieces (i.e. those from the Betts' reader, journal articles, and book chapters). Students will not be tested on the names of the authors of news articles or opinion pieces.

- **Argument:** What is the author arguing?
- **Evidence:** What kinds of evidence does the author use in making his/her case, i.e. statistical, case-study (which cases?), etc.
- **Gaps:** What's missing? What are the weaknesses of the author's argument?
- **Debate:** Many of the authors assigned for this course are part of larger policy debates, e.g. Waltz-Sagan debate on nuclear proliferation. It is important to know which larger debate the author is part contributing to, i.e. who are they arguing against?

In addition to the readings, students will be required to watch one film (*Judgment at Nuremberg*) prior to Week 4. A copy of the film is available at the Walsh Library. A link can also be found on Blackboard, allowing students to watch the film from their comfort of their homes.

### Policies and Resources

- **Accommodations.** 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 Ms. Diane Delorenzo at **(973) 313-6003**.
- **Counseling.** The **Office of Counseling and Psychological Services (CAPS)** offers assistance to students in need of support. CAPS is located in Mooney Hall and can be reached at **(973) 761-9500**.
- **Absences.** Students are expected to attend all class sessions and participate in discussions. If a medical situation or other emergency arises students should inform the professor via email at the earliest possible opportunity as to the reason for their absence. Unexcused absences will bring down your participation grade.
- **Office Hours.** Office hours are not mandatory. The purpose of office hours is to provide students with the opportunity to meet with me to discuss material presented in class or other related interests. I do not prepare lesson plans for office hours. Students are expected to lead these discussions and ask questions. My office hours are Wednesdays 2:30-5:00 pm or by appointment. Students should sign up in advance using the sheet posted on my office door (McQuaid Hall, Room 101C).
- **Late or Incomplete Assignments.** Failure to turn in a paper on its due date will result in a grade penalty. All late papers (this includes those handed in at the end of class or emailed to me during class) will be penalized by one-third letter grade per day (i.e., an A paper turned in one day late is an A-, two days late a B+, etc.) except in cases of medical or family emergency.
- **Plagiarism, Cheating and Academic Integrity.** Plagiarism and other forms of academic dishonesty will be reported to the administration, and may result in a lowered or failing grade for the course and up to possible dismissal from the School of Diplomacy. See university and school standards for academic conduct here:

- <http://www.shu.edu/offices/student-life/community-standards/community-standards.cfm>
- <http://www.shu.edu/academics/diplomacy/academic-conduct.cfm>.

Students are expected to submit their own work and to cite all sources. There is to be no collaboration of any kind on the take-home assignments. **\*\*Any form of cheating will be dealt with according to the guidelines outlined in the Standards of Conduct and punished accordingly.\*\***

- **\*Technology\*** Technology can be beneficial as well as harmful to learning. However, experience has taught me that laptops in seminars distract from learning. Numerous studies have shown that use of laptops in classrooms hinder students' ability to learn.<sup>1</sup> The use of any electronic devices, including laptops, tablets, and phones is not allowed during class. Please use pen and paper to take notes.
- **Grade Appeals.** Grades in this course are not negotiable. If you believe an error has been made in the grading of your assignment, you may make a formal appeal. All appeals should be made in writing and sent to the professor via email.
- **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.
- **Email.** Before emailing the professor students should consider the following: First, always check the syllabus. Often, the answer has already been provided for you. Second, students should include the name and section number of the course in the subject line of the email, e.g., **Subject: DIPL 6130 AA: Question about Reading**. Doing so will enable me to locate your email more quickly and hence respond more promptly. Third, students should communicate professionally, avoiding informal salutations (e.g. "Hi Prof!"), casual language (e.g. "I would love to..."), and emoticons ☹. Fourth, please keep your communications brief. Complicated questions or issues are best discussed in person in office hours. Finally, please be aware that emails sent after 5:00 pm on Friday will generally not be answered until the following Monday. As a reward for reading this far, the answer to the bonus question on the first quiz is 34.

