

CRIM.5750 – 201

Contemporary Security Studies

Fall 2024

Monday: 6:30 – 9:20 p.m.

Instructor

Professor: Prof. Christopher Linebarger

Email: Christopher.Linebarger@uml.edu (preferred communication method).

Course Website: Blackboard

Office: HSSB 435

Office Hours: Mon. & Wed., 12:00 PM – 1:30 PM

Course Description

This course examines the complex nature of key domestic and international security threats and how nations respond to them. While the traditional focus of security studies has been the phenomenon of war, the past two decades have seen tremendous growth and expansion of the field. Some scholars have studied the threat, use and control of military force, while others have studied various forms of political violence such as terrorism, organized crime, and insurgency or armed rebellion. Research in this field also incorporates scholarship on the politics of defense and foreign policymaking, traditional theories of international relations, comparative analysis of national and regional case studies, ethnics and morality of security policies, and transnational issues like arms trafficking, piracy, and the proliferation of materials and technology for weapons of mass destruction. Overall, the study of national and international security has evolved into a complex and fascinating interdisciplinary field.

As a graduate-level seminar, the reading assignments in this course include a significant number and diversity of academic journal articles, government reports, and original source materials. Students are expected to review the reading assignments each week, understand the concepts that are presented, and become familiar with all the concepts and terminology introduced in the readings and lectures. Material presented in the lectures generally parallels the assigned reading, but frequently contains additional elements.

Required Textbook & Readings

Readings assigned for each session of the course are listed in the Course Calendar at the end of this document.

Because there are PhD students taking this course, the readings are divided into two categories: those required for all students, and those required for the PhD students.

There is one textbook that is required for this course. Students should purchase this book and read the relevant sections as assigned every week. We will also read a number of pieces consisting of journal articles and webpages.

The textbook is as follows:

- Paul D. Williams and Matt McDonald. 2023. *Security Studies: An Introduction*. 4th Edition. Routledge. ISBN#: 978-1032-162737.

Illness & COVID Policies

Students are expected to attend class regularly, as regular attendance is one of the most important contributors to student success. However, students may occasionally need to miss class due to illness, emergency, or caring for a sick family member. In such cases, you are responsible for notifying me of your absences and working with me to arrange to make up any missed work. I will be very accommodating to students who are experiencing pandemic or illness related challenges, but you must communicate your requests with me regularly and with as much advance-notice as possible.

If you test positive for COVID, are exposed, and/or are required to quarantine, ***do not attend class!*** Doing so will not count against your grade.

Also, if you feel sick (COVID or not), ***do not attend class!*** Even if you are only experiencing a cold, both your fellow students and I would be more comfortable if you recuperate at home. Doing so will not count against your grade.

Likewise, if I should need to miss class, I will communicate with you via email as soon as possible with instructions.

If the University returns to remote learning, or if the professor must quarantine, necessary adjustments to this syllabus will be made.

Student Mental Health and Well-being

We are a campus that cares about the mental health and well-being of all individuals in our campus community, particularly during this uncertain time. If you or someone you know are experiencing mental health challenges at UMass Lowell, please contact Counseling Services, who are offering remote counseling via telehealth for all enrolled, eligible UMass Lowell students who are currently residing in Massachusetts or New Hampshire. I am available to talk with you about stresses related to your work in my class.

Link to Counseling Services: <https://www.uml.edu/student-services/counseling/>

Disability Services

If you have a documented disability that will require classroom accommodations, please notify me as soon as possible, so that we might make appropriate arrangements. Please speak to me during office hours or send me an email, as I respect, and want to protect, your privacy. Visit the Student Disability Services webpage for further information.

Link to Student Disability Services: <https://www.uml.edu/student-services/Disability/>

Academic Integrity Policy

All students are advised that there is a University policy regarding academic integrity. It is the students' responsibility to familiarize themselves with these policies. Students are responsible for the honest completion and representation of their work.

Link to UMass Lowell policy: <https://www.uml.edu/catalog/undergraduate/policies/academic-policy/academic-integrity.aspx>

Students should follow accepted ethical and moral standards in their academic work. Academic misconduct, including plagiarism or cheating, will result in a zero on the assignment in question.

