

Syllabus

Course Information

Course Number: INTA 620
Course Title: International Security
Section:
Time: Thursdays, 6:30-7:10
Location: 1620 L Street, N.W., Washington D.C.
Credit Hours: 3

Instructor Details

Instructor: David Kanin
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Office Hours: Thursdays, 5:30-6:30

Course Description

This course will examine the theory, practice, institutions, and non-governmental actors involved in national security interests and decision-making. It will consider US relations with allies and adversaries, and approaches to crises and conflict-prone regions.

Course Prerequisites

None

Special Course Designation

Course Learning Outcomes

Students will acquire an understanding of the structure, history and contemporary context of US national security decision-making. They also will evaluate the various schools of thought competing over how to conceive and implement norms, policies, and the National Interest. They will consider the interaction of political, economic, military, legal, and priorities and the factors involved in the construction of "soft power." They will grapple with the impact of the rise of China, revival of hostility between the US and Russia, impact of terrorism, and the relationship between social media and the challenge to states and international institutions posed by trust-based "informal" security communities.

Textbook and/or Resource Materials

Corn, Geoffrey, Gurule, Jimmy, Jensen, Eric and Margulies, Peter, *National Security Law: Principles and Policy*, Wolters Kluwer, 2015.

Jordan, Amos A., Taylor, William J. Jr., and Meese, Michael J., *American National Security*, Johns Hopkins University Press, 2018

Kirshner, Jonathan, *Globalization and National Security*, Routledge, 2006

Yan Xuetong, *Leadership and the Rise of Great Powers*, Princeton University Press, 2019

Grading Policy

Students will take a Final Exam that will constitute 40% of their final grade. A research paper of 20-25 pages – due on the last day of classes -- on a topic agreed on between student and professor will make up another 30%. A further 20% will come from 2-3 page essays students will write after weeks 2, 4, 6, and 11 (each due the next class session). Oral participation in class will count for 10% of the final grade. The criteria for the A-F grading system will follow University guidelines. The guidance under Week 15, the Final Exam, expresses what the instructor is looking for in students' written work.

Late Work Policy

The instructor discourages late work -- successful professional performance requires doing good work on time – but understands that emergencies or unforeseen contingencies happen and will accept work made late by excused absences. Other late work will be accepted, but will receive lowered grades.

Course Schedule

Week 1. Establishing frameworks, definitions and perspectives -- the development of the contemporary international security system, its institutions, and competing schools of thought as to how to conceive and project national security policies and interests.

Readings:

- Ikenberry, John G., "The End of the Liberal International Order?" *International Affairs*, January 2018.
- Nye, Joseph, Jr., "Get Smart: Combining Hard and Soft Power," *Foreign Affairs*, July/August 2009.
- Rice, Condoleeza, "Rethinking the National Interest: American Realism for a New World," *Foreign Affairs*, July/August 2008.
- "Political Realism in International Relations," *Stanford Encyclopedia of Philosophy* (substantive revision), May 24, 2017 (online).
- Yan, Chapter 1, "Morality, Power, and Authority" and Chapter 2, "Leadership and Strategic Preferences."

Week 2. The historical context of US national security – ontological questions, the shifting significance of geography, and the evolution of America's approach to the World as it changed from marginal actor to great power.

In two or three pages, please discuss one theme you believe is important in the development of the U.S approach to national security. Why is it important? This essay is due at the beginning of our meeting in Week 3.

Readings:

- Beisner, Robert L. *From the Old Diplomacy to the New, 1865-1900* (skim for main themes of foreign policymaking during America's move toward great power), Harlan Davidson, 1986.
- Braumoeller, B.F., "The Myth of American Isolationism," *Foreign Policy*, 2011.
- Jordan et al, Chapter 2, "Traditional Approaches to National Security" and Chapter 3, "Evolution of American National Security Policy."
- Lubragge, Michael, "Manifest Destiny, University of Groningen (The Netherlands), 2014 (online)
- Walt, Stephen, "The Myth of American Exceptionalism," *Foreign Policy Analysis* 6(4), 2010.

Week 3. The contemporary American national security structure and architecture. We still rely on a system enshrined in the National Security Act of 1947, as adjusted over the decades and slightly altered after the shock of 9/11. We will consider how it works and whether it remains an effective approach to managing American interests in a changing world.