Additional helpful pointers on email etiquette can be found here:

- <http://www.usnews.com/education/blogs/professors-guide/2010/09/30/18-etiquette-tips-for-e-mailing-your-professor>
- <https://www.insidehighered.com/views/2015/04/16/advice-students-so-they-dont-sound-silly-emails-essay>

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<sup>1</sup> Pam Mueller and Daniel Oppenheimer, "The Pen is Mightier than the Keyboard: Advantages of Longhand over Laptop Note Taking," *Psychological Science*, vol. 25, no. 6 (2014): 1159-1168; Darren Rosenblum, "Leave Your Laptops at the Door to My Classroom," *The New York Times*, January 2, 2017; Cindy May, "Students are Better Off without a Laptop in the Classroom," *Scientific American*, July 11, 2017.

- <http://college.usatoday.com/2012/03/15/five-things-to-remember-when-e-mailing-a-professor/>
- **Disclaimer.** The professor reserves the right to make changes (e.g., addition of readings) to the syllabus in the course of the semester. Students will be given ample warning of any changes.

## Assignments

**(1) Position Papers:** Student will write two position papers over the course of the semester.

Prompts for the position papers are interspersed throughout the syllabus. (They can be found under Weeks 6, 10, 11, 12, and 13). Students are expected to supplement the readings assigned for that week with their own research.

The papers should begin with a short introduction that gives an overview or context for the topic. The paper should then state its primary argument (either for or against the position) and provide supporting arguments and evidence. Alternative arguments should be explored and refuted using evidence. A short conclusion should briefly summarize students' position on the topic. Students should come prepared to class to discuss and debate their position paper.

**Format:** Papers should be double-spaced size 12 font, typed in a sensible font (e.g. Times New Roman), and are not to exceed five pages.

**Citations:** Students should use footnotes, formatted according to the Chicago Manual of Style.

Students should include a bibliography along with their papers. The bibliography does not count toward the page limit. The bibliography should be formatted according to the Chicago Manual of Style (see [http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)).

**Delivery and Due Date:** Position papers are due in hard copy at the start of the class on the day of the assigned topic. Electronic submissions will not be accepted without prior instructor permission.

## **(2) Group Presentations (20%)**

Students will work together in groups of four or five to prepare a 20-minute case study presentation for the class in either **Week 7 or 9**. The sign-up sheet will be circulated on the first day of class. Students who miss the first day of class will be assigned to a case study by the professor.

Students should structure their presentation according to following template:

- Introduction – What is your case study and why is it relevant to this week's topic?
- General Overview – What should your fellow students know about your case study. (Assume they have not read the recommended readings.)
- Main Analytical Points – How do the theoretical readings and analytical frameworks discussed in the course help us understand the case study?
- Other Points – Things you think are important to understand about the case but weren't addressed in the analytical frameworks or theories we studied.
- Conclusion – Summarize your main points and give us a key "take-away message."

## Course Calendar

### Part I: Introduction

#### 1. Introduction (August 26)

- Joshua S. Goldstein and Steven Pinker, “War Really Is Going Out of Style”, *New York Times* Sunday Review, December 17, 2011. <http://www.nytimes.com/2011/12/18/opinion/sunday/war-really-is-going-out-of-style.html?pagewanted=all>
- Christian Davenport, “Angels and Anarchists: A Conflict Scholar’s Response to Steven Pinker’s New Book,” Blog Post, June 27, 2012. <https://politicalviolenceataglance.org/2012/06/27/angels-and-anarchists-a-conflict-scholars-response-to-steven-pinkers-new-book/>

*Recommended:* (i.e., if you have time)

- Stephen Walt, “Rigor or Rigor Mortis? Rational Choice and Security Studies,” *International Security*, Vol. 23, No. 4 (1999), pp. 5-48.

**NB:** Students lacking a firm foundation in IR theory should review the following:

- Jack Snyder, “One World, Rival Theories,” *Foreign Policy* no. 145 (November/December 2004): 52-62.
- Stephen M. Walt, “International Relations: One World, Many Theories,” *Foreign Policy* no. 110 (Spring 1998): 29-46.

#### Discussion Questions:

- What is International Security and how should we study it?
- Is war going out of fashion?
- What is the most pressing international security issue of the day?

