

**Political Science 333: International Security**  
**Course Syllabus**  
**John Carroll University**  
**Fall 2010**  
**Designations: Core Course Division III, International (D)**

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*Course Objectives*

International Security is one of the three main subfields in the field of International Relations. We will begin this course with a discussion of the various threats to security that emanate from the dilemmas of the interstate system, the state itself, and then turn to a discussion of the insecurity caused by sub-state actors, terrorists, and insurgents, as well as analyze the methods used by states to counter these threats. We will also discuss revolutions, the role of new media and new technology, the experience of war from the perspective of front-line combatants, and non-violent resistance.

*Required Readings:*

Tim O'Brien. *The Things They Carried*. Broadway Books. 1998.  
Ryszard Kapuscinski. *Shah of Shahs*. Vintage International. 1992.

*Other Resources*

Other readings mentioned in the syllabus below are also required and will be passed out by hardcopy in class. I do not make use of the *blackboard* system in my classes whatsoever.

Please read at least three times per week two major national or international news sources, such as: *The New York Times*, *The Washington Post*, *The Christian Science Monitor*, *The Financial Times*, *The Wall Street Journal*, *The Economist*, *Time*, *Newsweek*, *The New Yorker*, *The Atlantic Monthly*, *BBC World Service*, *the US News & World Report*, or *the National Public Radio*.

*Evaluation Standards*

10% attentiveness, participation, and in-class assignments

15% Paper #1: Tuesday, September 21, 2010

15% Paper #2: Tuesday, December 7, 2010

10% Quiz #1: Thursday, October 14, 2010

10% Quiz #2: Tuesday, November 2, 2010

10% Quiz #3: Thursday, December 2, 2010

30% Final Paper: Tuesday, December 14, 2010.

### *Grading Scale*

A	93 – 100
A-	90 – 92
B+	88 – 89
B	83 – 87
B-	80 – 82
C+	78 – 79
C	73 – 77
C-	70 – 72
D+	68 – 69
D	63 – 67
D-	60 – 62
F	59 and below

### *Final Paper*

You will need to do extensive outside reading on this conflict in order to successfully complete this assignment. For this paper, first carefully outline the nature of the conflict, including key actors, groups, and affiliations. Next, describe in a nuanced way the origins, logic and nature of this particular struggle taking care to both a) use the general concepts you learned from this class and b) situate the conflict in its unique and particular context, referring back to the general concepts you learned. If you turn the paper in by **Thursday, November 18**, I will be happy to offer comments on this first draft so that you may have a chance to improve your paper by the final due date. A rough draft is not necessary but strongly encouraged.

### **Choose from these (current or fairly recent) conflicts/struggles:**

Afghanistan	Iraq	Somalia
Burma	Israel-Palestine	Spain (Basques)
Burundi	Guinea	Sri Lanka
Cabinda (Angola)	Kashmir	Sudan (North-South War)
Chad	Kenya	Sudan (Darfur)
Chechnya	N. Korea	Tajikistan
Colombia	Kosovo	Thailand
Cyprus	Liberia	Turkey-Kurdistan
Democratic Rep of Congo	Nepal	Uganda
East Timor	Nicaragua	Western Sahara
Ethiopia/Eritrea	Northern Ireland	Yemen
Georgia	Pakistan	Former Yugoslavia
Haiti	Philippines	Zimbabwe
Indonesia (Aceh)	Rwanda	
Iran	Sierra Leone	

Other cases may also be acceptable, please see me if you have something else in mind.

### *Attendance Policy*

The attendance policy in the Undergraduate Bulletin states: “Students are expected to attend each and every scheduled meeting of all courses in which they are enrolled and to be present for the full class period. Absenteeism and tardiness, regardless of cause, are a threat to academic achievement.” If you are absent for a class it is your responsibility to make sure to obtain all of the information relayed in that class related to assignments, exams, and course material. Please first contact other students in the course and your study buddy before speaking with me. I do not give out course notes or slides to students who missed a class.

You may miss classes but realize you do so at your own risk. There is no need to contact me to explain why you were absent or tardy to a class. Excessive absences strongly correlate with poor performance on exams and papers. Furthermore, an unannounced quiz or graded in-class activity may occur at any time. I do not allow make ups for quizzes or in-class activities you missed for any reason.

