

**Colloquium on Problems in International Politics:
International Security**

POLS BC3118y

Spring 2014
Mon., 2:10-4:00 pm

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Course Description

With the perceived decline of US hegemony and the spread of violent non-state actors, many new issues have arisen in the field of international security studies in recent years. These include state power dynamics and the rise of China, nuclear proliferation and deterrence, cyberwarfare, military intervention and R2P, ethnic nationalism and sectarianism, state failure and warlordism, and transnational terrorism. Yet war and violence overall may actually be on the decline. In this course we will begin to explore the debates that have arisen over the causes and consequences of these phenomena. Which problems are the most important, and thus the most deserving of attention in a time when budgets are constrained? Do solutions exist? Or is international conflict inevitable?

Student Learning Outcomes

Students who complete this course successfully will be able to:

- Demonstrate knowledge of social science and policy debates about a variety of key issues in international security.
- Demonstrate factual knowledge of selected historical and current cases where these debates are reflected in real-world events.
- Read critically to assess the explanatory value of competing perspectives and theories.
- Apply contending theories to analyze, compare, and evaluate selected historical and current events, in class discussions and written assignments.
- Synthesize facts and arguments across cases in order to reason critically and argue creatively in class discussions and written assignments.
- Find high-quality source material online and in the library, and recognize the hallmarks of expert, objective, vetted analysis.

- Independently design, research, and write a substantial paper of 25-30 pages that explores and takes a stance on a significant debate about an international security issue of the student's choosing.

Course Requirements

Students are required to attend all course meetings, to participate regularly in class discussions, and to demonstrate through this participation that they have completed the assigned readings before class is held. If a student is not able to attend a particular course meeting, Prof. Marten must be notified in advance if at all possible, and an alternate assignment (for example, a one-page written summary and discussion of assigned course readings) must be completed in lieu of discussion participation for that day.

All written assignments will be submitted on the "assignments" page on Courseworks, which notes time and date of submission. All uploaded files must be in either Word or PDF format. Late assignments will not be accepted, except in the case of a family or health emergency.

Twice during the semester, each student will write a short (3- to 5-page) argumentative essay on some aspect of the assigned weekly readings, due before the start of class that week so that the paper is not influenced by our course discussion. A schedule will be circulated after our first class meeting, so that students may choose the subjects and dates of their critique papers.

Each student must also choose one day to lead or co-lead the opening 15 minutes of our class discussion, after Prof. Marten's introductory remarks. This discussion leadership role will be factored into the course participation grade.

Students will also write a longer research paper of at least 25 double-spaced pages on a topic chosen in consultation with Prof. Marten, due before the start of class on the last day of class (May 5). The process of writing this research paper—not merely the final result—is the heart of the course, and students should plan to spend significant time throughout the semester conceptualizing and rethinking the topic and research strategy as the semester progresses. The frustrations of rigorous research are part of the learning experience of the course. Students will turn in a carefully written **topic statement** (2-3 paragraphs) for this longer paper before the start of class on **Feb. 17**, and a **research proposal** (of at least 3 pages, including a revised topic statement if necessary) with an **annotated draft bibliography** of at least 15 high-quality sources by 5pm on Friday, **March 14**, before the official start of spring break. (Early submissions are most welcome.) Separate handouts will describe the expectations of each of these assignments.

Senior Capstone Requirement

In addition to the above requirements, all seniors who have designated this colloquium to fulfill their Senior Capstone requirement will be assigned peer partners, with whom they are expected to consult throughout the semester about their major paper assignment. Capstone seniors will hold additional meetings in the instructor's office (mutually

convenient times TBA) where peer partners will discuss and provide constructive mentoring and feedback on the topic statement and research proposal and methods. A portion of seniors' class participation grade will reflect the quality of their work as peer partners.

Capstone seniors will present their final research papers in class on the last day of class, along with a poster summarizing their research questions, arguments, and findings. A portion of seniors' final research paper grade will reflect the quality of their presentations. The poster will also be displayed at the senior end-of-year party in May 2014. The poster itself will not be graded, but the completion of a poster is required to receive a "Pass" for the senior requirement, and will factor into Departmental considerations for Senior Project Distinction.

Evaluation

Participation: 20%

Two short papers: 10% each (20% total)

Initial topic statement for longer paper: 5%

Research proposal (and revised topic statement, if necessary): 10%

Annotated bibliography: 5%

Finished 25- to 30-page paper: 40%

Barnard Honor Code

All assignments in this class are to be completed in accordance with the Barnard Honor Code, with expectations outlined in the following paragraph. Any student who violates the Honor Code will face dean's discipline at her or his home college, and will earn a failing grade in the course.

Students affirm that all work turned in is their own, and that they have fully and accurately cited every written source, including web-based sources and unpublished sources, used in their writing. Students are encouraged to consult with each other to get feedback as they are writing their major research papers and the intermediary assignments associated with the research papers, but no collaboration is allowed when writing the short papers on the assigned readings. All students receive in-depth briefings on plagiarism and proper citation techniques as part of their introductory days at Barnard and Columbia; any student who has any remaining questions about proper citation technique or about how to avoid plagiarism should discuss these questions and concerns with Prof. Marten before turning in the assignment in question.