### Part II: Causes of War

#### 2. Power and System-Level Theories of War (September 9) [75]

**Prompt for Position Paper:** Major war is more likely when great powers are equal. Discuss. \*DUE: OCTOBER 7\*

- Thucydides, “The Melian Dialogue” in Betts, pp. 69-73. (4 pages)
- Kenneth N. Waltz, “Origins of War in Neorealist Theory” in Betts, pp. 100-106. (6 pages)
- Robert Gilpin, “Hegemonic War and International Change” in Betts, pp. 107-119. (12 pages)
- Geoffrey Blainey, “Power Culprits, and Arms,” in Betts, pp. 120-132. (12 pages)
- Robert Jervis, “Cooperation Under the Security Dilemma,” in Betts, pp. 425-441. (16 pages)
- John Mearsheimer, *The Tragedy of Great Power Politics* (New York: W.W. Norton, 2001), pp. 29-54. (25 pages)

### Discussion Questions:

- Is major war more likely when great powers are equal or unequal?
- Does the sweeping historical pattern that Gilpin discerns provide lessons for the 21<sup>st</sup> century?
- Does the security dilemma always operate? What factors mitigate its severity?
- Is the US a regional or global hegemon? Does it matter?

### **3. Domestic Political and Economic Causes of War (September 16) [130]**

- V.I. Lenin, "Imperialism, the Highest Stage of Capitalism," in Betts, pp. 309-316. (7 pages)
- Joseph Schumpeter, "Imperialism and Capitalism," in Betts, pp. 317-326. (9 pages)
- Norman Angell, "The Great Illusion," in Betts, pp. 299-301. (3 pages)
- Immanuel Kant, "Perpetual Peace," in Betts, pp. 136-142. (6 pages)
- John M. Owen, "How Liberalism Produces Democratic Peace," *International Security* vol. 19, no. 2 (Fall 1994): 87-125. (39 pages)
- Edward Mansfield and Jack Snyder, "Democratization and War," in Betts, pp. 380-393. (13 pages)
- Erik Gartzke, "The Capitalist Peace," *American Journal of Political Science* 51:1 (Jan. 2007): 166-91. (17 pages)
- Michael Moussesau, "The End of War: How a Robust Marketplace and Liberal Hegemony Are Leading to Perpetual World Peace," *International Security*, vol.44, no. 1 (2019): 160-196. (36 pages)

### Discussion Questions:

- Do countries' participation in the international economy push them toward competition and conflict or does trade foster peace?
- What is Angell's core thesis? Did world events prove him wrong?
- Does conquest still pay?
- Is there such a thing as "democratic peace"?
- Which of the explanations (i.e. structural or normative) for the democratic peace do you find more convincing and why?
- What is the relationship between nationalism and violence?

### **4. Psychological and Individual-Level Causes of War (September 23) [96 Plus Mandatory Film]**

\*Quiz 1\*

- Stanley Milgram, "How Good People Do Bad Things," in Betts, pp. 183-190. (7 pages)
- Daniel Kahneman and Jonathan Renshon, "Why Hawks Win," in Betts, pp. 190-194. (4 pages)
- Robert Jervis, "War and Misperception," in Betts, pp. 194-210. (16 pages)
- Margaret Mead, "Warfare is Only an Invention – Not a Biological Necessity," in Betts pp. 244-248. (4 pages)
- John Mueller, "The Obsolescence of Major War," in Betts, pp. 249-259. (10 pages)
- J. Ann Tickner, "Men, Women, and War," in Betts, pp. 280-292. (12 pages)



- Keren Yarhi-Milo, “In the Eye of the Beholder: How Leaders and Intelligence Communities Assess the Intentions of Adversaries,” *International Security*, Vol. 38, No. 1 (2013), pp. 7-51. (43 pages)

**Required Film:** See *Judgment at Nuremberg* \*before\* class. A DVD copy is available at the Walsh Library on Reserve. A link to the film has also been posted on BB, so that students can stream it online should they choose to do so.

