

Introduction to Security Studies

CAS IR 374

Spring 2025

Class Hours: Tuesdays and Thursdays, 3:30 pm - 4:45 pm

Classroom: 64-86 Cummington Mall PSY B35

Instructor: Professor Sanne Cornelia J. Verschuren

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Office Hours: Tuesdays, 1:00-2:30 pm and Thursdays, 1:30-3:00 pm

Office Hours Sign-Up Sheet: <https://calendly.com/sversch/officehours>

Office: 152 Bay State Road, Room 225

Course Description

Why do countries go to war? How do countries respond to security threats? Have nuclear weapons changed the face of modern warfare? What causes non-state actors to engage in violent behavior? Can violent conflict be prevented, moderated, or halted? What are the linkages between climate change and international security?

These and other questions fall under the broad umbrella of “security studies.” Security studies is the study of conflict and competition, as well as the array of domestic and international factors that influence such calculations in world politics. This class introduces students to the main concepts and theories of war within security studies. This includes alliances, armament, nuclear weapons, civil-military relations, state bureaucracies, geography, and civil wars, among other things. We will utilize in-class presentations, debates, and discussions to get at some of the most challenging questions surrounding war and peace. We will also examine several pressing contemporary challenges in the realm of security studies, specifically emerging technologies, climate change, and security perspectives from the Global South.

The course will enable students to understand and contextualize the current national and international security climate by examining core theories, concepts, and seminal historical events in the field of International Relations (IR). In doing so, the course also aims to improve students’ critical thinking skills by introducing them to abstract concepts, arguments, and theories that can be tested against empirical evidence. Finally, students will learn to convey their insights through different mediums, including presentations, policy briefs, and essay writing.

Prerequisite: Please ensure that you have taken a writing class before enrolling in this class, such as the first-year writing seminar (e.g. CAS WR 120).

Short Course Description: Analysis of the factors determining national and international security. Examines the historical relationship between military power and politics. Topics include causes of war, conduct of war, prevention of war. Students cannot receive credit for both CAS IR 374 and CAS IR 385.

Overview of the Course

Security studies is a large field within the study of International Relations. To guide students through the many different topics that we will be covering, the course is divided in five modules. Each module addresses a central question: (1) What is the role of violence in the international system?; (2) Why do actors resort to violence and war?; (3) How do actors respond to threats?; (4) How do actors go to war?; and (5) Can war be resolved?.

You should note that there are many ways to organize a security studies course. I could, for example, have included readings on the nexus between security and development. However, there are only so many topics that can be covered within the time constraints of this course. You are always welcome to reach out to me for information about other security-related topics.

- Module 1: What is the role of violence in the international system?
 - What is security studies?
 - Trends in warfare
 - Linkages between the international system and violence

- Module 2: Why do actors resort to violence and war?
 - Rational approaches to war
 - Systemic explanations
 - Domestic politics
 - Ideas, beliefs & critical approaches
 - Beyond interstate warfare: Civil wars and terrorism
 - Application – The war in Ukraine

- Module 3: How do actors respond to threats?
 - Alliances, military assistance & proxy warfare
 - Arming—from drones to killer robots
 - Nuclear weapons and deterrence
 - International organizations and norms
 - Application – Tensions in East Asia

- Module 4: How do actors go to war?
 - Military operations & effectiveness
 - Civil-military relations
 - The role of intelligence
 - The geography of war
 - Civilian harm
 - Application – The war in Gaza

- Module 5: Can war be resolved?
 - Third party intervention
 - War termination
 - Towards peace?
 - Security challenges beyond warfare: Climate change

Learning Goals

By the end of this course, you will be able to:

1. Summarize key historical and contemporary events underpinning the study of international security.
2. Understand and criticize core concepts, arguments, and theories in the field of security studies.
3. Apply core concepts and theories in order to unpack contemporary political events.
4. Critically assess whether and how core concepts could be applied to “new” and developing issues within the field of security studies.
5. Generate a “political science”-type argument, both in oral and written format.

BU Hub Learning Outcomes

This course satisfies two BU Hub Learning Outcomes:

Communication: Writing-Intensive

- Through the reading memos and class discussions, students will be able to read and interpret texts, data, and media with understanding, engagement, appreciation, and critical judgment.
- With the help of the scaffolded essay assignment, students will be able to craft responsible, considered, and well-structured writing that is appropriate to genre, intended audience, or rhetorical situation.
- Building on the essay assignment, students will be able to write clearly and coherently in a range of modes and styles, integrating graphic, multimedia, and other elements as appropriate to the genre.

