

POLITICAL SCIENCE 4614

SENIOR SEMINAR IN INTERNATIONAL RELATIONS: SECURITY STUDIES

FALL 2007

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OFFICE:

OFFICE HOURS: MW 12-1

CLASS TIME: W 1-350 PM

LOCATION: MAJWM 527

The leading cause of death on September 11, 2001 was starvation. Like on every other day of that year, 24,000 people starved to death on September 11, 2001. Like every other day of that year, eighteen thousand of those who starved to death were children under the age of five. Fifty-six million people died in 2001. Leading causes included heart diseases, stroke, lung cancer, lower respiratory infections, chronic obstructive pulmonary disease, HIV/AIDS, tuberculosis, malaria, colon cancer, Alzheimer's disease, diabetes, breast cancer, and stomach cancer. The terrorist attacks on September 11, 2001 caused one fifteenth of one percent of the deaths in 2001. The funding used to respond to the September 11 attacks by the United States government, however, represented double the amount of public funding for the top five causes of death in the world combined. What is "security"?

COURSE DESCRIPTION

This course provides inherited understandings of the meaning and content of international security, and juxtaposes those understandings with critical perspectives which question whether Security Studies as traditionally constituted addresses the proper actors, the proper harms, and/or the proper scope. In addition to asking questions about the nature of war, the dimensions of interstate conflict, and military threats from non-state actors, this course explores the possibility that security is appropriately theorized by looking at domestic violence, rape, poverty, gender subordination, and ecological destruction. It suggests that we should broaden not only *what security means* but *who is guaranteed security*.

Given these ontological interests, this course defines security broadly in multidimensional and multilevel terms – as the diminution of all forms of violence, physical, structural, and ecological; in terms of well-being and survival of the individual and her environment. It does so without ignoring or marginalizing the traditional content of security – states that fight wars. In exploring the “war system” it asks what security is, who merits being secured, how securing is performed, and how we know that security has been achieved.

In addition to being a course on Security Studies, this course is a senior seminar. It will be taught as a seminar, where students' evaluations of the cases, the readings, and the issues will be regularly expected and will be given the attention and gravitas associated with a *discussion* seminar. Student's analytical and research skills will be called upon at every turn. Moving from college to either graduate school or employment will in most cases require you to begin to act as an analyst, rather than just a student.

KNOWLEDGE OBJECTIVES

This course is intended to help students be able to:

- ✓ Discuss and appraise the various meanings ascribed to international security in the policy and academic world
- ✓ Address the “pros” and “cons” of various approaches to achieve international security
- ✓ Apply international relations theories to particular security events of consequence in global politics, analyzing a particular problem in security in a theoretically consistent manner
- ✓ Differentiate between “international security,” “global security,” “human security,” and “state security”
- ✓ Question the source and perspective of knowledge (about global politics and more generally) before accepting it as truth
- ✓ Outline the field of Security Studies as an academic endeavor and opine as to its substance and progress

SKILLS OBJECTIVES

The following skills will be developed in this class:

- ✓ Critical reading
- ✓ Critical thinking
- ✓ Leadership
- ✓ Leveraging theory to understand practical policy issues and world events
- ✓ Active learning
- ✓ Argumentation
- ✓ Academic writing

GRADING

The grade will be based on:

- 30% class participation and attendance
- 10% short assignments outlined in syllabus (5% each)
- 25% rough draft of paper
- 35% final paper

PARTICIPATION

You are expected to attend all class meetings. Please note that a portion of your final grade relies on your participation and attendance. By “participation,” I do not mean being the person who is most willing to talk in front of the class. Participation grades are based on the *quality* of participation – students who offer engaging and critical perspectives on course readings. If you are shy about talking in front of the class, offering your participation in the form of emails to the professor is also acceptable. Attendance will be checked, and preparedness will be expected. If for some reason you will be unprepared for class on a given day, be sure to email me beforehand. **Each week, you are expected to have all of the readings done.** Notify the professor via email before class if you have not completed the readings.

FINAL PAPER

Your major assignment for this course is a research paper on a topic area in or theoretical approach to international security, broadly defined. A paper on a topic area (ie, hunger or nuclear proliferation) will address it from a number of different theoretical perspectives, invoking case studies and examples. A paper on a theoretical approach will detail the basic tenets of the approach, the work in the field, and the approaches' analyses of and suggestions for two or more policy situations.