Readings:

- Project on National Security Reform, "Forging a New Shield," December 2008.
- Jordan, et al. Chapters 4-10.

Week 4. The process and problems of globalization. Not so long ago, victory in the Cold War led to optimism concerning a "peace dividend" and the prospect of a cohesive, benign, and effective international community led by a hegemonic United States. We will discuss that vision and challenges to it.

Is globalization still important or is it just a slogan of a passing era? Please make an argument one way or the other in 2-3 pages. This little position paper is due at the beginning of our meeting during Week 5.

Readings:

- Kirshner, Chapters 1,2,5,6, and 7.
- Ludema, Rodney, "Globalization and the State: A View from Economics," in James W. Skitten (ed.), *Prospects and Ambiguities of Globalization*, Lexington Books, 2009.
- Riccardelli, Joseph, "U.S. Grand Strategy: Should America Be Coming Home?" *Political Analysis, Volume 16, 2014, Article 7 (online)*.
- Yan, Chapter 4.

Week 5. Economics, finance, and trade – the material resources, tools, competition, and cooperation involved in the stakes and interests at the heart of national security.

Readings:

- Nato, Dick N. "Economics and National Security: Implications for U.S. Policy," Congressional Research Service, January 4, 2011.

- Posen, Adam and Tarullo, Daniel K., "Reports of the Working Group on Economics and National Security," The Princeton Project on National Security, 2005.
- Ronis, Sheila (ed), "Economic Security: Neglected Dimensions of National Security," Institute for National Strategic Studies, National Defense University, 2010.
- Wayne, E. Anthony, "Trade as an Element of National Security," *The DIASM Journal*, Winter 2003.

Week 6. The military aspect of international security – sometimes a rapier, sometimes a blunt object, sometimes an insurance policy, always a political football. Whatever happened to the Revolution in Military Affairs?

Please draft an argument outlining your preferred priorities for military spending and how they would ensure that U.S. "hard power" best serves the national security going forward. This 2-3 page paper is due at the beginning of our meeting in Week 7.

Readings:

- Cooper, Helene, Schmitt, Eric, and Barnes, Julian, "As Russia's Military Stumbles, Its Adversaries Take Notice," *New York Times*, March 8, 2022.
- Cordesman, Anthony, *The Real Revolution in Military Affairs*, Center for Strategic and International Affairs, 2014.
- CRS Report for Congress, "Defense Transformation: Background and Oversight Issues for Congress," 2006 (online).
- Iddon, Paul, "The Last Azerbaijan-Armenia war Changed How Small Nations Fight Modern Battles," *Forbes*, March 25, 2021.
- Jordan, et al, Chapter 13.
- Watts, Barry, "The Maturing Revolution in Military Affairs," Center for Strategic and Budgetary Assessments, 2011 (online).

Week 7. Weapons of mass destruction: Do Cold War norms and arms control etiquette remain relevant in the wake of proliferation?

Readings:

- Department of Defense Strategy to Combat Weapons of Mass Destruction, The White House, December 2012
- Forest, James J. F., "Framework for analyzing the Future Threat of WMD Terrorism," *Journal of Strategy Security*, Volume 5, Number 4, Winter 2012.
- Leah, Christine, M., "The Second Nuclear Age Updated," *The American Interest*, April; 18, 2016.
- Lieber, Keir, A., and Press, Daryl G., "The New Era of Nuclear Weapons: Deterrence and Conflict," *Strategic Studies Quarterly*, Spring 2013.
- MacFarlane, Allison, "All Weapons of Mass Destruction are not Equal," Center for International Studies, Massachusetts Institute of Technology, 2008.
- Mathews, Jessica, T., "The New Nuclear Threat," *New York Review of Books*, August 20, 2020.
- "WMD Terrorism," Aspen Institute, 2012

Week 8. Terrorism: How do we define it? What are its origins and sources? How do we differentiate it from events described as wars of national liberation, revolts, revolutions, insurrections, etc. (or do we)? How does domestic terrorism affect the relationship between international security, civic development, and social unrest?