Intellectual Toolkit: Teamwork/Collaboration

- As a result of explicit training in teamwork and sustained experiences of collaborating with others during the simulation and the group presentations, students will be able to identify the characteristics of a well-functioning team. Students will receive guidance on teamwork during the first session.
- Students will demonstrate an ability to use the tools and strategies of working successfully with a group or team. This includes, but is not limited to: (1) An ability to assign and undertake roles and responsibilities amongst members of a team; (2) an ability to give and receive feedback within their own team and to meaningfully process this and other feedback, such as from additional teams, from an instructor, and/or in self-reflection; (3) an ability to engage in meaningful group reflection that inspires collective ownership of results.

Course Format

This course consists of a mixture between a lecture class and seminar-style discussions. I will lecture in the beginning of class, providing students with a sense of what is at stake, an overview of the relevant literature, and a presentation of the core concepts. Subsequently, you will be asked to share

your insights about the readings, discuss the contemporary relevance of the theories and concepts, and engage in one-on-one, small-group, or in-class discussions about key issues as they relate to the topic of the class. The goal is to have you embrace a range of theoretical arguments and historical examples, to apply these insights to current strategic discussions, and to prepare you for future scholarly research and policy analysis. Your active participation is thus a crucial part of this seminar. This means that you should come to class prepared to discuss the readings. The readings will be distributed through the course site on Blackboard (“Course Content”). If you have questions about the readings or the assignments, you can post those on Blackboard (“Discussion”), and we will try to answer them collectively.

I have an open-door policy, meaning that you can reach me via email, visit my office during office hours, or set up an appointment for another time. My office hours are Tuesdays 1:00 pm – 2:30 pm and Thursdays 1:30 pm – 3:00 pm (sign up via [Calendly](#)). My office is located in 152 Bay State Road, Room 225. You can ask me questions about the course materials, course requirements, your academic experiences, and your career aspirations. I expect you to meet with me during office hours at least once per semester. You can also always reach out to me via email for questions and comments. In light of research, travel, and other teaching obligations, please allow 24-48 hours for me to respond to your email.

I invite you to bring your experiences and backgrounds into our class discussions. However, you are not expected, nor should you feel pressured to share personal information or to “represent” the perspective of any particular socio-cultural group. While it is important to explore and be aware of the different ways that we individually relate to the course material, my goal is that everyone should feel comfortable speaking about the texts and materials that we will be examining. Our classroom is a space where we can learn from one another, and this happens best when we build a community of compassion, curiosity, and respect together. If you ever feel that the classroom environment is discouraging your participation or is problematic in any way, please contact me.

Assessment & Grading Policy

As part of this course, you will have to complete a number of assignments—each of them aimed at helping you grapple with the complexities of international security and developing or refining your analytical, writing, and communication skills. These assignments consist of (1) active participation in class (including work in small groups), (2) reading memos, (3) an in-class midterm, (4), news event presentations, (5) a simulation, and (6) a final essay. If you have any questions about these assignments, please do not hesitate to ask them in class, on Blackboard (“discussions”), or to reach out to me.

Active Participation in Class (5 percent of your overall grade)

As this course combines a lecture-format with seminar-style discussions, your **active participation** is key. Your participation will be graded. Students’ participation grade has two components: (1) **attendance of the classes** (30 percent of the active participation grade) and (2) **interventions and class participation/discussion** (70 percent of the active participation grade). The latter pertains to how often you speak up in class or small group discussions, as well as the quality of your remarks. While it may be scary to speak up in class, I have planned a variety of activities that will help you to do so.

If you cannot attend class due to **medical, family/personal, or religious exceptions**, please reach out to me with the required documentation **in advance of the class that you cannot attend**. For additional details on BU's Absence Policy and Policy on Religious Observance, see: <https://www.bu.edu/academics/policies/attendance/> and <https://www.bu.edu/academics/policies/absence-for-religious-reasons/>.

Reading Memos (10 percent of your overall grade)

This is a reading-intensive course. To really delve into security studies, I have assigned cutting-edge research by leading scholars in the field. In some cases, I opted for a shorter or more accessible format of such cutting-edge research pieces, like an op-ed or a video. You can expect between 40-65 pages of reading per class. This will be challenging. To help you with the reading, we will go over good reading practices during our first session. In addition, you will be asked to complete seven reading memos throughout the semester. Finally, if you are interested in finding out more about one of the topics that we cover in class, please reach out. I have plenty more readings to recommend.