University Privacy Statement

UMass Lowell recognizes the importance of mutual trust between students and faculty. Neither faculty nor students may record video or audio of a course or private conversation without all parties' consent. Massachusetts is a two-party consent state, which means it is illegal to record someone without their permission. Recordings of classroom lectures are the intellectual property of the instructor. Instructors have the right to prohibit audio and video recording of their lectures, unless the requesting student is registered with Disabilities Services and recording of class sessions is an approved accommodation. In addition, sharing of or selling recordings of classroom activity, discussions or lectures with any other person or medium without permission of the instructor is prohibited.

Classroom Courtesy

Classroom courtesy is an essential component of creating an effective learning environment. All students have the right to learn without unnecessary distractions, and to do so without awkward confrontations with their fellow students. It is your responsibility to be on time and stay for the entire class. In circumstances where you need to leave early, tell the professor beforehand. If

you are unavoidably late, please enter the classroom with as minimum a disruption as possible. Repeated disruptions of class will lead to a reduction in your final grade.

Most importantly, class discussions of issues relating to politics, security strategies, and criminology can lead to strong feelings and heated debate. Because this is a college classroom, all discussion must be respectful and scholarly.

Scholarly Comments:

- are respectful of diverse opinions and open to follow up questions and/or disagreement
- are related to class and/or the course material
- focus on advancing the discussion about issues related to the course and/or course material rather than personal beliefs, and
- are delivered in normal tones and a non-aggressive manner.

Unacceptable Comments:

- are personal in nature. This includes attacks on a person's appearance, demeanor, or political beliefs.
- include interrupting the instructor or other students. Raise your hand and wait to be recognized.
- often use the discussion to argue for political positions and/or beliefs. If political discussions arise, they must be discussed in a scholarly way (see above).
- may include using raised tones, yelling, engaging in arguments with other students and being threatening in any manner.
- include ignoring the instructor's authority to maintain the integrity of the classroom environment.

Mobile Device Policy

Please refrain from texting, emailing, and other activities that will distract from your ability to interact with others or learn the material. Please silence your devices.

Late Assignment Policy

Late submissions will only be tolerated in exceptional cases (such as a medical or family emergency). Without proper documentation, assignments that are submitted late will receive an automatic 10 percent reduction per day. Assignments submitted more than 5 days after the deadline will not be accepted and will receive a zero.

Inclement Weather, Class Cancelations, and Remote Learning

If, for any reason, a class is unable to meet as regularly scheduled, the instructor will make adjustments to the class schedule.

Assignments

Below are the major components to the class. The point breakdown for each is listed below:

1. Participation (40 points)
2. Reaction Papers & Brief Discussion (5 total; 8 points each; 40 points total)
3. Final Exam (50 points)
4. Policy Brief (50 points)
5. Paper Presentation (20 points)

Participation (40 points)

Although this class contains a large lecture component, it is a graduate level seminar and I therefore intend to emphasize discussion. Because discussion is impossible without your presence, attendance is expected. Roll will be taken throughout the semester.

To maximize this part of your grade, you must come to class prepared (e.g., having done the assigned readings) and be willing to participate in discussions. Merely showing up and occupying a seat will not constitute full participation. **Note, moreover, that missing more than three classes will result in a “0” for Attendance and Participation.**

The lectures should not simply be a matter of the professor dispensing information onto passive students. Students are therefore expected to engage with the lectures by asking questions, responding to prompts, providing thoughtful analysis, etc.

My hope is that the classroom will have an atmosphere in which ideas and opinions will be welcomed and addressed. As such, please note that you will be graded on a number of criteria beyond simple participation, under the rubric of “professionalism,” and as such you are expected to act in a professional manner.

Other ways to lose participation points include but are not limited to: being a disruption to others (e.g., side conversations with friends, reading for other classes, texting, browsing the internet), leaving class early without my explicit prior approval, repeatedly failing to answer a question if called upon, and not participating in classroom discussions and exercises in a productive manner.