Readings:

- American Civil Liberties Union, "How the USA Patriot Act Redefines 'Domestic Terrorism,'"
- Cronin, Audrey Kurth, "ISIS is not a Terrorist Group," *Foreign Affairs*, March/April 2015.
- Fahmy, Nabil, "Terrorism is the World's Problem," *Duke Law Scholarship*, 2006.
- Lacquer, Walter, "Post-Modern Terrorism: New Rules for an Old Game," *Foreign Affairs*, September/October 1996.
- Law Teacher, "The Issue of Terrorism Law" (discusses legal precedents in terrorism cases -- online).
- U.S. Army TRADOC G2 Handbook, "A Military Guide to Terrorism in the 21st Century," U.S. Army Training and Doctrine Command, 2007.
- Zenko, Micah, "Terrorism is Booming Almost Everywhere but in the United States," *Foreign Policy*, June 19, 2015.

Week 9. Environment, health challenges, and national security. The pandemic, fires, and floods highlight this range of problems and their relationship to foreign and domestic priorities.

Readings:

- Biswas, Niloy R. "Is the Environment a Security Threat: Environmental Security Beyond Securitization," *International Affairs Review*, Volume XX, Number 1, Winter 201.
- Cecchine, Gary and Moore, Melinda, "Infectious Disease and National Security," RAND Technical Report, 2006.
- Evans, Jane, "Pandemics and National Security," *Global Security Studies*, Spring 2010, Volume 1, Issue 1.
- Levy, Marc, A., "Is the Environment a National Security Issue?" *International Security*, Volume 20, Number 2, 1995.
- Matthew, Richard Anthony, "The Environment as a National Security Issue," *Journal of Policy history*, Volume 12, Number 1, 2000.
- U.S. Department of Defense Report to Congress, "National Security Implications of Climate: Related Risks and a Changing Climate," July 2015.

Week 10. Fossil fuels and beyond -- the world's energy demand and supply, and the security impact of pricing, diversity, politics, military considerations, and intelligence issues.

Readings:

- Burke, Sharon, et al, "A Strategy for American Power: Energy, Climate, and National Security," Center for a New American Security, 2008.
- Casselman, Ben, "Saudi Arabia is Winning the War Against the U.S. Oil Industry," 538.com, February 13, 2016.
- Dancer, Benjamin, "Renewable Energy for National Security," Truth Out, January 8, 2015.

- Flaherty, Chris, and Filho, Walter Leal, "Energy Security as a Sub-set of National Security," Optimal Risk, London, 2012.
- Rizer, Arthur, "The National Security Threat of Energy Independence: A Call for a Nuclear Renaissance," Harvard National Security Journal, Volume 2, 2012.

Week 11. The role of allies and alliances – how important are formal and informal, permanent and transitory alliances, coalitions, and partnerships?

Please write a 2-3 page essay discussing alliance strategies in the contemporary global system – compare how the U.S., China, and Russia pursue alliances, coalitions, and bilateral partnerships. This paper is due at the beginning of our meeting in Week 12.

Readings:

- Badow, Doug, "Is Poland's Alliance with America 'Worthless'?" *The National Interest*, June 25, 2014.
- Carafano, James Jay and McNamara, Sally, "Enduring Alliances Empower America's Long War Strategy, Backgrounder #2042, Heritage Foundation, 2007.
- Seigle, Carlos and Mattelly, Sylvie, "Global and Regional Security Alliances, *Economics of Peace and Security*, 2003.
- Sherwood-Randall, Elizabeth, "Alliances and American National Security," Strategic Studies Institute, 2006.
- "Why NATO is More Relevant Now than it has been for 30 years," *The Guardian*, London, September 2, 2014.
- Xu, Beina, "The U.S.-Japan Security Alliance," CFR Backgrounders, Council on Foreign Relations, July 1, 2014.
- Yan, Chapter 3.

Week 12. Domestic and International Law and the relationships among law, ethics, and norms.

Readings:

- Corn, et al, Chapters 2, 3, 4, 5, 7, 11, 12, and 13
- Yan, chapters 5 and 6

Week 13. Adversaries and venues – American opponents and rivals have come up throughout this course, but now we will consider factors and priorities involved in Chinese, Russian, Iranian, and North Korean views of the World and their roles in it. We also will consider areas prone to serious security crises and the great power rivalries in alleviating – or feeding – the trouble.