### Discussion Questions

- When should obedience to authority be praised and when should it be feared?
- Why did subjects in Milgram’s experiments continue to obey the experimenter?
- How has the division of labor in violence transformed the problem of obedience?
- Is “following orders” a legitimate excuse to do wrong?
- Why are policymakers predisposed to believe the hawks?
- Which is more dangerous: overestimates or underestimates of hostility?
- Is warfare merely an invention?
- Are Mead and Mueller’s arguments compatible?
- What role does spirit play in war?

### Film Questions:

- The defense attorney argued that everyone (from the Germans who voted for Hitler to foreign war profiteers) was guilty. Do you agree?
- Should more Germans have been put on trial? If so, who?
- What purpose was served by bringing to trial a few hundred of the top officials?

### **September 30 – Instructor Away: No Class**

- Work on Position Papers
- Read Ahead

## **Part III: Strategies of Violence**

### **5. Violence and the Uses of Force (October 7) [118]**

- Robert Art, “To What Ends Military Power?” *International Security* vol. 4, no. 4 (Spring 1980): 3-35. (32 pages)
- Thomas C. Schelling, *Arms and Influence* (New Haven: Yale University Press, 1966), pp. 1-86. (86 pages)

### Discussion Questions:

- What are the four functions of force?
- What’s the difference between brute force and coercion?
- What’s the difference between deterrence and compellence? Which is easier?

- What is the California Principle?
- What are Salami Tactics?

## October 14 – Fall Break (University Closed)

### 6. International Terrorism (October 21) [134]

**Prompt for Position Paper:** We have exaggerated the threat of international terrorism? Discuss.

- Bruce Hoffman, *Inside Terrorism* (New York, NY: Columbia University Press, 2006), pp. 1-42. (41 pages)
- Martha Crenshaw, “The Strategic Logic of Terrorism,” in Betts, pp. 481-495. (14 pages)
- Max Abrahms, “Why Terrorism Does Not Work,” *International Security* Vol. 31, No. 2 (2004): 42-78. (36 pages)
- Thomas Hegghammer, “Should I Stay or Should I Go? Explaining Variation in Western Jihadists’ Choice between Domestic and Foreign Fighting,” *American Political Science Review* Vol. 107, No. 1 (2013): 1-15. (14 pages)
- John Mueller and Mark Stewart, “The Terrorism Delusion: America’s Overwrought Response to September 11,” *International Security*, vol. 37, no. 1 (2012): 81-110. (29 pages)

#### Discussion Questions:

- What acts constitute terrorism?
- According to Hoffman, how has the meaning of the term fluctuated over time?
- What does it mean to say that terrorism is “strategic”?
- Can terrorists be deterred?
- Does terrorism work?
- What factors influence Western Jihadists’ choice between domestic and foreign fighting?

### 7. Insurgency and Low-Intensity Conflict (October 28) [57] \*Group Presentations\*

- Mao Tse-Tung, “On Guerrilla Warfare,” in Betts, pp. 539-549. (10 pages)
- David Galula, “Insurgency and Counterinsurgency,” in Betts, pp. 575-591. (16 pages)
- John A. Nagl, *Learning to Eat Soup with a Knife: Counterinsurgency Lessons from Malaya and Vietnam* (Chicago: University of Chicago Press, 2002) pp. 15-30. (15 pages)
- Seth Jones, *Waging Insurgent Warfare: Lessons from the Vietcong to the Islamic State* (Oxford: Oxford University Press, 2017), pp. 159-175. (16 pages)

#### Discussion Questions:

- Are insurgents terrorists? Why/why not?
- How have insurgencies changed over time?
- How are these types of conflicts different from other kinds of warfare?