Please note that leaving class before it is dismissed and then not returning is extremely rude. Perhaps most importantly, it is highly disrespectful to the learning environment of your fellow students. If you engage in this behavior, you will be marked as absent for the day. If you must leave class early, please obtain my explicit prior approval. If you are sick and must leave early, please email me afterwards.

Short Reaction Papers / Brief Discussion (4 short papers; 10 points each; 40 points total)

Beyond regular class attendance and active participation in class discussions, each student is expected to write 5 reaction papers and then present them to the rest of class. The Reaction Papers will respond to a prompt given on each week of the course calendar below. These Reaction Papers are to be based on a critical understanding of the readings. They are to be free of unsupported opinion and are, instead, to be focused on objective analysis of the issues posed in the prompts. Reaction papers should be double spaced, with one inch margins. A cover page is not necessary. Each paper should be described in 3–5 pages to be handed in for evaluation. These papers should be turned in through that week's SafeAssign link in Blackboard.

The presentations of these Reaction Papers will occur during their associated week given on the course calendar. They are to be entirely informal; you will not be speaking at the front of the class, and PowerPoint slides are not necessary. The objective is to discuss your reaction paper and your thoughts about the week's readings.

The presentations are meant to help focus the class discussion on new directions from the week's readings, and to help identify interesting directions for future research (perhaps even for this course's research paper). They should be written from a research-oriented, academic perspective, rather than a literature review or a Siskel-and-Ebert-style review ("I liked/hated this article" or "thumbs up/down"), and should be constructive; criticisms of assigned readings should be accompanied by one or more suggestions about how to overcome identified problems, with appropriate discussion of the implications of these suggestions for the body of research.

The following additional guidelines apply:

1. Presentations should be around 5 minutes. These are meant to be informal; you will not be speaking at the front of the class, and PowerPoint slides are not necessary. The objective is to discuss your reaction paper and your thoughts about the week's readings.
2. We will assign reaction papers in the first class session.
3. The reaction papers and presentations should not engage in summary; rather, these should critically respond to that week's prompt.
4. Each student should be prepared to critically discuss, agree/disagree with their peer's work.
5. To further the above aim, ***papers will be due 24 hours before the start of class session.*** The professor will then distribute that week's reaction papers to the class.

Final Exam (50 points)

There will be a single “take home” final exam in this class. The exam will be distributed online on the first day of finals; it will be due at the end of finals week. The exam will require you to write essay responses to a set of questions.

Policy Brief (50 points)

All students are to submit a **policy brief on Sunday, November 24, at 11:59 PM**. Masters students should submit a document at least 3500 words in length. PhD students should submit a document at least 4500 words in length; a works cited page should be appended to the paper, but it should not be included in the word count.

Please ensure that you keep to within +/-10% of the specified word limits. Essays that do not keep to within these limits will be penalized. To make sure your essay respects the word-count, use the “review” tab in Microsoft Office and click on “word count,” make sure to un-tick “Include, textboxes, footnotes...”. A word count should appear at the end of your essay.

A good summary of briefs can be found here: <https://writingcenter.unc.edu/tips-and-tools/policy-briefs/>

A list of topics and a grading rubric are found in the Appendix.

Guidelines

1. A policy brief is a concise document designed to quickly inform a policy-maker on a given subject, assess current policies, and offer recommended policies and alternatives. Policy briefs may give objective summaries of relevant research, suggest possible policy options, or even argue for particular courses of action.
2. As such, your assignment is to select a topic from the list below. You are to imagine that you are a national security staffer tasked with briefing your superior (ie, most likely a high-ranking official in the Departments of Defense, State, or Homeland Security). You are to quickly inform your superior of the issues and the various policy options for responding to these issues. However, your primary focus should be on your suggested course of action, with an eye to discussing its advantages and disadvantages.
3. In general, policy briefs do not aim to communicate with peers, professors, or your professional peers. They are crafted for the general reader or policy maker. As such, it is important to steer clear of jargon.
4. The policy brief will have the following clearly identified sections: Title; Executive Summary; Context; Recommendations; and Policy Alternatives.
 - *Title*: A good title quickly communicates the contents of the brief in a memorable way.
 - *Executive Summary*: This section should be one to two paragraphs long; it includes an overview of the problem and the proposed policy action.