You are expected to complete **seven short memos**. In the reading memos, you will need to identify the research question, the outcome, the main argument, the type of evidence used, as well as formulate a critical thought about the readings. The reading memos are short (roughly half a page). You can find template for them on Blackboard ("Assignments"). The reading memos are designed to aid you with your comprehension of the material.

By **January 28th**, you should indicate on [this Google Sheet](#) which sessions you will be writing response memos for. You will need to complete the table for each reading in the sessions (exceptions are noted on the Google Sheet). You should complete seven of these in total. Reading memos should be uploaded to Blackboard **prior to the session**. You will be graded on the timeliness and level of completion of the reading memos.

In-Class Midterm (20 percent of your overall grade)

To gauge your comprehension of the course's concepts and theories, we will be doing a **midterm**. The midterm will take place in class on **Tuesday April 1st**. The midterm will consist of short answer questions and a brief essay. You will be graded on your knowledge of the key concepts and theories (from both the readings and the class), as well as your ability to provide fitting examples for each of them.

To prepare you for the midterm, we will hold a **review session during my office hours (1:00-2:30 pm) on Tuesday March 25th** in 152 Bay State Road (conference room on the second floor). Please bring your questions to the session. You can also upload questions on Blackboard ("Discussions") or email me.

News Event Presentation (15 percent of your overall grade)

Applying the course's concepts and theories to the real world is another objective of this course. To obtain this objective, three modules—(2) why states go to war; (3) how states respond to threats; and (4) how states engage in warfare—will be concluded with an application session regarding the war in Ukraine, tensions in East Asia, and the War in Gaza respectively. In each session, you will be divided into small groups to apply the module's main theoretical concepts to these contemporary events.

To get this activity started, each session will kick off with **student presentations about these contemporary news events**. You will sign up for one of these sessions **by January 28th**. You can sign up for a session [here](#). Each group will give a ten-minute presentation, briefing your peers on the assigned aspect of the contemporary news event. You must upload the slides **before the session** during which you present. The slides should be uploaded to Blackboard (“Assignments”).

Grades will be based on the content of your presentation (how well do you summarize this news event), the sources that you use (please include a bibliography slide at the end of your slide deck), and your presentation style (timing, quality of the slides, and speaking skills). We will also briefly reflect at the end of the exercise on your ability to work in a team. In doing so, there will be an opportunity for you give and receive feedback on the teamwork.

Simulation (20 percent of your overall grade)

From the possible development of killer robots to the lack of human control in wartime decision-making, artificial intelligence poses real challenges to our security environment. Imagine that you are the lead diplomats for different countries in the Convention on Conventional Weapons (CCW), having to negotiate about potential legal limits on the development of artificial intelligence. As part of the third module of this course, “How states respond to threats,” we will be doing **a simulation of the international efforts to constrain lethal autonomous weapons** in order to get a sense of how politics play out in the “real world.”

You will [sign up](#) for one of the country’s delegations by Thursday February 20th. Within each delegation students will be assigned a specific role (e.g. Secretary of Defense, Prime Minister, etc.). Each delegation needs to produce one **three-page single-spaced policy memo** that includes (1) an analysis of what is at stake for their country in the CCW Artificial Intelligence Negotiations, (2) what your country wants to achieve during the negotiations and why, and (3) how your country will conduct the negotiations (who to align with, what to compromise on, etc.). The memos are due on **Monday March 17th at midnight** and should be uploaded on Blackboard (“Assignments”). The simulation will take place in class on **Tuesday March 18th and Thursday March 20th**. At the end of the simulation, we will reflect on the exercise, particularly as it pertains to the teamwork. There will be an opportunity for you give and receive feedback on the teamwork.

The simulation will count towards 20% of your overall grade. You will be graded on the quality of your policy memo, your performance during the plenary sessions and in the negotiations, and your group’s ability to work together. Grades will be given per group. Policy memos and the delegation’s negotiation positions should be well researched. They should provide an answer to the three points that are listed above. You should use academic writing, newspaper articles, as well as what you can find on government websites to build your country’s position. Please include references to these sources in your policy memo.

Final Essay (30 percent of your overall grade)

Learning how to write a political science-style paper is the final objective of this course. The goal is to produce **a final essay**. Your essay should be **2500 words, including footnotes and biography**. Essays are due on Friday May 2nd. They should be uploaded to Blackboard (“Assignments”). To guide you through the writing process, we will be doing this assignment in multiple stages.