## Case Study Group Presentations:

\*The readings below are recommended, only. As such, they are intended to give you background on your chosen topic. They are by no means comprehensive; nor (in the case of Iraq and Syria) do they address developments from the past two years. Students are expected to supplement the readings below with their own research in preparation for their group presentations.\*

### **(1) Vietnam**

Recommended Readings:

- Harry G. Summers, *On Strategy: A Critical Analysis of the Vietnam War* (New York: Presidio Press, 1995), pp. 1-8, 83-107. (23)
- Andrew F. Krepinevich, Jr., *The Army and Vietnam* (Johns Hopkins Press, 1986), pp.164-214. (41 pages)
- John A. Nagl, *Learning to Eat Soup with a Knife: Counterinsurgency Lessons from Malaya and Vietnam* (Chicago: University of Chicago Press, 2002) pp. 151-90. (40 pages)

### **(2) Iraq**

Recommended Readings:

- Thomas E. Ricks, *The Gamble: General David Petraeus and the American Military Adventure in Iraq, 2006-2008* (New York: Penguin, 2009), 200-27. (27 pages) [SEP]
- Peter D. Feaver, "Anatomy of the Surge," *Commentary* (April 2008): 24-28. (4 pages) [SEP]
- Gian P. Gentile, "A Strategy of Tactics: The Folly of Counterinsurgency," in Betts, pp. 598-610. (12 pages)
- David Petraeus, "Learning Counterinsurgency: Observations from Soldiering in Iraq," *Military Review* 86:1 (Jan./Feb. 2006): 2-12. (10 pages)
- Stephen Biddle, Jeffrey Friedman, and Jacob Shapiro, "Testing the Surge: Why Did Violence Decline in Iraq in 2007?" *International Security* vol. 37, no. 1 (2012): 7-40. (33 pages)
- John Hagan, Joshua Kaiser, and Anna Hanson; Jon R. Lindsay and Austin G. Long; and Stephen Biddle, Jeffrey A. Friedman, and Jacob N. Shapiro. "Correspondence: Assessing the Synergy Thesis in Iraq." *International Security* 37, no. 4 (Spring 2013): 173-198. (25 pages)

### **(3) Syria**

Recommended Readings:

- Joseph Holliday, "The Assad Regime: From Counter-Insurgency to Civil War," *Middle East Security Report* 8, pp. 7-40. (33 pages)
- Charles Lister, "The Free Syrian Army: A decentralized insurgent brand," *Analysis Paper No. 26*, Brookings Project on U.S. Relations with the Islamic World, November 2016, pp. 3-38. (35 pages)
- Carla E. Humud, Christopher M. Blanchard, and Mary Beth D. Nikitin, "Armed Conflict in Syria: Overview and U.S. Response," *CRS Report R41725* (Washington, DC: Library of Congress, Congressional Research Service, September 28, 2016): 1-40. (39 pages)

## **Part IV: Nuclear Security Issues**

### **8. The Nuclear Revolution (November 4) [75]**

\*Quiz 2\*

- Glenn Snyder, “The Balance of Power and the Balance of Terror,” in Paul Seabury, editor, *Balance of Power* (San Francisco, CA: Chandler Publishing Co., 1965), pp. 184-201. (15 pages)
- Robert Jervis, *The Meaning of the Nuclear Revolution: Statecraft and the Prospect of Armageddon* (Ithaca: Cornell University Press, 1989), pp. 1-46. (46 pages)
- John Mueller, *Atomic Obsession: Nuclear Alarmism from Hiroshima to Al Qaeda*, (Oxford: Oxford University Press, 2010), pp. 29-43. (14 pages)

### **Discussion Questions:**

- What is the nuclear revolution? (i.e. How have nuclear weapons changed the nature of conflict?)
- What is the stability-instability paradox?
- Which aspects of Cold War deterrence theory and nuclear strategy are transferable to the 21st century and which are not?

### **9. Nuclear Proliferation: Causes and Consequences (November 11) [84] \*Group Presentations\***

- Scott D. Sagan, “Why do States Build Nuclear Weapons? Three Models in Search of a Bomb,” *International Security* vol. 12, no. 3 (Winter 1996/1997): 54-86. (32 pages)
- Kenneth Waltz, “The Spread of Nuclear Weapons: More May Be Better,” in Betts, *Conflict After the Cold War*, pp. 451-61. (11 pages)
- Scott Sagan, “Why Nuclear Spread is Dangerous,” in Robert Art and Kenneth Waltz, *The Use of Force* (Lanham: Rowman & Littlefield, 1999), pp. 370-81. (11 pages)
- Jacques Hymans, *The Psychology of Nuclear Proliferation: Identity, Emotions and Foreign Policy* (Cambridge: Cambridge University Press, 2006), pp.16-46. (30 pages)

### **Discussion Questions:**

- Why do states build the bomb?
- Do nuclear weapons increase or decrease the chances of war?
- Where does the greatest proliferation danger lie?