- *Context*: This section communicates background, the importance of the problem, and aims to convince the reader of the necessity of policy action.
- *Policy Recommendations*: This section contains the most detailed explanation of the concrete steps to be taken to address the policy issue.
- *Policy Alternatives*: This section discusses the current policy approach and explains proposed options. It should be fair and accurate while convincing the reader why the policy action proposed in the brief is the most desirable.

Additional Instructions

The format of the paper should adhere to the following principles:

- All citations must use parenthetical citations, in APA format.
- Include works cited beginning on a new page. These cannot be included in the word count.
- References to journal articles and anything else on the internet should include the links from which they were obtained. References are checked to confirm their validity.
- There is no specific minimum number of sources to be used. The aim of the exercise is to gain practice at original research and to learn how to recognize a good source on which to base an argument. Academic journal articles, government reports, think tank papers, and other similar sources, are to be the bedrock of your research.
- As such, questionable websites and encyclopedias are not permitted for use as references. Generally, questionable websites include anything with a “.com” or a “.org” top level domain. Citing or giving attribution to Wikipedia is expressly forbidden. News articles can be cited, but your paper should rely mostly on academic sources. Over-reliance on news sources will result in a lower grade. The greater majority of your research should come from peer-reviewed sources.
- The aim of the essay is to gain practice at building an argument and to learn how to recognize good research. As such, students must provide attribution throughout their paper for each fact, assertion, or argument. Attribution is given with in-text, parenthetical citations and a bibliography. All quotations should be cited, of course, but overly-extensive use of quotes to inflate your word-count will result in a lower grade.
- Plagiarism, which is defined as claiming the work of others as your own, is totally unacceptable. As well, using the language of another source with only a few word changes is a form of plagiarism, even if you provide a properly cited reference. Attempting to artificially construct a paper by pasting together the words of others, with little or not original writing of your own, is simply another form of plagiarism and will be treated as such. The aim here is for you to generate your own research.

Paper Presentation (20 points)

You are then to give a presentation (the exact length will be determined later in the semester, but will be no longer than 8–10 minutes). Your task is to clearly and concisely persuade your audience of the importance of your topic. There will then be no more than a few minutes devoted to Q & A from the audience. Participation by students in the Q & A is required, and will inform part your overall participation grade. Adherence to time will be strictly enforced and is a critical part of your grade. The slides for your presentations are due at ***11:59 PM on Sunday, December 1.***

Late Assignment Policy

Late submissions will only be tolerated in exceptional cases (such as a medical or family emergency). Without proper documentation, assignments that are submitted late will receive an automatic 10 percent reduction per day. Assignments submitted more than 5 days after the deadline will not be accepted and will receive a zero.

Course Calendar & Assigned Readings

The following calendar is only a guide. Dates and topics are subject to change. Any changes will be announced in-class well ahead of time. It is your responsibility to keep up to date with any schedule alterations.

Week 1, September 4: No Class Meeting

Week 2, September 9: Class Introduction, Definitions, & Theoretical Approaches

Required readings

- Textbook, Chapters 1, 2, 3, & 7
- United States National Intelligence Council. Global Trends 2040: A More Contested World. (2020). Read the Executive Summary, online at: <https://www.dni.gov/index.php/gt2040-home/summary>, and skim the rest if interested (Full report at: <https://www.dni.gov/index.php/global-trends-home>)

Additional PhD Readings:

- Stephen M. Walt, "Rigor or Rigor Mortis? Rational Choice and Security Studies," *International Security*, 23:4 (Spring 1999), 5–48.

Week 3, September 16: War and Interstate Rivalry

Required readings

- Textbook, Chapters 9, 10, 12, 13
- Watch: Graham Allison. 2018. Ted Talk: Is war between China and the US inevitable? Available online: https://www.ted.com/talks/graham_allison_is_war_between_china_and_the_us_inevitable?language=en
- Watch: Sir Lawrence Freedman. “The Future of War: A History.” <https://www.csis.org/events/future-war-history>

Additional PhD Readings:

- Jack S. Levy, “The Causes of War and the Conditions of Peace,” *Annual Review of Political Science*. (June 1998) pp. 139-165.

