

**GOV 360D, International Security**  
**Fall 2021**  
**M, W, F 9-10am**  
**GAR 1.126**

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## **Course Description and Objectives**

The purpose of this course is to introduce you to major concepts, theories, and arguments related to the study of international security. We will use these ideas to discuss historical cases and current problems facing leaders and states today. While no course can cover every important topic related to international security, this course will give you the theoretical foundation to analyze, understand, and explain wars and conflict.

Here are some of the broader questions we will address in class:

- What causes conflict between states?
- Why do states go to war with each other?
- How do states use force?
- What causes peace?
- Does technology make war more or less likely?
- What are the major challenges to security in the 21st century?

The course is divided into four parts. We start by discussing major theoretical approaches to international security, including structural realism, the bargaining theory of war, and constructivism. Next we look at theories of use of force, and how various factors, such as economics and technology, create opportunities and constraints. We then discuss different units of analysis for explaining conflict, such as leaders and alliances. We end the course examining several important problems related to international security, including great power competition, the internationalization of civil wars, and climate change.

## **Course structure**

Because of the ongoing covid-19 pandemic, this course will be online at least through September 17. Changes to or continuation of the format depend on university policies and will be announced in due course.

The class will meet (online) three times a week. Mondays and Wednesday will primarily be lecture-based, while most Fridays will be dedicated to discussion sections (Fridays with regular lectures will be noted in the syllabus or announced on Canvas). To facilitate productive discussions, the class will be split in two, and groups will meet every other week. So, in Week 2, group A will meet on Friday to discuss the class material, and in Week 3, group B will meet on Friday, and so forth. The one exception will be week 15 when both groups will meet separately. The groups will be announced in Week 2, and the discussions will be lead by the class teaching assistant.

## Evaluation

The following components make up the course grade:

- 15% Participation in class discussion and activities, including discussion sections
- 25% Response papers
- 30% Midterm exam
- 30% Analytical paper

**Response papers:** Students will draft three response papers to demonstrate understanding of course content throughout the semester. Response papers are concise summaries of an article of interest for the designated week. Summaries should identify the key question that the author is trying to answer, outline the author's primary theoretical argument, and evaluate the evidence the author offers to support his or her claims. Students can pick which three weeks' readings they wish to write response papers for (multiple papers per week is not allowed), but papers must be submitted by 9am Monday the week the reading is assigned. Papers should be no more than 500 words and are to be posted to Canvas by the deadline.

**Midterm exam:** You will receive detailed instructions about the take-home, open-note midterm exam no later than October 4, but the exam will include a mix of short essay questions based on assigned readings, lectures, and current event discussions covered during the first seven weeks of the course. The completed midterm will be due on Canvas by 5:00pm on October 8.

**Analytical paper:** The paper assignment will be distributed no later than November 19 and will be due on Canvas by 5:00pm on December 10. The goal of the paper is to demonstrate understanding of competing approaches to the study of international security and to make an analytic argument about which approach, in your assessment, best informs a particular policy debate based on theories and evidence reviewed throughout the course. Papers should be no longer than 10 pages (double-spaced, 12-point Helvetica font). Papers are to be posted to Canvas and will be docked one letter grade for each day that they are late.

## Grading

I use the following rules to determine letter grades at the end of the course:

Letter grade =	<table><tr><td>A</td><td><math>\geq 93</math></td></tr><tr><td>A-</td><td>90 – 92.99</td></tr><tr><td>B+</td><td>87 – 89.99</td></tr><tr><td>B</td><td>83 – 86.99</td></tr><tr><td>B-</td><td>80 – 82.99</td></tr><tr><td>C+</td><td>77 – 79.99</td></tr><tr><td>C</td><td>73 – 76.99</td></tr><tr><td>C-</td><td>70 – 72.99</td></tr><tr><td>D+</td><td>67 – 69.99</td></tr><tr><td>D</td><td>63 – 66.99</td></tr><tr><td>D-</td><td>60 – 62.99</td></tr><tr><td>F</td><td><math>\leq 59.99</math></td></tr></table>	A	$\geq 93$	A-	90 – 92.99	B+	87 – 89.99	B	83 – 86.99	B-	80 – 82.99	C+	77 – 79.99	C	73 – 76.99	C-	70 – 72.99	D+	67 – 69.99	D	63 – 66.99	D-	60 – 62.99	F	$\leq 59.99$
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Note that these ranges are fixed. I do not round up or down.

## Course and University Policies

**Academic Freedom:** I encourage and value student participation. You will no doubt encounter point of views that differ from your own. Students in this class come from a variety of personal and academic backgrounds and these backgrounds may lead to a variety of perspectives on the social world. I believe that having a variety of viewpoints will make our discussions more interesting and will allow us to learn from each other. We will maintain a respectful dialogue even when we disagree and no student's grade will be affected by his or her personal views.

**Changes to Syllabus:** The readings and schedule of the syllabus are subject to change, but any such changes will be noted with an announcement either in class and/or via email, as well as an updated copy of the syllabus posted online at the course website and/or Canvas.