Required Readings

All required books where several chapters have been assigned have been put on reserve at the Barnard library, and are available for purchase at Bookculture, 536 W. 112th Street.

--Victor Cha, *The Impossible State: North Korea, Past and Future* (New York: Harper Collins/Ecco, 2012).

--Joshua Goldstein. *Winning the War on War: The Decline of Armed Conflict Worldwide* (New York: Penguin/Plume, 2011).

--Kimberly Marten. *Warlords: Strong-Arm Brokers in Weak States* (Ithaca: Cornell University Press, 2012).

--Scott Sagan and Kenneth Waltz, *The Spread of Nuclear Weapons: An Enduring Debate*, 3rd ed. (New York: W.W. Norton, 2012). Please note: earlier editions do not include updated examples, and are not an adequate substitute.

All remaining book chapters have been placed on our Courseworks website under "Files and Resources." All journal articles are accessible for free by signing in to the Columbia Library Web.

Class Schedule

Jan. 27. How do political scientists study international security?

Please note: students should read these pieces before our first class. Our discussion will focus on alternative explanations for events, different levels of analysis, and cause-and-effect arguments.

--Stephen M. Walt, "International Relations: One World, Many Theories," *Foreign Policy* 110 (Spring 1998): 29-46.

--Jack S. Levy, "Theories of Interstate and Intrastate War: A Levels of Analysis Approach," in Chester A. Crocker, Fen Osler Hampson, and Pamela Aall, eds., *Turbulent Peace: The Challenges of Managing International Conflict* (Washington: U.S. Institute of Peace, 2001), pp. 2-37. [PDF available on Courseworks "Files and Resources" webpage]

Feb. 3. The U.S. role in the world: unipolar dominance or hegemonic decline, and why it matters

--Joseph S. Nye, "The Future of American Power: Dominance and Decline in Perspective," *Foreign Affairs* 89, no. 6 (Nov./Dec. 2010): 2-9.

--Christopher Layne, "This Time It's Real: The End of Unipolarity and the *Pax Americana*," *International Studies Quarterly* 56, no. 1 (Mar. 2012): 203-13.

--Zachary Selden, "Balancing Against or Balancing With? The Spectrum of Alignment and the Endurance of American Hegemony," *Security Studies* 22, no. 2 (May 2013): 330-64.

--Nuno P. Monteiro, "Unrest Assured: Why Unipolarity Is Not Peaceful," *International Security* 36, no. 3 (Winter 2011/12): 9-40.

Feb. 10. The rise of China: what does it mean, is there a threat, and if so, who threatens whom?

--Michael Beckley, "China's Century? Why America's Edge Will Endure," *International Security* 36, no. 3 (Oct. 2011/12): 41-78.

--Andrew J. Nathan and Andrew Scobell, "How China Sees America: The Sum of Beijing's Fears," *Foreign Affairs* 91, no. 5 (Sept/Oct. 2012): 32-47.

--Randall L. Schweller and Xiaoyu Pu, "After Unipolarity: China's Visions of International Order in an Era of U.S. Decline," *International Security* 36, no. 1 (Summer 2011): 41–72.

--Avery Goldstein, "First Things First: The Pressing Danger of Crisis Instability in U.S.-China Relations," *International Security* 37, no. 4 (Spring 2013): 49–89.

Feb. 17. Research methods session.

Please note: topic statement due today before the start of class.

--Melvyn P. Leffler, "The Foreign Policies of the George W. Bush Administration: Memoirs, History, Legacy," *Diplomatic History* 37, no. 2 (April 2013): 190-216.

--Robert Jervis, review of this Leffler article, H-Diplo Article Review 405, June 14, 2013, available at www.h-net.org/~diplo/reviews/PDF/AR405.pdf

In the first half of today's class we will discuss causal argumentation, using examples from students' topic statements. We will also discuss the use of memoir literature, based on today's readings, which concern memoirs from key Bush administration officials about the Iraq intervention in particular. In the second half of today's class, we will have a library session on finding high-quality source material.

Feb. 24. Nuclear proliferation.

--Scott Sagan and Kenneth Waltz, *The Spread of Nuclear Weapons: An Enduring Debate*, 3rd ed. (New York: W.W. Norton, 2012). Please note: earlier editions do not include updated examples, and are not an adequate substitute.

Mar. 3. The case of North Korea.

--Victor Cha, *The Impossible State: North Korea, Past and Future* (New York: Harper Collins/Ecco, 2012).

Mar. 10. Cyberwarfare?

--Lucas Kello, "The Meaning of the Cyber Revolution: Perils to Theory and Statecraft," *International Security* 38, no. 2 (Fall 2013): 7–40.

--Jon R. Lindsay, "Stuxnet and the Limits of Cyber Warfare," *Security Studies* 22, no. 3 (2013): 365-404.

--Tom Nichols, "Cyberwar: There's No Such Thing," The War Room Blog, Nov. 10, 2013, available at <http://tomnichols.net/blog/2013/11/10/cyberwar-theres-no-such-thing/>

Please note: research proposal and annotated bibliography are due by 5pm on Friday, March 14. Early submissions are most welcome!