Reaction Paper Prompt

Choose one of the following:

- Explain how the concepts of uncertainty, coercion and great power competition underscore the “Thucydides Trap” that Graham Allison describes in his TedTalk.
- Describe a current situation, somewhere in the world, in which increasing uncertainty about a country’s intentions and/or capabilities is likely to result in efforts (by the U.S. and/or the international community) to coerce that country’s behavior, and could possibly lead to some kind of future war.

Week 4, September 23: State Failure, Civil Conflict, & Insurgency

Required readings

- Textbook, Chapters 25, 28
- Jaclyn M. Johnson and Clayton Thyne. 2017. "The Aftermath of Civil Conflicts." *Oxford Research Encyclopedia*. Available online: <https://oxfordre.com/politics/view/10.1093/acrefore/9780190228637.001.0001/acrefore-9780190228637-e-514>
- Shawn Davies et al. 2020. "Organized violence 1989–2023, and the prevalence of organized crime groups." *Journal of Peace Research*. Available online: <https://journals.sagepub.com/doi/full/10.1177/00223433241262912>
- James D. Fearon and David Laitin. 2003. "Ethnicity, Insurgency, and Civil War." *American Political Science Review* 97(1):75-90.

Additional PhD Readings:

- Stathis N. Kalyvas and Laia Balcells. 2010. "International system and technologies of rebellion: How the end of the Cold War shaped internal conflict." *American Political Science Review* 104(3): 415-429.
- Barbara Walter. 2017. "The New New Civil Wars." *Annual Review of Political Science*. 20: 569–486.

Reaction Paper Prompt:

Choose one of the following:

- Which modern-day "fragile", underdeveloped or "failing" state should we be most concerned about in terms of U.S. national security or international security, and what should the U.S. do (if anything)?
- From a national or international security perspective, explain why it is (or why it is not) in the best interests of the U.S. and other countries to assist people who live in—or are fleeing from—failing states.

Week 5, September 30: Terrorism

Required readings

- Textbook, Chapters 26, 27
- David C. Rapoport. 2002. "The Four Waves of Rebel Terror and September 11." *Anthropoetics*, Vol. 8, No 1. Available online: <https://anthropoetics.ucla.edu/ap0801/terror/>
- Bruce Hoffman and Jacob Ware. November/December 2022. "The Terrorist Threats and Trends to Watch Out for in 2023 and Beyond." *CTC Sentinel*, Vol. 15, Iss. (11). Available online: <https://ctc.westpoint.edu/the-terrorist-threats-and-trends-to-watch-out-for-in-2023-and-beyond/>
- Brian Michael Jenkins. October 2022. "Elements of a Pragmatic Strategy to Counter Domestic Political Violence." *CTC Sentinel*, Vol. 15, Iss. (10) Available online: <https://ctc.westpoint.edu/feature-commentary-elements-of-a-pragmatic-strategy-to-counter-domestic-political-violence/>

Additional PhD Readings:

- Khusrav Gaibulloev and Todd Sandler. 2019. "What We Have Learned about Terrorism since 9/11?" *Journal of Economic Literature* Vol 57 (2), pg. 275–328.
- Andrew H. Kydd, and Barbara F. Walter. "The strategies of terrorism." *International Security* 31.1 (2006): 49-80.

Reaction Paper Prompt:

- Based on your reading assignments for this week about the definitions, history and current threats of terrorism, what does every U.S. citizen need to understand about terrorism and the complex challenges of countering it effectively?

Week 6, October 7: Development & Human Security

Required readings

- Textbook, Ch. 15, 16, 17, 24, 33

Additional PhD Readings:

- Roland Paris. 2001. Human security: paradigm shift or hot air?. *International security*, 26(2), 87-102.
- ODNI Global Trends 2040: Demographics and Human Development. Available online: <https://www.dni.gov/index.php/gt2040-home/gt2040-structural-forces/demographics-and-h>

Reaction Paper Prompt:

Choose one of the following:

- Going forward is the single greatest challenge to human security? What are the likely consequences of said challenge for traditional national security?
- Based on your understanding of the readings, is human security a separate field from security studies? Should it be?