- Information Session: On **Tuesday March 25th**, we will devote part of our session to **essay writing and a discussion of library resources**. At this point, you will also receive a list of questions to choose from for your final essay. You should feel free to personalize the question. You could, for example, pick a particular case study.
- Research Question & Sources: **Your precise research question, as well as a preliminary list with academic sources is due on Monday April 7th, at midnight**. Please upload this document on Blackboard (“Assignments”), as well as bring a hard copy or electronic copy of the document to class on Tuesday April 8th. During that class, we will discuss your research question during a peer feedback session.
- Research Outline: Next, you will upload an **outline** of your essay to Blackboard (“Assignments”) by **Monday April 14th at midnight**. The outline will contain your research question, preliminary argument, an overview of the different parts of the essay, and the draft bibliography. To receive feedback on your outline (mandatory!), please book an appointment with me via <https://calendly.com/sverschu/officehours>.
- Final Essay: The final essay is due on **Friday May 2nd**. Your essay must be uploaded on Blackboard. Your essay will be assessed on the quality of your argument/thesis, the evidence/examples that you use, the way that you embed your argument within the scholarly literature, the structure of your essay, the quality of the sources that you are using, and your writing style.

Grade Distribution

The breakdown of your grades is as follows:

Active Participation	5%
Reading Memos	10%
In-Class Midterm	20%
News Event Presentation	15%
Simulation	20%
Final Essay	30%

Work will be graded on the following scale:

- 90%-100%: A- and up = Extraordinary, excellent work and mastery of concepts
- 80%-89%: B- and up = Good work and solid command of concepts
- 70%-79%: C- and up = Adequate work and sufficient understanding of concepts
- 60%-69%: D and up = Poor work and little understanding of concepts
- 0%-59%: F = Lack of work and no understanding of concepts

Guidelines for Written Assignments

Electronic copies of written assignments should be submitted on Blackboard by the deadline. Please ensure that your work is typeset according to the following guidelines:

- **PDF or WORD only (!)**
- Times New Roman font (12 point)
- Double spaced
- 1-inch margins on all sides

- Numbered pages
- Date of the Assignment
- Don't forget to add your name to the document!

Late Assignments

An assignment will be considered late if it is turned in a day after it is due. A late assignment will be **penalized 2% of its final grade per day that it is late**. Please contact me **prior** to the deadline, if you encounter a medical, family or personal emergency and need an extension. Extension requests made after the deadline will be declined.

Academic Integrity

All members of the University are expected to maintain the highest standards of academic honesty and integrity, and the CAS [Academic Conduct Code](#) will be strictly enforced. The online environment does not change your responsibility to follow the Academic Conduct Code. The work you submit must be your own, with clear and accurate citations for the source of any quotations, data, or ideas.

Plagiarism and cheating are serious offenses and will be punished in accordance with BU's [Academic Conduct Code](#).

Inclusive Learning Environment

In this class, we will work together to develop a learning community that is inclusive and respectful. Our diversity may be reflected by differences in race, culture, age, religion, sexual orientation, socioeconomic background, and myriad other social identities and life experiences. The goal of inclusiveness, in a diverse community, encourages and appreciates expressions of different ideas, opinions, and beliefs, so that conversations and interactions that could potentially be divisive turn instead into opportunities for intellectual and personal enrichment. A dedication to inclusiveness requires respecting what others say, their right to say it, and the thoughtful consideration of others' communication. Both speaking up and listening are valuable tools for furthering thoughtful, enlightening dialogue. Respecting one another's individual differences is critical in transforming a collection of diverse individuals into an inclusive, collaborative, and excellent learning community. Our core commitment shapes our core expectation for behavior inside and outside of the classroom.

A critical part of building a learning environment that is inclusive of sexual orientation and gender identity is asking and correctly using someone's name and pronouns. You can add your pronouns in Blackboard at the beginning of the term so that we can refer to you using the correct pronouns. If your pronoun set is not available in Blackboard, please let me know so that I can use the correct pronouns. Preferred names and pronouns may change during the term, so feel free at any point to let me know that you would like to be addressed differently. As a community, we will strive to address each other with the names and pronouns identified in Blackboard. If we make mistakes or are corrected, we will briefly apologize and correct ourselves.

Accessibility

Boston University is committed to providing equal access to our coursework and programs to all students, including those with disabilities. In order to be sure that accommodations can be made in time for all exams and assignments, please plan to turn in your accommodations letter to me as soon as possible after the first class, but no later than 14 days prior to the midterm. After you turn in your letter, please meet with me to discuss the plan for accommodations so we can be sure that they are adequate and that you are supported in your learning. If you have further questions or need additional support, please contact the [Office of Disability Services](#).