The paper will be no less than twenty pages long and no more than thirty, unless we have made special plans otherwise. It should use a consistent form of citation – while I prefer Chicago, you may also use Harvard, MLA, Bluebook, or the APSA Manual for political scientists. If you need help determining what is expected of a research paper, feel free to ask the Professor, consult available writing resources on campus. Also, Charles' Lipson's website, <http://www.charleslipson.com/How-to-write-a-thesis.htm>, is useful.

You will come to my office hours or make an appointment with me to discuss the topic of the paper before September 19. If you do not do so, you will receive a three point deduction from the paper final grade. On September 19, you will turn in a one-paragraph description of your topic and at least five sources that you will use. If you do not do so, you will receive a three point deduction from the paper final grade. On October 10, if you turn in a two-to-three page outline of the paper, I will read it, give you comments, and add one point to your final paper grade. **Your rough draft, which will be 25% of your grade, will be due November 14.** In a "rough draft," I expect a paper of similar length, composition, style, and writing quality as the final paper will have, and will grade accordingly. I am not reading the draft to correct spelling errors, but for concepts, content, and direction. **Your final paper will be due December 11 either via email or hard copy.** A paper which is between one minute and one hour late will receive a five point deduction; after that, ten points will be deducted for every 24 hours that the paper is late. The paper will be graded on its quality as a paper and on the author's responsiveness to the critiques on the rough draft.

HONOR SYSTEM

All students are expected to follow the Honor Code at Virginia Tech. Any student found violating the Honor Code will be turned into the Honor Council of the university. Any student caught cheating or plagiarizing will receive a failing grade in the course. It is plagiarism to use the words or ideas of another without citation to them and/or their work. It is also plagiarism to quote more than 500 words from any given source in any given paper. It is cheating to obtain all or part of a paper from someone else, to receive unacknowledged help in the composition of the paper, or to present the ideas of others as one's own. If you have any questions as to what is fair play and what is cheating, feel free to ask.

LATE ASSIGNMENTS

In 23 years of school, the most late I was on an assignment was 15 minutes. I expect assignments to be on time. An assignment that is turned in late will receive a deduction of a letter grade per day until it is turned in. An assignment that is more than three days late without an excuse from the Dean or the student's medical professional will receive a failing grade. I am not in the habit of giving incompletes. My default setting is to fail a student who has not finished the requirements for the course. Incompletes are for use in special circumstances only.

DISABILITIES

Any student requiring adaptations or accommodations because of any kind of disability (learning disability, attention deficit disorder, psychological, and physical, etc.) should contact the Services for Students with Disabilities Office (SSD) for information about their rights and responsibilities. I would also appreciate it if students requiring accommodation came to talk to me at my office hours as soon as possible, so that we can take appropriate steps to implement those accommodations and maximize the student's learning. No accommodations will be applied retroactively, so let me know *before* an assignment or test that we will need to plan to deal with your disability.

REQUIRED READINGS

Please buy these books:

John Baylis, James J. Wirtz, Eliot A. Cohen, and Colin S. Gray, eds. *Strategy in a Contemporary World*, Second Edition. Oxford: Oxford University Press. ISBN 0199289786. (Baylis et al in the syllabus)

Ken Booth, ed. *Critical Security Studies and World Politics*. 2005. Boulder, CO: Lynne Rienner Publishers. ISBN 9781555878269. (Booth in the syllabus)

In addition, I have a CD of the other course readings. You will pay me a quarter for it (the cost of the CD, but mostly, my ability to confirm that you have the readings).

COURSE PLAN

August 22

Introduction

- Introduction to the seminar
- Go over the syllabus
- How to write a research paper
- Defining security
- Security problems
- Is personal security international security?

August 29

Defining Security

- Steve Walt, "The Renaissance of Security Studies," *International Studies Quarterly*, 35(2), 1991, p.211-239 (CD)
- Ken Booth, "Introduction" (Booth)
- Steve Smith, "The Contested Concept of Security" (Booth)
- Ann Tickner, "Man, the State, and War: Gendered Perspectives on National Security," in *Gender in International Relations*, New York: Columbia University Press, 1992 (CD)
- Laura Sjoberg, "Security Studies: Feminist Contributions," 2006, Contribution to the International Studies Association Compendium Project, (Draft, Do Not Cite) (CD)