Week 7, October 15 (MONDAY CLASS SCHEDULE): Global Arms Trade & WMD Proliferation

Required readings

- Textbook, Ch. 22, 32
- Giacomo Persi Paoli, "The Trade in Small Arms and Light Weapons on the Dark Web: A Study," UNODA Occasional Papers No. 32 (October 2018), **p. 1-57 only**. Online at: <https://front.un-arm.org/wp-content/uploads/2018/10/occasional-paper-32.pdf>
- Fact Sheet, Chemical Weapons Convention: <https://www.armscontrol.org/factsheets/cwcglance>
- Fact Sheet, Biological Weapons Convention: <https://bit.ly/2CDXF8r>

Additional PhD Readings:

- Molly MacCalman, "A.Q. Khan Nuclear Smuggling Network," *Journal of Strategic Security*, 1(9), (2016) p. 104-118. Online at: <https://bit.ly/2GKRuUl>
- Victor Asal, Nazli Avdan, and Gary Ackerman. "Breaking taboos: Why insurgents pursue and use CBRN weapons." *Journal of Peace Research* 60.2 (2023): 193-208.

Reaction Paper Prompt:

Choose one of the following:

- How could the U.S. be more effective (with or without international partners) to combat the global trafficking in small arms and light weapons (SALW) described in this week's reading assignments?
- How could the U.S. be more effective (with or without international partners) to combat the global trafficking of chemical, biological, radiological and nuclear (CBRN) materials and/or weapon described in this week's reading assignments?

Week 8, October 21: Energy, Environment, and Health Security

Required readings

- Textbook, Ch. 34, 36, 37
- ODNI Global Trends 2040: Environment. Available online: <https://www.dni.gov/index.php/gt2040-home/gt2040-structural-forces/environment>
- James D. Ramsay and Terrence M. O'Sullivan. "There's a Pattern Here: The Case to Integrate Environmental Security into Homeland Security Strategy." *Homeland Security Affairs* 9, Article 6 (June 2013). Online at: <https://www.hsaj.org/articles/246>

Additional PhD Readings:

- Daniel W. Drezner, "The Song Remains the Same: International Relations After COVID-19," *International Organization* 74, no. S1 (December 2020): E18–35
- Tana Johnson, "Ordinary Patterns in an Extraordinary Crisis: How International Relations Makes Sense of the COVID-19 Pandemic," *International Organization* 74, no. S1 (December 2020): E148–59

Reaction Paper Prompt:

Choose one of the following:

- Describe how elected leaders of the U.S. government can make a national security-related argument for investing in alternative fuel sources, preventing water pollution, or a nationwide public health system.
- Make a realist argument in favor of hoarding energy or water resources as a way of ensuring a nation's security. Then make a liberalist argument in favor of sharing resources with other nations as a way of ensuring a nation's security. Now, which do you believe more strongly, and why?

Week 9, October 28: Cyber Security

Required readings

- Textbook, Ch. 39
- Derek S. Reveron and John E. Savage, "Cybersecurity Convergence: Digital Human and National Security," *Orbis* (August 2020), p. 555-570. doi:10.1016/j.orbis.2020.08.005
- Paul Nakasone and Michael L. Sulmeyer, "How to Compete in Cyberspace," *Foreign Affairs*, August 25, 2020
- "Top Risks in Cybersecurity 2023," *Bipartisan Policy Center* (February 2023), p. 4-22.
- Watch: "USENIX Enigma 2016 - NSA TAO Chief on Disrupting Nation State Hackers." Available online: <https://www.youtube.com/watch?v=bDJb8W0JYdA>

Additional PhD Readings:

- Erik Gartzke. 2013. "The Myth of Cyberwar: Bringing War on the Internet Back Down to Earth." *International Security*, Vol. 38, No. 2: 41-73.
- Thomas Rid. 2012. "Cyber War Will Not Take Place." *Journal of Strategic Studies* 35(1): 5-32.