BU Resources for Students

BU offers a variety of resources to support you in your learning. Please find a non-exhaustive list of these resources below. If you have any questions, please do not hesitate to contact me.

- BU Research Guides: <https://library.bu.edu/guides/>
- BU Libraries – Ask a Librarian: <https://askalibrarian.bu.edu>
- The CAS Writing Center: <https://www.bu.edu/writingprogram/the-writing-center/>
- BU Diversity & Inclusion: <https://www.bu.edu/diversity/resources/student-resources/>
- BU Mental Health Resources: <https://www.bu.edu/shs/behavioral-medicine/behavioral-resources/>
- BU Educational Resource Center: <https://www.bu.edu/erc/resource-guide/>
- Pardee Writing Tutoring Program: <https://www.bu.edu/pardeeschool/pardee-school-writing-tutors>

Resources on International Security

For analyses of latest issues and developments:

- Foreign Policy
- War on the Rocks
- Foreign Affairs
- Lawfare
- Brookings
- Political Violence at a Glance
- Council on Foreign Relations
- Carnegie Endowment for International Peace
- Stockholm International Peace Research Institute

Other useful sources:

- Federation of American Scientists Nuclear Notebook: contains details of all the nuclear programs of the world.
- Nuclear Threat Initiative: contains many resources and data on nuclear, biological, radiological, and cyber-nuclear threats.

- Bulletin of the Atomic Scientists: articles and analysis of current and past nuclear issues.
- Harvard Project on Cold War Studies: contains links to declassified documents in many international archives.
- Cold War International History Project: contains documents and reports on various historical events from the Cold War.
- National Security Archive, an independent, non-governmental organization that files Freedom of Information Act requests and publishes online documents related to the Cold War.
- Office of the Historian, U.S. Department of State publishes Foreign Relations of the United States series.

Course Schedule

Module 1 – What is the Role of Violence in the International System?

Tuesday January 21st: What is Security Studies?

- Keith Krause and Michael C. Williams. 2018. “Security and “Security Studies”: Conceptual Evolution and Historical Transformation.” In *The Oxford Handbook of International Security*, pp. 14-28.

Thursday January 23rd: Trends in Warfare, Linkages between the Int’l System and Violence

- Bear F. Braumoeller. 2021. “Trends in Interstate Conflict.” In Sara McLaughlin Mitchell and John A. Vasquez (eds). *What Do We Know About War?* (Lanham: Rowman & Littlefield), Chapter 16, pp. 272-289.
- Charles Tilly. 1985. “War Making and State Making as Organized Crime,” In Peter Evans, Dietrich Rueschemeyer, and Theda Skocpol. *Bringing the State Back In*. eds. Peter Evans, Dietrich Rueschemeyer, and Theda Skocpol (Cambridge, UK: Cambridge University Press), pp. 169-186.

Tuesday January 28th: Linkages between the International System and Violence (cont’d)

- Michael Howard. 2007. *The First World War: A Very Short Introduction*. (Oxford, UK: Oxford University Press). Chapter 1 and 2.
- Thomas Wright. 2018. “The Return to Great-Power Rivalry Was Inevitable.” In *Brookings*: <https://www.brookings.edu/opinions/the-return-to-great-power-rivalry-was-inevitable/>.
- Frantz Fanon. 1963. “The Wretched of the Earth.” Available at: <https://youtu.be/ARwO2EQAqBI>.
 - Or read: Frantz, Fanon, 1963. *The Wretched of the Earth*. Boston: Grove Press, pp. 35-61.

Module 2 – Why Do Actors Resort to Violence and War?

Thursday January 30th: Rational Approaches to War & Systemic Explanations

- James Fearon. 1995. “Rationalist Explanations for War.” In *International Organization* 49(3): 379-414. (skim equations)
- Jonathan Kirshner. 2000. “Rationalist Explanations for War?” In *Security Studies* 10(1): 143-

150.

- Charles L. Glaser. 1997. "The Security Dilemma Revisited." In *World Politics* 50(1), pp. 189-201 ONLY.
- Mohammed Ayoob, 2016, "Realism's Gaping Blind Spots—And How to Fix Them." In *The National Interest*: <https://nationalinterest.org/blog/the-buzz/realisms-gaping-blind-spots—how-fix-them-17306?nopaging=1>.