Readings -- which provide an overview of the world of problems that should be supplemented by information students have become aware of by paying attention to the ebb and flow of international problems. Let's discuss briefly what you have been reading regarding countries and areas of interest in the context of what we have learned about U.S. national security):

- Jordan, et al, Chapters 18-24.

- Yan, Chapters 7-9.

Week 14. Alternate (or original?) universes: fractured or kleptocratic states, “informal” trust-based patronage networks, organized crime, and other actors often conceptually relegated outside the pale of institutionalized or otherwise “acceptable” international relations.

Students’ research papers are due today.

Readings:

- Acemogulu, Daron and Robinson, James, A., “Kleptocracy and Divide and Rule: A Model of Personal Rule,” *Journal of the European Economic Association*, 2004.
- Kanin, David B., “The State is Captured Before It Exists: Observations on Power, Resources and Trust Networks in the Balkans,” *Southeastern Europe*, Volume 42 (2018).
- Kolander, Christopher, “Dismantling the World’s Top Kleptocracy is a Key Challenge for Afghanistan, *Foreign Policy*, October 20, 2014.
- Oakfor, Collins L., smith, Murphy, and Ujah, Nacasius U., “Kleptocracy, Nepotism, and Kakistocracy: Impact of Corruption on Sub-Saharan African Countries, *International Journal of Economics and Accounting*, 2013.
- Transparency International, Corruption Index (www.transparency.org/research/overview)
- Working Group on Corruption and Security, “Corruption: The Unrecognized Threat to International Security,” Carnegie Endowment for International Peace, June 2014.

Week 15 – the Final Exam

The Final will consist of two essay questions – students will answer both. Each will be broad enough to involve many issue areas and topics raised during the semester. Neither will have a single “right” answer; what the instructor is looking for is how the student crafts an argument and supports it with logic and evidence. Your essay’s title and first paragraph should provide the reader both a clear statement of the problem you are addressing AND your principle judgments. What follows should be cogent, convincing, and clearly articulated supporting facts and analysis.

University Policies

This section outlines the university level policies that must be included in each course syllabus. The TAMU Faculty Senate established the wording of these policies.

NOTE: Faculty members should not change the written statements. A faculty member may add separate paragraphs if additional information is needed.

Attendance Policy

The university views class attendance and participation as an individual student responsibility. Students are expected to attend class and to complete all assignments.

Please refer to [Student Rule 7](#) in its entirety for information about excused absences, including definitions, and related documentation and timelines.

Makeup Work Policy

Students will be excused from attending class on the day of a graded activity or when attendance contributes to a student's grade, for the reasons stated in Student Rule 7, or other reason deemed appropriate by the instructor.

Please refer to [Student Rule 7](#) in its entirety for information about makeup work, including definitions, and related documentation and timelines.

Absences related to Title IX of the Education Amendments of 1972 may necessitate a period of more than 30 days for make-up work, and the timeframe for make-up work should be agreed upon by the student and instructor" ([Student Rule 7, Section 7.4.1](#)).

"The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence" ([Student Rule 7, Section 7.4.2](#)).

Students who request an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code. (See [Student Rule 24](#).)

Academic Integrity Statement and Policy

"An Aggie does not lie, cheat or steal, or tolerate those who do."

"Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one's work, should the instructor request it, may be sufficient grounds to initiate an academic misconduct case" ([Section 20.1.2.3, Student Rule 20](#)).

You can learn more about the Aggie Honor System Office Rules and Procedures, academic integrity, and your rights and responsibilities at aggiehonor.tamu.edu.

NOTE: Faculty associated with the main campus in College Station should use this Academic Integrity Statement and Policy. Faculty not on the main campus should use the appropriate language and location at their site.

Americans with Disabilities Act (ADA) Policy

Texas A&M University is committed to providing equitable access to learning opportunities for all students. If you experience barriers to your education due to a disability or think you may have a disability, please contact Disability Resources in the Student Services Building or at (979) 845-1637 or visit disability.tamu.edu. Disabilities may include, but are not limited to attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability related needs with Disability Resources and their instructors as soon as possible.

NOTE: Faculty associated with the main campus in College Station should use this Americans with Disabilities Act Policy statement. Faculty not on the main campus should use the appropriate language and location at their site.