### *Paper & Quiz Policy*

Under normal circumstances, students must be present at all quizzes and should make every effort to do so. Papers are also due on time, or will suffer a one letter grade reduction per day the paper is late. Please contact me as soon as possible in the event that an emergency makes it impossible for you to take the quiz or turn in a paper on time. I will negotiate with each student on an individual basis the terms for making up a missed quiz, as no make-up quizzes are given, but sometimes alternative assignments like lengthy papers may be arranged.

### *Academic Honesty*

From the Undergraduate Bulletin: “Academic honesty, expected of every student, is essential to the process of education and to upholding high ethical standards. Cheating, including plagiarism, inappropriate use of technology, or any other kind of unethical behavior, may subject the student to severe academic penalties, including dismissal. All work submitted for evaluation in a course, including tests, term papers, and computer programs, must represent only the work of the student unless indicated otherwise. Material taken from the work of others must be acknowledged.”

You must properly cite the source of all ideas, quotations, or empirical information that you use for papers and exams. Anyone who plagiarizes in this class will receive an F in the course. In addition, a letter documenting this offense will be placed in your file at the Dean’s office.

### *Disability Statement*

In accordance with federal law, if you have a documented disability, you may be eligible to request accommodations from the Office of Services for Students with Disabilities (SSD). Please contact Lisa Meeks (Director) Services for Students with Disabilities at (216) 397-4263 or come to the office located in room 7A, in the Garden Level of the Administration Building. Please keep in mind that accommodations are not retroactive so it is best to register at your earliest convenience.

*Course Timeline (Subject to Change)*

**Week 1 August 31**

Reviewing critical concepts in International Relations & The emergence of the field

- Jon Lee Anderson. "Letter from Tehran: After the Crackdown. Talking to Mahmoud Ahmadinejad – and the opposition – about Iran today." *The New Yorker*. August 16 & 23, 2010.
- Carl Von Clausewitz. "War as an Instrument of Policy"
- Robert Jervis. "Cooperation under the Security Dilemma"
- John Mearsheimer and Stephen Walt. "Keeping Saddam Hussein in a Box," *New York Times*, February 2, 2003.

**Week 2 September 7**

**September 9<sup>th</sup> Changed Class Schedule! 2:30-3:20 PM**

Sources of Insecurity I: The threat from other states. Security dilemmas, shields, & deterrence

- Jeffrey Goldberg. "The Point of No Return." *The Atlantic*. September 2010 &
- Robert D. Kaplan. "Living with a Nuclear Iran." *The Atlantic*. September 2010. (this article is found attached to the article above, by Goldberg)
- John Mearsheimer. "Middle East: Know the Limits of US Power," *Newsweek*: Dec 8, 2008.

**Week 3 September 14**

Interstate Threats, continued

- Kenneth Waltz. "Spread of Nuclear Weapons Nothing to Fear"
- Scott Sagan, Kenneth Waltz, and Richard K. Betts. "A nuclear Iran? Promoting Stability or Courting Disaster?" *Journal of International Affairs* 60(2): 2007.
- Scott Sagan. "How to Keep the Bomb from Iran."
- Gary Schwab and James Forsyth. "An Arsenal We Can All Live With," *New York Times*. May 21, 2010.

**Week 4 September 21**

Modern War: Robots, Drones, WikiLeaks, New Media and IEDs

**PAPER 1 DUE Tuesday, September 21st:** *Write 3 pages on the question of nuclear deterrence and the strategy the US should adopt vis-à-vis Iran.*

- P.W. Singer. "Robots at War: The New Battlefield" (youtube video)
- Carol Cohn and Sara Ruddick. "A Feminist Ethical Perspective on Weapons of Mass Destruction."
- Raffi Khatchadourian. "No Secrets: Julian Assange's mission for total transparency," *The New Yorker*: June 7, 2010.
- <http://www.youtube.com/watch?v=Msi-Q09LOXQ> (WikiLeaks footage: Collateral Damage [Iraq]).

### **Week 5: September 28**

#### **No Classes September 30th**

Sources of Insecurity II: State failure, transnational networks & crime.

- William Finnegan. "Silver or Lead," *The New Yorker*: May 31, 2010.

### **Week 6 October 5**

Sources of Insecurity III: Repressive Regimes. Genocide, terror and human rights abuses.