Tuesday February 4th: Domestic Politics

- Democratic Peace Theory - A short Introduction.
https://www.youtube.com/watch?v=Q_75neOIW9I.
- Graham Allison. 2012. "The Cuban Missile Crisis at 50: Lessons for U.S. Foreign Policy Today." In *Foreign Affairs*: <https://www.foreignaffairs.com/articles/cuba/2012-07-01/cuban-missile-crisis-50>
- Madison Schramm and Alexandra Stark. 2020. "Peacemakers or Iron Ladies? A Cross-National Study of Gender and International Conflict." In *Security Studies* 29(3): pp. 515-548.

Thursday February 6th: Ideas, Beliefs & Critical Approaches

- Eun A Jo. 2022. "Japan and South Korea Are Still Haunted by the Past." In *Foreign Affairs*: <https://www.foreignaffairs.com/japan/japan-and-south-korea-are-still-haunted-past>.
- Caleb Pomeroy. 2024. "Hawks Become Us: The Sense of Power and Militant Foreign Policy Attitudes." In *Security Studies* 33(1): 88-114.
- J. Ann Tickner. 2004. "Feminist Responses to International Security Studies." In *Peace Review* 16(1): pp. 43-48.
- Meera Sabaratnam. 2023. "Bring Up the Bodies: International Order, Empire, and Rethinking the Great War (1914-18) from Below." In *European Journal of International Relations* (29), 3, pp 553-575.

Tuesday February 11th: Beyond Interstate Warfare: Civil Wars, Small Wars, and Terrorism

- Mary Kaldor. 2013. "In Defense of New Wars." In *Stability* 2(1): pp. 1-10 ONLY.
- Lee Ann Fujii. 2008. "The Power of Local Ties: Popular Participation in the Rwandan Genocide." In *Security Studies* 17(3): pp. 568-597.
- Sara M.T. Polo and Blair Welsh. 2024. "Violent Competition and Terrorist Restraint." In *International Organization*: <https://www.cambridge.org/core/journals/international-organization/article/violent-competition-and-terrorist-restraint/051235B048F9E283FE8B0ABA26F39086>.

Thursday February 13th: Application – The War in Ukraine

- Background on War in Ukraine – Council on Foreign Relations: <https://www.cfr.org/global-conflict-tracker/conflict/conflict-ukraine>.
- A Year of War in Ukraine: The Roots of the Crisis – NYT: <https://www.nytimes.com/article/russia-ukraine-nato-europe.html>.

Tuesday February 18th: No Class

Module 3 – How do Actors Respond to Threats?

Thursday February 20th: Alliances & Military Assistance

- Brett Ashley Leeds. 2003. “Do Alliances Deter Aggression? The Influence of Military Alliances on The Initiation of Militarized Interstate Disputes.” In *American Journal of Political Science* 47(3): pp. 427-439.
- Keren Yarhi-Milo, Alexander Lanoszka, and Zack Cooper. 2016. “How Can Donald Trump Reassure Nervous U.S. Allies? By Giving them Weapons.” In *The Washington Post*: <https://www.washingtonpost.com/news/monkey-cage/wp/2017/01/13/can-donald-trump-rely-on-arms-transfers-to-reassure-u-s-allies/>.
- Rachel Tecott Metz. 2021. “Why America Can’t Build Allied Armies: Afghanistan is Just the Latest Failure.” In *Foreign Affairs*: <https://www.foreignaffairs.com/articles/ united-states/2021-08-26/why-america-cant-build-allied-armies>.

Tuesday February 25th: Arming – From Drones to Killer Robots

- Katherine H. Kindervater. 2016. “The Emergence of Lethal Surveillance: Watching and Killing in the History of Drone Technology.” In *Security Dialogue* 47(3): pp. 223-238.
- Michael Horowitz, Sarah Kreps, and Matthew Fuhrmann. 2016. “Separating Fact from Fiction in the Debate over Drone Proliferation.” In *International Security* 41(2): pp. 7-42. (especially, pp. 17-37)
- Foreign Affairs. 2023. “How will Artificial Intelligence Transform the Military?” <https://www.foreignaffairs.com/podcasts/how-will-artificial-intelligence-transform-military>.