### **Case Study Group Presentations:**

\*The readings below are recommended, only. As such, they are intended to give you background on your chosen topic. They are by no means comprehensive; nor do they address developments from the past two years. Students are expected to supplement the readings below with their own research in preparation for their group presentations.\*

#### **(1) Iran**

##### **Recommended Readings:**

- Robert Litwak, *Iran's Nuclear Chess: After the Deal* (Washington, DC: Woodrow Wilson Center, 2015), pp. 7-95. (89 pages)

- Paul K. Kerr, “Iran’s Nuclear Program: Tehran’s Compliance with International Obligations” *CRS Report R40094* (Washington, DC: Library of Congress, Congressional Research Services, September 26, 2016), pp. 1-13. (13 pages)

## (2) North Korea

### Recommended Readings:

- Ian E. Rinehart and Mary Beth D. Nikitin, “North Korea: U.S. Relations, Nuclear Diplomacy, and Internal Situation” *CRS Report R41259* (Washington, DC: Library of Congress, Congressional Research Services, January 15, 2016), pp. 2-25. (24 pages)
- George A. Lopez, “Will new UN sanctions prevent another North Korean nuclear test? *The Bulletin of Atomic Scientists*, December 9, 2016. (3 pages) <http://thebulletin.org/will-new-un-sanctions-prevent-another-north-korean-nuclear-test10270>
- Mark Fitzpatrick, “On Trump and North Korea,” *Survival* Editors’ Blog, November 25, 2016. (3 pages) [http://www.iiss.org/en/politics\\_and\\_strategy/blogsections/2016-d1f9/november-b3f2/on-trump-and-north-korea-762c](http://www.iiss.org/en/politics_and_strategy/blogsections/2016-d1f9/november-b3f2/on-trump-and-north-korea-762c)
- Mark Fitzpatrick and Michael Elleman, “Pre-empting a North Korean ICBM test,” *Survival* Editors’ Blog, January 9, 2017. (2 pages) <http://www.iiss.org/en/politics%20and%20strategy/blogsections/2017-6dda/january-7f20/pre-empting-a-north-korean-icbm-test-ae68>
- *A Sharper Choice on North Korea: Engaging China for a Stable Northeast Asia*, Independent Task Force Report No. 74 (New York: Council on Foreign Relations, 2016), pp. 3-50. (48 pages) <http://www.cfr.org/north-korea/sharper-choice-north-korea/p38259>

## 10. The Nuclear Revolution and Arms Control (November 18) [73]

**Prompt for Position Paper:** The U.S. was right to withdraw from the INF Treaty. Discuss.

- Kier Lieber and Daryl Press, “The End of MAD: The Nuclear Dimension of U.S. Primacy,” *International Security*, Vol. 30, No. 4 (Spring 2006): 7-44. (37 pages)
- Robert Jervis, “Why Nuclear Superiority Doesn’t Matter,” *Political Science Quarterly*, Vol. 94, No. 4 (1979-1980), pp. 617-633. (16 pages)
- Robert Jervis, “Arms Control, Stability, and Causes of War,” *Political Science Quarterly*, Vol. 108, No. 2 (Summer, 1993), pp. 239-253. (14 pages)
- Laura Seligman and Robbie Gramer, “What Does the Demise of the INF Treaty Mean for Nuclear Arms Control?” *Foreign Policy*, August 2, 2019. (6 pages) <https://foreignpolicy.com/2019/08/02/what-does-the-demise-of-the-i-n-f-treaty-mean-for-nuclear-arms-control-intermediate-nuclear-forces-new-start-strategic-arms-limitation-nonproliferation-trump-russia-arms-control-explained/>

### Discussion Questions:

- Does arms control work?
- Is (US) nuclear primacy a good thing?