September 5

The Meaning of War

- Carl von Clausewitz, *On War*, Book 1, Chapter 1, 1630 (CD)
- John Garnett, "The Causes of War and the Conditions of Peace" (Baylis et al)
- Michael Sheehan, "The Evolution of Modern Warfare" (Baylis et al)
- Chris Cuomo, "War is Not Just An Event: Reflections on the Significance of Everyday Violence," *Hypatia* 11(4), 1996 (CD)
- Stephen van Evera, "Offense, Defense, and the Causes of War," *International Security*, 1998 (CD)
- James D. Kiras, "Irregular Warfare: Terrorism and Insurgency" (Baylis et al)

September 12

The Ethics of War

- Justin Morris, "Law, Politics, and the Use of Force" (Baylis et al)
- Inis Claude, "Just War Doctrines and Institutions" *Political Science Quarterly* 1980 (CD)
- Terry Nardin, "International Political Theory and the Question of Justice," *International Affairs* 82(3), 449-65 (CD)
- Brian Orend, "Just and Lawful Conduct in War: Reflections on Michael Walzer," *Law and Philosophy* 20(1), 2001 (CD)
- Neta C. Crawford, "Just War Theory and the U.S. Counterterrorism War" *Perspectives on Politics*, 2003 (CD)
- Laura Sjoberg, "The Problematic Preeminence of Just War Discourses," *Gender, Justice, and the Wars in Iraq*, 2006, Lanham, MD: Rowman and Littlefield Publishers (CD)

September 19

Paper Topic Due

The Means of War

- Thomas Mahnken, "Strategic Theory" (Baylis et al)
- C. Dale Walton and Colin S. Gray, "The Second Nuclear Age: Nuclear Weapons in the Twenty-First Century" (Baylis et al)
- John Baylis and Mark Smith, "The Control of Weapons of Mass Destruction" (Baylis et al)
- Eliot Cohen, "Technology and Warfare" (Baylis et al)
- G. Cheesman, "Military Forces and In/Security" (Booth)
- Carol Cohn, "Sex and Death in the World of Rational Defense Intellectuals," *Signs*, 1987 (CD)

September 26

The class is cancelled for my attendance of the annual ISA-West conference, where I am the program chair. At ISA-West, I am editing a book called *Old Solutions to New Problems: Rethinking 21st Century Security Problems*, where contributors use "old" political theory approaches to discuss "new" security policy problems. Your assignment for this week is to read the introduction to the book and one of the substantive chapters (a list of which will be provided) and write a one-page analysis of how you think this approach does (or does not) fit with the definitions of security that we have been considering in class. Be prepared to discuss that analysis in class next week with a one-minute oral summary to the rest of the class. In reading these chapter drafts, consider the content, presentation, and subject efficacy of scholarship in Security Studies.

October 3

The Actors in War: Who and What Make it a War?

- Theo Farrell, "Humanitarian Intervention and Peace Operations" (Baylis et al)
- Ervin Staub, "Genocide and Mass Killing: Origins, Prevention, Healing, and Reconciliation" *Political Psychology* 21(2), 2000 (CD)
- Jacob N. Shapiro and Rudolph P. Darken, "Homeland Security: A New Strategic Paradigm" (Baylis et al)
- Laura Sjoberg and Ann Tickner, "Feminism," in Steve Smith, Milja Kurki, and Tim Dunne, *International Relations Theories*, 2006, Oxford: Oxford University Press (CD)
- Robert Pape, "The Strategic Logic of Suicide Terrorism," *American Political Science Review*, 2003 (CD)
- Caron Gentry, "Dying for Sex and Love in the Middle East," *Mothers, Monsters, and Whores: Women's Violence in Global Politics*, Caron Gentry and Laura Sjoberg, London: Zed Books, 2007 (CD)

October 10

Optional Outline Due

The Secure Subject: Wideners, Human Security, and Who Gets to Be "Secure"

- Lloyd Axworthy, "Human Security and Global Governance: Putting People First," *Global Governance*, 2001 (CD)
- Andrew Linklater, "Political Community and Human Security" (Booth)
- Yuen Foong Khong, "Human Security: A Shotgun Approach to Alleviating Human Misery?" *Global Governance*, 2001 (CD)
- Roland Paris, "Human Security: Paradigm Shift or Hot Air?," *International Security*, 2001 (CD)
- R. Tooze, "The Missing Link: Security, International Political Economy, and Community" (Booth)
- Gunhild Hoogenson and Kristi Stuvoy, "Gender, Resistance, and Human Security," *Security Dialogue*, 2006 (CD)
- Swanee Hunt and Christina Posa, "Women Waging Peace," *Foreign Policy*, 2001 (CD)

October 17

The Object of Security: What Does It Mean to Be "Secure"?