Mar. 17. Spring break. No class meeting.

Mar. 24. Non-state groups, violent action, and civil war.

--Charles King, "Power, Social Violence, and Civil Wars," and Ted Robert Gurr, "Minorities, Nationalists, and Islamists: Managing Communal Conflict in the 21st Century," both in *Leashing the Dogs of War: Conflict Management in a Divided World*, ed. Chester A. Crocker, Fen Osler Hampson, and Pamela Aall (Washington, DC: US Institute of Peace, 2007), pp. 115-60. [PDF available on Courseworks "Files and Resources" webpage]

--Barbara F. Walter, "Bargaining Failures and Civil Wars," *Annual Review of Political Science* 12 (2009):243-61.

Mar. 31. Ethnic and sectarian conflict: Alternative explanations and the former Yugoslavia.

--Barry R. Posen, "The Security Dilemma and Ethnic Conflict," *Survival* 35, no. 1 (Spring 1993): 27-47.

--V.P. Gagnon, "Ethnic Nationalism and International Conflict: The Case of Serbia," *International Security* 19, No. 3 (Winter 1994/95): 130-166

-- Duško Sekulić, Garth Massey, and Randy Hodson, "Ethnic Intolerance and Ethnic Conflict in the Dissolution of Yugoslavia," *Ethnic and Racial Studies* 29, no. 5 (Sept. 2006): 797-827.

Apr. 7. Weak states and the rise of warlordism: Saddam Hussein's Iraq, Moammar Qaddafi's Libya, and their consequences.

--Kimberly Marten. *Warlords: Strong-Arm Brokers in Weak States* (Ithaca: Cornell University Press, 2012), chapters 1, 2, and 6 (pp. 1-30, 139-86).

--Hanspeter Mattes, "Challenges to Security Sector Governance in the Middle East: The Libyan Case," Conference Paper, Geneva Centre for the Control of Armed Forces (DCAF), July 2004, available at http://www.dcaf.ch/content/download/33694/522605/version/1/file/ev_geneva_04071113_Mattes.pdf

--Brian McQuinn, *After the Fall: Libya's Evolving Armed Groups*, Small Arms Survey Working Paper (Geneva: Graduate Institute of International and Development Studies, 2012), pp. 10-57, available at <http://www.smallarmssurvey.org/fileadmin/docs/F-Working-papers/SAS-WP12-After-the-Fall-Libya.pdf>

--Recommended: for a recent press report about warlordism in Libya, see Maggie Michael, "Libya: Militias, Politicians Meld in Explosive Mix," AP, Oct. 22, 2013, available at <http://news.yahoo.com/libya-militias-politicians-meld-explosive-mix-205532103.html>

Apr. 14. Al Qaeda and transnational terrorist networks

--Martha Crenshaw, statement before the Subcommittee on Intelligence, Information Sharing, and Terrorism Risk Assessment, Committee on Homeland Security, US House of Representatives, Hearing, "Reassessing the Evolving al-Qa'ida Threat to the Homeland," November 19, 2009, available at <http://iisdb.stanford.edu/pubs/22749/MCrenshaw.pdf>

--Jonathan Masters, "Al-Qaeda in the Islamic Maghreb (AQIM)," Council on Foreign Relations Background, Jan. 24, 2013, available at <http://www.cfr.org/world/al-qaeda-islamic-maghreb-aqim/p12717>

--Leah Farrall, "How Al Qaeda Works: What the Organization's Subsidiaries Say about Its Strength," *Foreign Affairs* 90, no. 2 (March/April 2011): 128-38.

--Mette Eilstrup-Sangiovanni and Calvert Jones, "Assessing the Dangers of Illicit Networks: Why al-Qaida May Be Less Threatening Than Many Think," *International Security* 33, no. 2 (Fall 2008): 7-44.

Apr. 21. Humanitarian intervention and R2P (the Responsibility to Protect)

--Robert Pape, "When Duty Calls: A Pragmatic Standard of Humanitarian Intervention," *International Security* 37, no. 1 (Summer 2012): 41-80.

--Gareth Evans, Ramesh Thakur, Robert Pape, "Correspondence: Humanitarian Intervention and the Responsibility to Protect," *International Security* 37, no. 4 (Spring 2013): 199-214.

--Michael D. Swaine, "Chinese Views of the Syrian Conflict," *China Leadership Monitor* 39 (July 22, 2012), available at: http://carnegieendowment.org/files/swaine_clm_39_091312_2.pdf

Apr. 28. Concluding thoughts: Is warfare fading, and if so, why?

--Goldstein, Joshua. *Winning the War on War: The Decline of Armed Conflict Worldwide* (New York: Penguin/Plume, 2011), chapters 1-5, 9-12 (pp. 1-135, 229-328).

--Steven Pinker, "Taming the Devil within Us," *Nature* 478 (Oct. 20, 2011): 309-11.

--Sudarsan Raghavan, "In Volatile Congo, a New U.N. Force with Teeth," *Washington Post*, Nov. 1, 2013.

May 5. Senior Capstone research presentations.

Please note: final papers due today before the start of class.