Reaction Paper Prompt:

Choose one of the following:

- What can the U.S. government and/or the private sector do to deter adversary countries like China, Russia, North Korea and Iran from engaging in the kinds of cyber activities described in this week's reading assignments?
- What are the most important takeaways from the 2023 National Cybersecurity Strategy that every U.S. citizen needs to understand, in order to reduce our nation's vulnerabilities to the kinds of cyber activities described in this week's reading assignments?

Week 10, November 4: National and International Security

Required readings

- Textbook, Ch. 18, 19, 20, 21
- Office of the Director of National Intelligence (2024) Annual Threat Assessment of the US Intelligence Community. Available online: <https://www.dni.gov/files/ODNI/documents/assessments/ATA-2024-Unclassified-Report.pdf>
- The White House, U.S. National Security Strategy (October 2022). Available Online: <https://www.whitehouse.gov/wp-content/uploads/2022/10/Biden-Harris-Administrations-National-2022.pdf>

Additional PhD Readings:

- Phillip Zelikow. 2024. "Confronting Another Axis? History, Humility, and Wishful Thinking." *Texas National Security Review*. Available online: <https://tnsr.org/2024/05/confronting-another-axis-history-humility-and-wishful-thinking/>

Reaction Paper Prompt:

Choose one of the following:

- In what ways does the U.S. National Security Strategy (October 2022) reflect the concepts of realism, liberalism, uncertainty, coercion, human security and others we examined in earlier in this course?
- How should the U.S. work more effectively with alliances and collective security organizations in responding to contemporary "problem states" like North Korea, Russia, Venezuela, Syria, Iran, Somalia, Afghanistan, Sudan, etc.?

Week 11, November 11: Veteran's Day (No Class)

Week 12, November 18: Intelligence

Required readings

- Textbook, Ch. 29
- Brian Katz. 2018. "Intelligence and You: A Guide for Policymakers." *War on the Rocks*. Available online: <https://warontherocks.com/2018/11/intelligence-and-you-a-guide-for-poli>
- What is intelligence? Available online: <https://www.dni.gov/index.php/what-we-do/what-is-intelligence>
- Explore the Journey of the Intelligence Community: Our History, Agencies, and Collective Mission." Available online: <https://www.dni.gov/index.php/newsroom/news-articles/news-articles-2023/3721-explore-the-journey-of-the-intelligence-community-our-history>
- The Intelligence Cycle, Federation of American Scientists. Available online: <https://irp.fas.org/cia/product/facttell/intcycle.htm>
- Richard K. Betts. 1978. "Analysis, War, and Decision: Why Intelligence Failures Are Inevitable." *World Politics* 31(1): 61-89. Available online: <https://www-jstor-org.umasslowell.idm.oclc.org/stable/2009967>

Additional PhD Readings:

- Robert Jervis. 2006. "Reports, politics, and intelligence failures: The case of Iraq." *Journal of Strategic Studies*. 29(1).

Reaction Paper Prompt:

Choose one of the following:

- Intelligence agencies of many different countries may compete against each other one day, and then collaborate the next. Explain how the theories of international security we covered in Week 1 (realism, liberalism, constructivism) help us understand these dynamic relationships.
- Is Richard Betts correct when he says that intelligence failures are inevitable? Why or why not? Justify your answer with respect to the readings.

Week 13, November 25: Emerging Technology & Space-based Threats

- Textbook, Ch. 38, 40
- Kelley M. Sayler, “Defense Primer: Emerging Technologies,” Congressional Research Report (September 30, 2021). Available online: <https://sgp.fas.org/crs/natsec/IF11105.pdf>
- TX Hammes, “Key Technologies and the Revolution of Small, Smart and Cheap in the Future of Warfare,” in Thomas F. Lynch III, ed. *Strategic Assessment 2020: Into a New Era of Great Power Competition*, (National Defense University Press, 2020), p. 121-138. available online: <https://wmdcenter.ndu.edu/Portals/97/Strategic-Assessment-2020.pdf>
- TX Hammes, “Contemporary Great Power Technological Competitive Factors in the Fourth Industrial Revolution,” in Thomas F. Lynch III, ed. *Strategic Assessment 2020: Into a New Era of Great Power Competition*, (National Defense University Press, 2020), p. 105-120. Available online: <https://wmdcenter.ndu.edu/Portals/97/Strategic-Assessment-2020.pdf>
- “Swarming Terror.” Available online: <https://smallwarsjournal.com/jrnl/art/swarming-terror>