Thursday February 27th: Nuclear Weapons and Deterrence

- Scott D. Sagan. 1996/7. “Why Do States Build Nuclear Weapons?: Three Models in Search of a Bomb.” In *International Security* 21(3): pp. 54-86.
- Målfrid Braut-Hegghammer. 2018. “Why North Korea Succeeded at Getting Nuclear Weapons — When Iraq and Libya Failed.” *Monkey Cage Blog*: <https://www.washingtonpost.com/news/monkey-cage/wp/2018/01/02/why-north-korea-succeeded-at-getting-nuclear-weapons-when-iraq-and-libya-failed/>.
- Deterrence 101 Module 1 - Foundations of Deterrence, Center for Strategic and International Studies: https://www.youtube.com/watch?v=g1th_3vILd4&t=1710s.
- Sanne Cornelia J. Verschuren. 2023. “Challenges to the Nuclear Order: Between Resilience and Contestation.” In Sebastian Kaempf and Artur Gruszczak, eds. *Routledge Handbook of the Future of Warfare*, pp. 400-410.

Tuesday March 4th: International Organizations & Norms (Class Via Zoom)

- Michael N. Barnett and Martha Finnemore. 1999. “The Politics, Power, and Pathologies of International Organizations.” In *International Organization* 53(4): 699-732.
- Stacie E. Goddard. 2022. “The Outsiders: How the International System Can Still Check China and Russia.” In *Foreign Affairs*: <https://www.foreignaffairs.com/articles/ukraine/2022-04-06/china-russia-ukraine-international-system-outsiders>.
- Reid B.C. Pauly. 2018. “Would U.S. Leaders Push the Button? Wargames and the Sources of Nuclear Restraint.” In *International Security* 43(2): pp. 151-192.

Thursday March 6th: Application – Tensions in East Asia (information about midterm!)

- Why Is Taiwan Important to the United States? In *Council on Foreign Relations*: <https://www.cfr.org/blog/why-taiwan-important-united-states>.
- Lauren Sukin and Stephen Herzog. 2023. “The Dueling Nuclear Nightmares Behind the South Korean President’s Alarming Comments.” In *Carnegie Endowment for Peace*: <https://carnegieendowment.org/2023/01/25/dueling-nuclear-nightmares-behind-south-korean-president-s-alarming-comments-pub-88879>.
- Bruce Jones et al. 2023. “Around the Halls: AUKUS Defines an Emerging Alliance at Sea.” In Brookings: <https://www.brookings.edu/articles/around-the-halls-aukus-defines-an-emerging-alliance-at-sea/>.
- Ben Dooley and Choe Sang-Hun. 2023. “Eye on China, Biden Pulls Japan and South Korea Closer.” In *The New York Times*: <https://www.nytimes.com/2023/08/17/world/asia/camp-david-summit-japan-south-korea-biden.html>.
- James Kim. 2024. “Dousing South Korea’s Nuclear Desires.” In *East Asia Forum*: <https://eastasiaforum.org/2024/04/16/dousing-south-koreas-nuclear-desires/>.

SPRING BREAK

Tuesday March 18th: Simulation

- No Readings.

Thursday March 20th: Simulation

- No Readings.

Module 4 – How do Actors Go to War?

Tuesday March 25th: Military Operations & Effectiveness (information about final essay!)

- Phil Haun. 2024. *Tactical Air Power and the Vietnam War: Explaining Effectiveness in Modern Air Warfare*. Appendix A, pp. 251-270 (only).
- Justin Bronk, Nick Reynolds, and Jack Watling. 2022. “The Russian Air War and Ukrainian Requirements for Air Defense.” In RUSI: <https://rusi.org/explore-our-research/publications/special-resources/russian-air-war-and-ukrainian-requirements-air-defence>.
- Jason Lyall. 2020. “The Strongest Military Is an Inclusive One: Why Equality Wins Wars.” *Foreign Affairs*: <https://www.foreignaffairs.com/united-states/strongest-military-inclusive-one>.

Thursday March 27th: China’s Evolving Nuclear Policy (Guest Speaker: Tong Zhao, Carnegie Endowment of International Peace) – @121 Bay State Road

- No Readings.

Tuesday April 1st:

- Midterm

Thursday April 3th: Civil-Military Relations

- Ronald R. Krebs and Robert Ralston. 2020. "Civilian Control of the Military is a Partisan Issue." In *Foreign Affairs*: <https://www.foreignaffairs.com/articles/united-states/2020-07-14/civilian-control-military-partisan-issue>.
- Risa A. Brooks. 2022. "Beyond Defection: Explaining the Tunisian and Egyptian militaries' divergent roles in the Arab Spring." In *Journal of Strategic Studies* 47(2): 288-315.
- Deborah Avant. 2006. "The Implications of Marketized Security for IR Theory: The Democratic Peace, Late State Building, and the Nature and Frequency of Conflict." In *Perspectives on Politics* 4(3): pp. 507-528.

