1. Course Description
The purpose of this course is to introduce students from various backgrounds to the major theoretical and analytical frameworks and to the modern debates on modern and emerging security issues. Of particular interest are two major challenges faced by observers in this field: 1) the struggle to describe and understand the changing nature of security and conflict; 2) the struggle to craft effective grand strategy to cope with emerging threats.

2. Course Objectives
This course has three main objectives:
   A. To understand the major theoretical perspectives in the security studies field
   B. To survey some of the most important substantive areas of study and debate in the field of security studies with an emphasis on recent contributions and the connections between research and policy
   C. To help students initiate their own research projects to gain experience developing theoretical and analytical arguments on security studies topics.

3. Course Materials
All of the books are at the GMU bookstore as well as online stores. All other materials will be available on Blackboard.
Required Books


4. Course Format and Process
This is a seminar, not a lecture. The course will go as well as the conversation. Come with an open mind and be prepared to learn from each other through an interrogation of the material and intellectual sparring amongst each other.

Though our precise path will vary from week to week, each session will typically include: some brief background remarks by me to frame the discussion historically, theoretically, policy-wise, etc.; student critiques of the work; an attempt to identify the causal arguments of the authors; discussion of the methods involved; and discussion of the implications of the arguments made in the readings.

5. Course Requirements
Note: I do not expect students to have an extensive background in security studies but I do expect everyone to read the material before class and to share their thoughts and insights with the class. I especially encourage those students who have professional experience with these subjects to share their knowledge.

1. Enthusiastic seminar participation (25%)

2. Team seminar presentations (20%).
Students will work in three-person teams. Each student team will make two oral presentations this term:

A. Starting on 11 September teams will present a fifteen-minute critique of one of the major readings for the week to stimulate discussion. Students presenting should prepare a “two-pager” summarizing the readings and the critique for each member of class, to complement the presentation. Due via email before class on the day of the presentation.

B. On 30 October each team will present a ten-minute threat assessment for our “new and emerging” threats discussion. Teams should prepare a one-page reading list for the class with ten to fifteen background readings on their threat. Due via email before class.

3. Review essay (15%)
Write one short essay, of approximately 5 pages, on any week’s required readings. Due whichever week you choose. A hard copy of this essay is due in class the day of the assigned reading.

4. Policy Analysis/Research paper (40%)
Write an analytical research paper of 15-20 pages on any of the issues, problems, or subjects discussed in this seminar. Due December 11th by midnight, uploaded to Blackboard only (no emails!). We will discuss the assignment at length the first week of class. Detailed instructions available on Blackboard.
## COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings &amp; Lectures</th>
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<tbody>
<tr>
<td><strong>1</strong></td>
<td>Aug 28</td>
<td>Course introduction</td>
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<td>Defining international security studies</td>
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<td></td>
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<td>What are we studying? Why? Big debates?</td>
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<td>- Smith, “Increasing Insecurity of Security Studies,”</td>
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<td><strong>2</strong></td>
<td>Sep 4</td>
<td>Causes of War</td>
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<td></td>
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<td>Why do states go to war?</td>
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<td>- Blainey, <em>The Causes of War</em>, Chs. 1-2, 17-18 and TBD in class</td>
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<tr>
<td><strong>3</strong></td>
<td>Sep 11</td>
<td>Causes of Peace</td>
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<tr>
<td></td>
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<td>Is war on the decline? Why?</td>
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<td>- Mueller, <em>The Remnants of War</em></td>
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<td><strong>4</strong></td>
<td>Sep 18</td>
<td>Order and Anarchy</td>
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<td>How anarchic is the world? How structuring is the “international order”? Is the system changing? What are the implications?</td>
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<td>- Bremer, <em>Every Nation for Itself</em></td>
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<td><strong>5</strong></td>
<td>Sep 25</td>
<td>Strategy, Deterrence, and Coercion</td>
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<td>What is the role of strategy in international security? How do states use military force for deterrence and coercion?</td>
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<td>- Art and Greenhill, <em>The Use of Force</em>, Chs. 1-4, 7-11, and TBD in class</td>
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<td><strong>6</strong></td>
<td>Oct 2</td>
<td>Threat Assessment</td>
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<td>How do states and leaders perceive threats?</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Readings</td>
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<tr>
<td>Oct 9</td>
<td>Fall break</td>
<td>No readings or lectures this week</td>
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<td></td>
<td><strong>Threats and Challenges to International Security</strong></td>
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| 7 Oct 16 | Civil wars, failed states, and humanitarian disasters                | Do failed states represent a threat or a duty for the international community? Who decides and on what basis? | - Evans and Sahnoun, “The Responsibility to Protect”  
- Singer, “Famine, Affluence, and Morality”  
- David, “Why the Third World Still Matters,”  

vs.