**Disability Accommodations:** Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 471-6259, <http://www.utexas.edu/diversity/ddce/ssd/>. If you require accommodation, it is your responsibility to bring your note to me EARLY in the semester so we can work out arrangements.

**Emergency Evacuation Policy:** In the event of a fire or other emergency, it may be necessary to evacuate a building rapidly. Upon the activation of a fire alarm or the announcement of an emergency in a university building, all occupants of the building are required to evacuate and assemble outside. Once evacuated, no one may re-enter the building without instruction to do so from the Austin Fire Department, University of Texas at Austin Police Department, or Fire Prevention Services office. Students should familiarize themselves

with all the exit doors of each room and building they occupy at the university, and should remember that the nearest exit routes may not be the same as the way they typically enter buildings. Students requiring assistance in evacuation shall inform their instructors in writing during the first week of class. Faculty members must then provide this information to the Fire Prevention Services office by fax (512-232-2759), with "Attn. Mr. Roosevelt Easley" written in the subject line.

**Plagiarism and Academic Integrity:** Using someone else's work in your own writing without giving proper credit is considered plagiarism, a serious form of academic dishonesty that can result in severe penalties. Copying someone else's work, buying a paper and submitting it as your own, copying and pasting text (even with changes), or borrowing images from an online source, are some examples of plagiarism. Even if you plagiarize accidentally, you can be held responsible and penalized.

Learning to cite sources appropriately is an important part of becoming a professional. When you are unsure about citation, you are encouraged to **ask your instructor** (who is already an expert in the discipline) what is appropriate in the context of your assignment. Consultants at The University Writing Center can also help you determine whether you are citing sources correctly—and they have helpful guides online for using direct quotations and paraphrasing. Reviewing those skills will help you feel confident that you are handling sources professionally in your writing.

You can read the University's definition of plagiarism and other forms of academic dishonesty in Sec. 11–402 of the Student Conduct Code. For more information, visit the Dean of Students' site.

**Regrading:** Should you wish to challenge a grade you received on a specific paper or question on an exam, you must (a) write a memo detailing why you deserve more points (i.e. why you came closer to getting the right answer than points reflect) and (b) turn that memo in to me within two weeks of the class receiving the grades. Otherwise, I won't consider challenges to your grade. Once I receive your challenge, I'll regrade the entire paper or exam.

**Religious holidays:** A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible, so that arrangements can be made to complete an assignment within a reasonable time after the absence.

**Technology:** You may use tablets, smartphones, and laptops in this course. Please bring a wireless device to class. However, the use of these devices is for class purposes, not for shopping, being on social media, or making online dinner reservations. I reserve the right to limit or ban electronics if they are distracting to me or class members. Any recording—audio or visual—of class meetings must be approved by the instructor, and out of courtesy to others in the course, by peers in advance—unless said recordings are part of an Office of Disability Services approved accommodation.

## Title IX Reporting

Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, sexual misconduct, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When sexual misconduct occurs in our community, the university can:

1. Intervene to prevent harmful behavior from continuing or escalating.
2. Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
3. Investigate and discipline violations of the university's relevant policies.

Faculty members and certain staff members are considered "Responsible Employees" or "Mandatory Reporters," which means that they are required to report violations of Title IX to the Title IX Coordinator. We are Responsible Employees and must report any Title IX related incidents that are disclosed in writing, discussion, or one-on-one. Before talking with us, or with any faculty or staff member about a Title IX related incident, be sure to ask whether they are a responsible employee. If you want to speak with someone for support or remedies without making an official report to the university, email [advocate@austin.utexas.edu](mailto:advocate@austin.utexas.edu). For more information about reporting options and resources, visit [www.titleix.utexas.edu](http://www.titleix.utexas.edu) or contact the Title IX Office at [titleix@austin.utexas.edu](mailto:titleix@austin.utexas.edu).

## Readings

This course uses the textbook *Understanding War and Peace* (from here on UWP) by Dan Reiter (ed.). It is a modular, digital-only textbook, and the individual chapters can be purchased via Amazon (links found on the textbook website). Only one chapter is not required reading (chapter 10 on drones). In addition, most weeks will include some other required readings. Those not available online via URL below will be available on Canvas.

Readings for each week should be done by the Monday sessions. Some weeks we will start by discussing a case, while others we will start with theory. It is therefore important that you complete the readings by the start of the week. The one exception is the first week, when readings are due by Friday (August 27).

## Course Outline and Schedule

### Week 1. Ontology of security

- Major concepts: Interstate war, civil war, political violence
- Readings:
  - Ch. 1 in Enloe, C. (2014). *Bananas, beaches and bases*. University of California Press.