Additional PhD Readings:

- Michael C. Horowitz, “Do Emerging Military Technologies Matter for International Politics?,” *Annual Review of Political Science* 23 (2020): 385–400, Available online: <https://www.annualreviews.org/doi/pdf/10.1146/annurev-polisci-050718-032725>
- Goldfarb, Avi, and Jon R. Lindsay. “Prediction and judgment: Why artificial intelligence increases the importance of humans in war.” *International Security* 46.3 (2021): 7-50.

Reaction Paper Prompt:

- Describe at least 3 kinds of recent scientific breakthroughs or technological inventions that have had tremendous positive or negative implications for homeland, national and/or global security.

Week 14, December 2: Presentations

Week 15, December 9: Presentations

Appendix A: Potential Topics for the Policy Briefs

Following is a list of potential topics. You may select a topic not listed here, but it must be cleared with the professor first. Note that many of these prompts implicitly assume an American perspective.

- Deterring a Chinese attack on Taiwan
- Countering Russian aggression in Ukraine
- Response to climate change's impact on: international conflict, migration, food security, energy (choose one)
- Strengthening resilience against cyber attacks of international origin, focusing on: enhancing security at critical infrastructure, cooperation among public and private enterprises to defend against cyber attacks, improving international cooperation among nations to defend against cyber threats, securing industrial control systems (choose one)
- Preventing state-sponsored disinformation campaigns
- How to enhance border security while balancing national security and humanitarian concerns
- Developing effective strategies to prevent radicalization (or de-radicalize) violent political extremists and terrorists
- How to enhance intelligence sharing and collaboration among American intelligence agencies
- Protecting the nation against biological threats (either a result of a natural pandemic, or the result of bioterror attack; choose one).
- Ensuring supply chain security in an industry of your choice
- Ensuring the security of the supply chain in the American microchip industry
- Managing and preventing humanitarian crises in conflict zones
- Strengthening maritime security cooperation among nations for countering piracy
- The implications and suggested response to an international adversary using AI to augment their cyber-treats
- Strengthening cross-border cooperation to combat transnational organized crime / human trafficking / drug trafficking (choose one)
- Promoting a sustainable peace in a post-conflict state
- The relative success or failure of drone strikes as a counter-terrorism tool

Appendix B: Policy Brief Grading Rubric

Papers are graded on the following criteria (with points out of 50 in parentheses):

1. **Argument (5):** Stated in introduction? Convincing? Original?
2. **Analysis (15):** Critical discussion/evaluation of facts? Conclusions logical?
3. **Coherence & Structure (7.5):** Line of argumentation? Contradictions? Terms used consistently? Logical Structure?
4. **Research (15):** Enough relevant sources? Quality of sources? Primary sources? Attribution given in text to all facts?
5. **Language and form (7.5):** Grammar/punctuation? Page numbers? Paragraphs? Referencing? Bibliography?

Each one of these criteria will then be graded according to whether it has (with percentages for each category):

- **No issues** (-0 %);
- **Minor issues** (-10 %);
- **Moderate issues** (-30 %);
- **Major issues** (-50 %);
- **Severe issues** (-70 %);
- **Significant issues** (-100 %).

Appendix C: Presentation Grading Rubric

All presentations are assessed on the following categories:

- **Attention to audience (10%):** Presenter engages audience and holds their attention with enthusiasm, poise, eye contact, articulation, and clear focus.
- **Argument (30%):** There is a clear thesis plainly articulated up front and elaborated with specific and appropriate examples; transitions are clear and create a succinct and even flow.
- **Timing (15%):** Was timing respected? Did the presenter go over or under the allotted time?
- **Content (30%):** Were the main aspects of the topic covered? How good is the argument presented? How good is the evidence and the material used? Is it factually correct?
- **Visuals (15%):** Were the slides used effectively? Too many slides? Slides too wordy?