- Samantha Powers, "Bystanders to Genocide: Why the United States Let the Rwandan Tragedy Happen," *Atlantic Monthly* (September 2001), 84-108.

### **Week 7 October 12**

Insecurity IV: Non-state actors: The logic of terror, the chicken game, & the profile of a terrorist

#### **Quiz #1: Thursday, October 14**

- Andrea Elliott, "The Jihadist Next Door," *The New York Times*: January 31, 2010.
- Robert Pape, "The Strategic Logic of Suicide Terrorism," *American Political Science Review* 97 (3): 343-361.
- Max Abrahms. "Why Terrorism Does Not Work."

### **Week 8 October 19**

Sources of Insecurity IV: Non-state actors II: Insurgents

- "Nightcap at Dawn: Soldiers' Counterinsurgency in Iraq," Selected chapters from draft, version: 1/10/10.
- Mayer, Jane. "Outsourcing Torture: The secret history of America's "extraordinary rendition program." *The New Yorker*, February 14, 2005

### **Week 9 October 26**

Time out: America's wars and the ones who fight

- Tim O'Brien. *The Things They Carried* (book)

### **Week 10 November 2**

Sources of Insecurity IV: Non-state Actors III: Revolutions, Coups & Riots. Iran.

#### **Quiz #2: Tuesday, November 2**

- "Needles in a haystack: A 20-something named Austin Heap has found the perfect disguise for dissidents in their cyberwar against the world's dictators." *Newsweek*. Aug 6, 2010
- Ryszard Kapuscinski. *Shah of Shahs* (book). Pay special attention to p. 103-end.

**Optional Extra Credit Opportunity:** Obtain a copy of Azar Nafisi's book, **Reading Lolita in Tehran: A memoir in books**. Write a three page reflection paper relating book topics to core course concepts, due by hardcopy by November 30th.

### **Week 11 November 9**

Sources of Insecurity V: Secessionism and Civil War

- Roe, Paul. "The Intrastate Security Dilemma: Ethnic Conflict as a 'Tragedy'?" *Journal of Peace Research* 36(2): 1999
- Michael L. Ross. "Oil, Drugs, and Diamonds: The Varying Roles of Natural Resources in Civil War."

### **Week 12 November 16**

Sources of Insecurity V: Secessionism and Civil War continued

- Jim Fearon. "Ethnic Mobilization and Ethnic Violence," Version 2004.
- James Fearon and David Laitin. "Ethnicity, Insurgency and Civil War," *American Political Science Review* 97(1): February 2003.

### **Week 13 November 23**

*Thanksgiving Break – no classes all week*

### **Week 14 November 30**

The "other", the stationary bandit, nationalism, patriotism, ethnicity, & identity.

### **Quiz #3: Thursday, December 2**

- R. Kapuscinski, "Encountering the Other: The Challenge for the 21<sup>st</sup> Century."
- Excerpt from Benedict Anderson's book: *Imagined Communities*, p. 1-36. Please read @:  
[http://books.google.com/books?id=4mmoZFtCpuoC&lpg=PR11&ots=e51MgM\\_fj7&dq=%22imagined%20communities%22&lr=&pg=PA1](http://books.google.com/books?id=4mmoZFtCpuoC&lpg=PR11&ots=e51MgM_fj7&dq=%22imagined%20communities%22&lr=&pg=PA1)
- Daniel Posner. "The Political Salience of Cultural Difference: Why Chewas and Tumbukas are Allies in Zambia and Adversaries in Malawi," *American Political Science Review* 98(4): November 2004

### **Week 15 December 7**

Violent and Non-violent resistance movements: A force more powerful?

**PAPER 2 DUE Tuesday, December 7:** *Using relevant readings from the course, course discussion, and lecture, write a 4-page paper on what you notice about the link between nationalism, "othering," violence/war and "imagined communities."*

- Chenoweth, Erica, "Give Peaceful Resistance a Chance," *The New York Times*: March 9, 2011.
- Madrigal, Alexis. "Egyptian Activists' Action Plan: Translated," *The Atlantic*. 2011.
- *Film Suggestion*: NPR, "Reading Lolita in Tehran," Aired Dec. 22, 2009.
- *Film Suggestion*: A Force More Powerful
- *Film Suggestion*: Burma VJ (online)

*Last day of classes December 9. **Final Exam Paper Due: Tuesday, December 14<sup>th</sup>, 1 pm.***