Tuesday April 8th: The Role of Intelligence & Peer Feedback Session on Final Essay

- Keren Yarhi-Milo. 2013. "In the Eye of the Beholder: How Leaders and Intelligence Communities Assess the Intentions of Adversaries." In *International Security* 38(1): pp. 7-28 ONLY.
- Joshua Rovner. 2011. *Fixing the Facts: National Security and the Politics of Intelligence*. Cornell University Press. Chapter 1, pp. 1-17.

Thursday April 10th: The Geography of War

- Fiona B. Adamson. 2018. "The Changing Geography of Global Security." In *The Oxford Handbook of International Security*, pp. 319-333.
- Jordan Branch. 2020. "What's in a Name? Metaphors and Cybersecurity." In *International Organization* 75: pp. 39-70.
- Jackie Schneider. 2021. "Thresholds in Cyberspace." <https://www.youtube.com/watch?v=h5NwFZnA8n0>.

Tuesday April 15th: Civilian Harm

- Alexander B. Downes. 2006. "Desperate Times, Desperate Measures: The Causes of Civilian Victimization in War." In *International Security* 30(4): pp. 152-195.
- Paul K. MacDonald. 2023. "Civilized Barbarism: What We Miss When We Ignore Colonial Violence." In *International Organization* 77(4): 721-753.

Thursday April 17th: Application – The War in Gaza

- Beyond the Headlines: Conversations about Israel-Palestine, Pardee School: <https://www.youtube.com/watch?v=NGEYEEaiJjQ&t=1766s>; <https://www.youtube.com/watch?v=ANWYr5wDznc&t=2s>; https://www.youtube.com/watch?v=lUiH5ZD_nRI&t=343s.
- Israel-Hamas War News, The New York Times: <https://www.nytimes.com/news-event/israel-hamas-gaza>.

Module 5 – Can War be Resolved?

Tuesday April 22nd: Third Party Intervention (Professor Away; Guest Lecture by Professor Storella)

- J. Luis Rodriguez. 2022. "Crafting Constraints: Latin-American Support for Humanitarian-Intervention Norms." In *Third World Quarterly* 43(5): 1217-1235.
- Chiara Ruffa. 2017. "Military Cultures and Force Employment in Peace Operations." In *Security Studies* 26(3), pp. 391-422.

Thursday April 24th: War Termination

- Elizabeth A. Stanley and John P. Sawyer. 2009. “The Equifinality of War Termination: Multiple Paths to Ending War.” In *Journal of Conflict Resolution* 53(5): 651-676.
- Barbara F. Walter. 2013. “The Four Things We Know About How Civil Wars End.” In *Project on Middle East Political Science (POMEPS)*: <https://pomeps.org/the-four-things-we-know-about-how-civil-wars-end-and-what-this-tells-us-about-syria>.

Tuesday April 29th: Towards Peace?

- Caroline A. Hartzell and Hoddie Matthew. 2003. “Institutionalizing Peace: Power Sharing and Post-civil War Conflict Management.” In *American Journal of Political Science* 47 (2): pp. 318-332.
- Mara Revkin, Ala Alrababah and Rachel Myrick. “Evidence-Based Transitional Justice: Incorporating Public Opinion into the Field, with New Data from Iraq and Ukraine.” In *The Yale Law Journal*, pp. 1592-1610 & 1634-1657 ONLY
- Omour Ba. 2021. “A Truly International Criminal Court.” In *Foreign Affairs*: <https://www.foreignaffairs.com/articles/africa/2021-06-18/truly-international-criminal-court>.

Thursday May 1st: Security Challenges beyond Warfare – Climate Change

- Andrea Gilli, Mauro Gilli, Antonio Ricchi, Aniello Russo, and Sandro Carniel. 2024. “Climate Change and Military Power: Hunting for Submarines in the Warming Ocean.” In *Texas National Security Review* 7(2): pp. 16-41.
- Kjølv Egeland. 2023. “Climate Security Reversed: The Implications of Alternative Security Policies for Global Warming.” In *Environmental Politics* 32(5): pp. 883-902.
- Chantal de Jonge Oudraat and Michael E Brown. 2022. “Gender, Climate Change, and Security: Making the Connections | Wilson Center.” In *Wilson Center*: <https://www.wilsoncenter.org/article/gender-climate-change-and-security-making-connections>.

Friday May 2nd: Final Paper is Due (!)