Title IX and Statement on Limits to Confidentiality

Texas A&M University is committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws prohibit gender-based discrimination and sexual harassment, including sexual assault, sexual exploitation, domestic violence, dating violence, and stalking.

With the exception of some medical and mental health providers, all university employees (including full and part-time faculty, staff, paid graduate assistants, student workers, etc.) are Mandatory Reporters and must report to the Title IX Office if the employee experiences, observes, or becomes aware of an incident that meets the following conditions (see [University Rule 08.01.01.M1](#)):

- The incident is reasonably believed to be discrimination or harassment.
- The incident is alleged to have been committed by or against a person who, at the time of the incident, was (1) a student enrolled at the University or (2) an employee of the University.

Mandatory Reporters must file a report regardless of how the information comes to their attention – including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Although Mandatory Reporters must file a report, in most instances, you will be able to control how the report is handled, including whether or not to pursue a formal investigation. The University’s goal is to make sure you are aware of the range of options available to you and to ensure access to the resources you need.

Students wishing to discuss concerns in a confidential setting are encouraged to make an appointment with [Counseling and Psychological Services](#) (CAPS).

Students can learn more about filing a report, accessing supportive resources, and navigating the Title IX investigation and resolution process on the University’s [Title IX webpage](#).

NOTE: Faculty associated with the main campus in College Station should use this Title IX and Statement on Limits of Liability. Faculty not on the main campus should use the appropriate language and location at their site.

Statement on Mental Health and Wellness

Texas A&M University recognizes that mental health and wellness are critical factors that influence a student’s academic success and overall wellbeing. Students are encouraged to engage in proper self-care by utilizing the resources and services available from Counseling & Psychological Services (CAPS). Students who need someone to talk to can call the TAMU Helpline (979-845-2700) from 4:00 p.m. to 8:00 a.m. weekdays and 24 hours on weekends. 24-hour emergency help is also available through the National Suicide Prevention Hotline (800-273-8255) or at suicidepreventionlifeline.org.

COVID-19 Temporary Amendment to Minimum Syllabus Requirements

The Faculty Senate temporarily added the following statements to the minimum syllabus requirements in Fall 2020 as part of the university's COVID-19 response.

Campus Safety Measures

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University has adopted policies and practices for the Fall 2020 academic term to limit virus transmission. Students must observe the following practices while participating in face-to-face courses and course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.):

- Self-monitoring—Students should follow CDC recommendations for self-monitoring. **Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction.**
- Face Coverings—[Face coverings](#) (cloth face covering, surgical mask, etc.) must be properly worn in all non-private spaces including classrooms, teaching laboratories, common spaces such as lobbies and hallways, public study spaces, libraries, academic resource and support offices, and outdoor spaces where 6 feet of physical distancing is difficult to reliably maintain. Description of face coverings and additional guidance are provided in the [Face Covering policy](#) and [Frequently Asked Questions \(FAQ\)](#) available on the [Provost website](#).
- Physical Distancing—Physical distancing must be maintained between students, instructors, and others in course and course-related activities.
- Classroom Ingress/Egress—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.
- To attend a face-to-face class, students must wear a face covering (or a face shield if they have an exemption letter). If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the [Student Conduct office](#) for sanctions. Additionally, the faculty member may choose to teach that day's class remotely for all students.

Personal Illness and Quarantine

Students required to quarantine must participate in courses and course-related activities remotely and **must not attend face-to-face course activities**. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.

Students experiencing personal injury or illness that is too severe for the student to attend class qualify for an excused absence (See [Student Rule 7, Section 7.2.2.](#)) To receive an excused absence, students must comply with the documentation and notification guidelines outlined in Student Rule 7. While Student Rule 7, Section 7.3.2.1, indicates a medical confirmation note from the student's medical provider is preferred, **for Fall 2020 only, students may use the Explanatory Statement for Absence**

from Class form in lieu of a medical confirmation. Students must submit the Explanatory Statement for Absence from Class within two business days after the last date of absence.

Operational Details for Fall 2020 Courses

For additional information, please review the [FAQ](#) on Fall 2020 courses at Texas A&M University.

College and Department Policies

College and departmental units may establish their own policies and minimum syllabus requirements. As long as these policies and requirements do not contradict the university level requirements, colleges and departments can add them in this section.