## **Week 2.** Approaches to security: Structure

- Major concepts: Anarchy, balancing, bandwagoning
- Discussion section: Group A
- Readings:
  - Excerpt from Waltz, K. (1979). Theory of International Politics. McGraw Hill.
  - Milner, H. (1991). The assumption of anarchy in international relations theory: a critique. *Review of International Studies*, 17(1), 67-85.
- *Note: Not meeting Monday (Labor Day)*

## **Week 3.** Approaches to security: Structure, continued

- Major concepts: Hierarchy, networks
- Discussion section: Group B
- Readings:
  - Nexon, D. H., & Wright, T. (2007). What's at stake in the American empire debate. *American Political Science Review*, 101(2), 253-271.
  - Lake, D. A. (2007). Escape from the state of nature: Authority and hierarchy in world politics. *International Security*, 32(1), 47-79.

## **Week 4.** Approaches to security: Causes of war

- Major concepts: Power shifts, uncertainty, issue indivisibility
- Discussion section: Group A
- Readings:
  - UWP, ch. 1.

## **Week 5.** Approaches to security: Social construction and identity

- Major concepts: Constructivism, securitization
- Discussion section: Group B
- Readings:
  - Wendt, A. (1992). Anarchy is what states make of it: the social construction of power politics. *International organization*, 46(2), 391-425.
  - Fearon, J. D., & Laitin, D. D. (2000). Violence and the social construction of ethnic identity. *International organization*, 54(4), 845-877.

- Optional: Hayes, J. (2012). Securitization, social identity, and democratic security: Nixon, India, and the ties that bind. *International Organization*, 66(1), 63-93.

**Week 6.** The use and utility of force: Conceptual foundations

- Major concepts: Deterrence, coercion
- Discussion section: Group A
- Readings:
  - Biddle, T. D. (2020). Coercion Theory: A Basic Introduction for Practitioners (Spring 2020). *Texas National Security Review*.
  - Kydd, A. H., & Walter, B. F. (2006). The strategies of terrorism. *International security*, 31(1), 49-80.

**Week 7.** The use and utility of force: Economics

- Major concepts: guns versus butter, interdependence, sanctions
- Discussion section: Group B
- Readings:
  - UWP, ch. 6.
  - Trump wants to wring a 'better deal' from Iran. Here's why that's so unlikely.
  - The Trump administration's new 'Iran Action Group' won't work – for these 3 reasons
  - Optional: Online lecture on weaponized interdependence

**Week 8.** The use and utility of force: Technology

- Major concepts: nuclear weapons, cyber security
- Discussion section: Group A
- Readings:
  - UWP, ch. 3.
  - Langø, H. I. (2016). Competing academic approaches to cyber security. In *Conflict in Cyber Space* (pp. 23-42). Routledge.
  - Greitens, S. C. (2020). Surveillance, security, and liberal democracy in the post-COVID world. *International Organization*, 74(S1), E169-E190.

**Week 9.** Units of analysis: Opening up the state

- Major concepts: Regime type, leaders, domestic politics

- Discussion section: Group B
- Readings:
  - UWP, ch. 4, 5.
  - Barnhart, J. N., Trager, R. F., Saunders, E. N., & Dafoe, A. (2020). The suffragist peace. *International Organization*, 74(4), 633-670.
  - Optional: Weeks, J. L. (2012). Strongmen and straw men: Authoritarian regimes and the initiation of international conflict. *American Political Science Review*, 106(2), 326-347.

**Week 10.** Units of analysis: Multilateralism

- Major concepts: International organizations, alliances, coalitions
- Discussion section: Group A
- Readings:
  - UWP: ch. 2.
  - Straus, S. (2005). Darfur and the genocide debate. *Foreign Aff.*, 84, 123-133.
  - Voeten, E. (2005). The political origins of the UN Security Council's ability to legitimize the use of force. *International Organization*, 59(3), 527-557.

**Week 11.** Problems of security: Civil wars and preventing violence

- Major concepts: Peacekeeping
- Discussion section: Group B
- Readings:
  - UWP, ch. 7, 8.
  - Why Statebuilding Didn't Work in Afghanistan

**Week 12.** Problems of security: Internationalized civil war

- Major concepts: Intervention, war expansion
- Discussion section: Group A
- Readings:
  - Ch. 1 and 2 in Westad, O. A. (2005). *The global Cold War: Third World interventions and the making of our times*. Cambridge University Press.

**Week 13.** Problems of security: Great power competition

- Major concepts: Sphere of influence

- Discussion section: Group B
- Readings:
  - Gaddis, J. L. (1986). The long peace: Elements of stability in the postwar international system. *International security*, 10(4), 99-142.
  - Nexon, D. (2021). Against Great Power Competition: The U.S. Should Not Confuse Means for Ends. *Foreign Affairs*.

**Week 14.** Review and Thanksgiving break

- *Note: Only meeting Monday*

**Week 15.** Problems of security: Nature and war

- Major concepts: Climate change, public health
- Discussion section: Groups A and B (split)
- Readings:
  - UWP, ch. 9.
  - Does covid-19 raise the risk of violent conflict? Not everywhere.
  - Busby, J. (2018). Warming world: why climate change matters more than anything else. *Foreign Aff.*, 97, 49.

**Week 16.** Review and final paper discussion

- *Note: Only meeting Monday*