## Part V: Contemporary Topics in International Security

### 11. International Security Cooperation: Collective Defense and Military Alliances (November 25) [77]

**Prompt for Position Paper:** The NATO Alliance has outlived its usefulness and should be disbanded. Discuss.

- Robert Jervis, "From Balance to Concert: A Study of International Security Cooperation" *World Politics* 38(1) (Oct. 1985): 58-79. (20)
- G. F. Hudson, "Collective Security and Military Alliances," in Herbert Butterfield and Martin Wight, eds., *Diplomatic Investigations* (Harvard University Press, 1968), pp. 176-180. (5 pages)
- *A Short History of NATO* (Brussels, Belgium: NATO HQ, 2017). Available at: [http://nato.int/cps/en/natohq/declassified\\_139339.htm](http://nato.int/cps/en/natohq/declassified_139339.htm) (15 pages)
- *What NATO for What Threats? Warsaw and Beyond*, edited by Enrico Fassi, Sonia Lucarelli and Alessandro Marrone (Brussels, Belgium: NATO HQ, 2015), pp. 5-11. (7 pages)
- John Deni, *Alliance Management and Maintenance: Restructuring NATO for the 21<sup>st</sup> Century*, (London: Routledge, 2016), Chpts. 1,2, and 5. (30 pages)

#### Discussion Questions:

- How do states can cooperate on security?
- What is the difference between collective security and a military alliance?
- Does the US need NATO? What for?

### 12. Cybersecurity (December 2) [123]

**Prompt for Position Paper:** Cyberwar is not real war. Discuss.

- John Arquilla and David Ronfeldt, "Cyberwar is Coming!" *Comparative Strategy* vol. 12, no. 2 (1993): 141-165 (16 pages)
- Erik Gartzke, "The Myth of Cyberwar: Bringing War in Cyberspace Back Down to Earth," *International Security* vol. 38, no. 2 (Fall 2013): 41-73. (34 pages)
- Erica Borghard and Shawn Lonergan, "The Logic of Coercion in Cyberspace," *Security Studies*, vol.26, no. 3 (2017): 452-481. (29 pages)
- John Lindsay and Erik Gartzke, "Coercion Through Cyberspace: The Stability-Instability paradox Revisited," in *Coercion: The Power to Hurt in International Politics*, p. 179-203. (22 pages)
- John Sheldon, "Deciphering Cyberpower: Strategic Purpose in Peace and War," *Strategic Studies Quarterly* (Summer 2011): 95-112. (18 pages)
- Patrick Ciernza, "The Flawed Analogy Between Nuclear and Cyber Deterrence," *Bulletin of Atomic Scientists*, February 22, 2016. (1 page) <http://thebulletin.org/flawed-analogy-between-nuclear-and-cyber-deterrence9179>
- Steven Lee Meyers, "Cyberattack on Estonia stirs fear of 'virtual war,'" *New York Times*, Macy 18, 2007. (3 pages)  
<http://www.nytimes.com/2007/05/18/world/europe/18iht-estonia.4.5774234.html>

### Discussion Questions:

- Are cyberattacks a strategic threat to countries or merely a nuisance?
- Can cyberattacks be deterred? How?
- What is the role of government/businesses/international organizations in “securing” cyberspace?

### 13. Climate Change (December 9) [100]

**Prompt for Position Paper:** Climate change is not an international security issue. Discuss.

- Marc Levy, “Is the Environment a National Security Issue?” *International Security*, vol. 20, no. 2. (1995): 35-62. (27 pages)
- Chad Briggs, “Climate security, risk assessment and military planning,” *International Affairs*, vol. 88, no. 5 (2012): 1049-1064. (15 pages)
- Emily Meierding, “Climate Change and Conflict: Avoiding Small Talk about the Weather,” *International Studies Review*, vol. 15, no. 2 (2013): 185-203. (18 pages)
- Marshall Burke et al., “Climate and Conflict,” *Annual Review of Economics*, vol. 7 (2015): 577-617. (40 pages)

### Discussion Questions:

- Is climate change an international security issue? Why/why not?
- What are the mechanisms through which climate can be said to “cause” conflict?