- Pape, “When Duty Calls,”  
- Van Evera, “Why Europe Matters, Why the Third Doesn’t,” |
| 8 Oct 23 | Nuclear weapons and nuclear proliferation                            | How do nuclear weapons influence international affairs and conflict?  |
|         |                                                                      |                                                                         | - Sagan and Waltz, *Nuclear Weapons, An Enduring Debate*                |
| 9 Oct 30 | New and emerging threats                                            | What should we fear next?                                              | **Student presentations today.**          |

*Preventing War, Extending Peace, and Mitigating the Consequences of Conflict*
<table>
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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| Nov 6 | International Institutions | Does the United Nations help promote a more peaceful world?  
- Doyle and Sambanis, *Making War and Building Peace* |
| Nov 13 | Alliances | Do alliances help prevent and end wars?  
- Cha, *Powerplay* |
| Nov 20 | Turkey break | No readings or lectures this week |
| Nov 27 | Military Intervention, Democracy Promotion, and Nation Building | Does military intervention improve international security? Does democracy promotion work? Is nation building a thing?  
- Downes and Monten, “Forced to be Free?”  
- Dobbins, et al., *America’s Role in Nation Building* (Read Executive Summary, Introduction, Lessons Learned; one case chapter to be assigned in class) |
| Dec 4 | Domestic Politics and International Security | How do people think about war and foreign policy? So what?  
- Wittkopf, “On the Foreign Policy Beliefs of the American People,“  
- Kertzer et al, “Moral Support: How Moral Values Shape Foreign Policy Attitudes,”  
- Jentleson, “Still Pretty Prudent: Post-Cold War American public opinion on the use of military force,”  
- Thrall et al, “Clash of Generations?” |

Final paper due December 11, 2018 by midnight
Appendix: University Information

7. Blackboard
Access to MyMason and GMU email are required to participate successfully in this course. Please make sure to update your computer and prepare yourself to begin using the online format BEFORE the first day of class. Check the IT Support Center website. Navigate to the Student Support page for help and information about Blackboard. In the menu bar to the left you will find all the tools you need to become familiar with for this course. Take time to learn each tool. Make sure you run a system check a few days before class. Become familiar with the attributes of Blackboard and online learning.

To login in to the course:
2. Login using your NETID and password.
3. Click on the ‘Courses” tab.
4. Click on GOVT 745 (Fall 2015)

Technical Help
If you have difficulty with accessing Blackboard, please contact the ITU Support Center at 703.993.8870 or support@gmu.edu
If you have trouble with using the features in Blackboard, email courses@gmu.edu

8. University Policies & Information

Academic Integrity
Students must be responsible for their own work, and students and faculty must take on the responsibility of dealing explicitly with violations. The tenet must be a foundation of our university culture. [See http://academicintegrity.gmu.edu/distance].

Honor Code
Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode].
Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.

MasonLive/Email
Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to
students solely through their Mason email account. [See https://thanatos.gmu.edu/masonlive/login].

**Patriot Pass**
Once you sign up for your Patriot Pass, your passwords will be synchronized, and you will use your Patriot Pass username and password to log in to the following systems: Blackboard, University Libraries, MasonLive, myMason, Patriot Web, Virtual Computing Lab, and WEMS. [See https://thanatos.gmu.edu/passwordchange/index.jsp].

**Responsible Use of Computing**
Students must follow the university policy for Responsible Use of Computing. [See http://universitypolicy.gmu.edu/1301gen.html].

**Students with Disabilities**
Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu].

**University Libraries**
University Libraries provides resources for distance students. [See http://library.gmu.edu/distance].

**Writing Center**
The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing. [See http://writingcenter.gmu.edu]. You can now sign up for an Online Writing Lab (OWL) session just like you sign up for a face-to-face session in the Writing Center, which means YOU set the date and time of the appointment! Learn more about the [Online Writing Lab (OWL)](http://writingcenter.gmu.edu).

**Counseling and Psychological Services**
The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu].

**Family Educational Rights and Privacy Act (FERPA)**
The Family Educational Rights and Privacy Act of 1974 (FERPA), also known as the "Buckley Amendment," is a federal law that gives protection to student educational records and provides students with certain rights. [See http://registrar.gmu.edu/privacy].

**Other Considerations**
If there are any issues related to religious holidays, please inform the instructor the first week of class.