- Barry Buzan, *People, States, and Fear* (1991), Introduction and Chapter 1(CD)
- Mark Levy, "Is the Environment a National Security Issue?" *International Security* (1995) (CD)
- Ann Tickner, "Three Models of Man: Gendered Perspectives on Global Economic Security" *Gender in International Relations* New York: Columbia University Press (1992) (CD)
- International Crisis Group, "HIV/AIDS as a Security Issue," (2001), CIAOnet, (CD)
- Jeremy Youde, "Enter the Fourth Horseman: Health Security and International Relations Theory" *Whitehead Journal of Diplomacy and International Relations* (2005) (CD)
- Jennifer Lobasz, "Sex Trafficking: A Security Issue?" (2007, written for a special issue of *Security Studies* I am editing, I will distribute via email the week before this class session)
- Fiona Adamson, "Crossing Borders: International Migration as a National Security Issue" *International Security* (2006)(CD)
- Vera Achvarina and Simon Reich, "No Place to Hide: Refugees, Displacement, and the Recruitment of Child Soldiers," *International Security* (2006)(CD)

October 24

There will not be class today due to the Professor's invited talk at the University of Pennsylvania. Your assignment for today will be to see how easy or difficult it is to apply what we have learned so far in this class. One morning this week, you will go to the *New York Times* online (or, if you so prefer, in print) and choose a news story that interests you on any topic. The story must be in the news section (no obituaries, comics, sudoku games, crosswords, sports stories, or classified ads) but can be local or national, and about any segment of the population. After you have picked your story, read it critically. Determine the main problem it presents, what sort of people are affected, and how widespread the problem is. Then, in a one-page summary, explain the possible ways that your article could or could not be considered a story about a security issue or even multiple security issues. Finish with your opinion as to whether it is or is not.

November 7

Is the Personal International? Individuals in International Security

- Daniel Byman and Kenneth Pollack, "Let Us Now Praise Great Men: Bringing the Statesmen Back In" *International Security* (2000) (CD)
- Laura Sjoberg and Caron Gentry, "Let Us Now See 'Bad' Women" Conclusion to *Mothers, Monsters, and Whores: Women's Violence in Global Politics*, London: Zed Books, (2007) (CD)
- Katharine Moon, *Sex Among Allies: Militarized Prostitution in U.S.-South Korea Relations*, 1997, New York: Columbia University Press, ch. 1 & 2. (CD)
- Sandra Whitworth, "Militarized Masculinities and the Politics of Peacekeeping" (Booth)
- "Me and International Security" Exercise: Come to class having identified at least ten ways that your life could be perceived as relevant to international security.

November 14

Rough Draft Due

Emancipation as a Security Issue

- Ken Booth, "Introduction" to section on Emancipation (Booth)
- Hayward Alker, "Emancipation in the Critical Security Studies Project" (Booth)
- R. Wyn Jones, "On Emancipation: Necessity, Capacity and Concrete Utopias" (Booth)
- J. Ruane and J. Todd, "Communal Conflict and Emancipation: The Case of Northern Ireland" (Booth)
- Caroline Kennedy-Pipe, "Whose Security? State-building and the Emancipation of Women in Central Asia" *International Relations* 2004 (CD)

Thanksgiving Vacation November 21

November 28

Securitization: The Means, Pros, and Cons of Expanding the Meaning of Security

- Ole Waeber, "Securitization and Desecuritization" in Ronnie Lipschutz, ed. *On Security* (1998) (CD)
- Michael C. Williams, "Words, Images, Enemies: Securitization and International Politics." *International Studies Quarterly* 2003 (CD)

December 5

Conclusion: What is Security?

- Ken Booth, "Beyond Critical Security Studies" (Booth)
- James J. Wirtz, "A New Agenda for Security and Strategy?" (Baylis et al)
- Lawrence Freedman, "The Future of Strategic Studies" (Baylis et al)
- Alexander Wendt, "Anarchy is What States Make of It," 1992, *International Organization* (CD)
- Peter Katzenstein, "National Security in a Changing World," Conclusion to *The Culture of National Security* New York: Columbia University Press (1992) (CD)

December 11

Final Paper Due

