Course Description and Objectives
This is a survey course in the field of international security suited for graduate and upper-level undergraduate students. The course is designed to provide students with the background and conceptual tools for understanding international security. It covers a wide range of topics with some of the most important literature. The overall goal of the course is for the students to achieve a heightened level of understanding related topics.

This class fulfills the College and Arts and Sciences Global Citizenship requirement and the social science requirement. For Political Science majors, it counts as an international relations course.

Required Books

These books are available for purchase at the SLU bookstore. Please buy only the designated versions. In addition, there are supplementary articles and book chapters assigned for the course that are made available on BlackBoard. It is students’ responsibility to download and, if necessary, save the materials off BlackBoard to make them available for student preparation for course assignments, such as exams and papers.

Grading

- **Analysis paper: 30% of final grade**
  You will write a 1,500-2,000 word paper on readings in one of the weeks between February 3 and March 2. In the paper, you will make two original arguments based on the readings and defend them from conceivable but strong counterarguments. A paper shorter than 1,500 words and longer than 2,000 words will be penalized. To get a full credit for the assignment, you must submit a complete paper electronically by 12pm of the day the class meets for the reading. Late papers will not be accepted and will automatically receive the grade of F for this assignment.

- **Research paper: 30% of final grade**
  Undergraduate students will write a research paper between 3,600-4,500 words (12-15 pages equivalent). In order to get full credit, they must consult the instructor on the topic and receive a written approval from him by 12pm on January 27. A paper shorter than 3,600 words and longer than 4,500 words will be penalized. They must submit a completed paper electronically by the deadline of 12pm, May 4. Late papers will not be accepted and will automatically receive the grade of F for this assignment.
Graduate students will write a research paper between 4,500-6,000 words (15-20 pages equivalent). In order to get full credit, they must consult the instructor on the topic and receive a written approval from him by 12pm on January 27. A paper shorter than 4,500 words and longer than 6,000 words will be penalized. They must submit a completed paper electronically by the deadline of 12pm, May 4. Late papers will not be accepted and will automatically receive the grade of F for this assignment.

- **Research paper presentation: 10% of final grade**
  All students must present their research paper-in-progress at the April 7 student research symposium. For students who cannot do so on this day for a legitimate reason, they will do so in the April 13 class. To be excused from the April 7 symposium, students must inform the instructor of the planned absence by March 23, Monday and present evidence of time conflict with official university events that keeps them from presenting at the symposium. The events must be officially sanctioned by the university.

- **Class participation: 30% of final grade**
  Your attendance and active participation is vital to the success of this course. At a minimum, you should come to class on time having completed and prepared to discuss assigned readings for that class. A record of attendance is maintained, and it is your individual responsibility to sign the class roster at each session. Your absence is excused only if you provide the instructor with evidence of family and medical emergency (doctor’s note, copy of flight tickets, etc.) or university-sponsored activities within 48 hours of absence. You are responsible for all materials covered in class, whether you are physically present or not. I expect that all students will contribute to class discussion through analysis, questions, and criticisms of assigned readings. In assigning participation grades, quality of participation will take precedence over quantity of participation (hence, students who participate frequently but without giving much thought to their comments/questions are not at an advantage compared to students who offer occasional but insightful analysis and questions).

I expect that all students will contribute to class discussions through analysis, questions, and criticisms of the assigned readings. In assigning participation grades, quality of participation will take precedence over quantity of participation (hence, students who participate frequently but without giving much thought to their comments/questions are not at an advantage compared to students who offer occasional but insightful analysis).

Final letter grades will be assigned that correspond to the following numeric scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numeric Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-90</td>
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<tr>
<td>B</td>
<td>83-87</td>
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<tr>
<td>C+</td>
<td>77-80</td>
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<td>C</td>
<td>73-77</td>
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<td>D</td>
<td>60-70</td>
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<tr>
<td>F</td>
<td>below 60</td>
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**Student Success**

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor and University-level support
Students who believe that, due to a disability, they could benefit from academic accommodations are encouraged to contact Disability Services at 314-977-8885 or visit the Student Success Center. Confidentiality will be observed in all inquiries. Course instructors support student accommodation requests when an approved letter from Disability Services has been received and when students discuss these accommodations with the instructor after receipt of the approved letter.

**Academic Integrity**
The University is a community of learning, whose effectiveness requires an environment of mutual trust and integrity. Academic integrity is violated by any dishonesty such as soliciting, receiving, or providing any unauthorized assistance in the completion of work submitted toward academic credit. While not all forms of academic dishonesty can be listed here, examples include copying from another student, copying from a book or class notes during a closed book exam, submitting materials authored by or revised by another person as the student’s own work, copying a passage or text directly from a published source without appropriately citing or recognizing that source, taking a test or doing an assignment or other academic work for another student, securing or supplying in advance a copy of an examination or quiz without the knowledge or consent of the instructor, sharing or receiving the questions from an on-line quiz with another student, taking an on-line quiz with the help of another student, and colluding with another student or students to engage in academic dishonesty.

All clear violations of academic integrity will be met with appropriate sanctions. In this course, academic dishonesty on an assignment will result in an automatic grade of 0 for that assignment and a report of academic dishonesty will be sent to the Academic Honesty Committee of the College of Arts and Sciences. In the case of Class B violations, the Academic Honesty Committee may impose a larger sanction including, but not limited to, assigning a failing grade in the course, disciplinary probation, suspension, and dismissal from the University.

Students should refer to the following SLU website for more information about Class A and B violations and the procedures following a report of academic dishonesty: [http://www.slu.edu/college-of-arts-and-sciences-home/undergraduate-education/academic-honesty](http://www.slu.edu/college-of-arts-and-sciences-home/undergraduate-education/academic-honesty).

**Social Science Core Requirement**
Student Outcomes: Students will acquire conceptual tools and methodologies to analyze and understand their social world. With these tools, they will be able to act in their world more effectively and become forces for positive change. They will gain a better understanding of human diversity. Students will be able to think and write critically about human behavior and community. They will become aware of the various methodological approaches used by social scientists.
Global Citizenship

This class fulfills the core Global Citizenship requirement. The Global Citizenship requirement is designed to educate students about global and transnational problems and to provide students with the tools to address issues of social justice beyond the United States. Students who complete the Global Citizenship requirement will gain a substantial subset of the following capabilities:

1. Identify sources of and strategies to address conflict, cooperation or competition in a global or regional context.
2. Investigate how people and nations confront inequality and claim a just place, whether in their own societies or in the world.
3. Identify how perceptions of “otherness” impact leaders, communities, and community-building in areas beyond the U.S. through the examination of such factors as race, ethnicity, gender, religion, economic class, age, physical and mental capability, and sexual orientation.
4. Understand the impact of their lives and choices on global and international issues.
5. Understand how their values are related to those of other people in the world.

Course Schedule

Jan 13  Course Introduction


Jan 20 No class (Martin Luther King, Jr. Day)

Jan 27 On War


Feb 3 Ideas about War, Peace, and Politics


Feb 10  No class (professor presenting at an overseas conference)

Feb 17  Causes of War and Peace


Feb 24  Strategy to Win War and Peace

• Clausewitz, *On War*, pp. 177-183, 566-573, 595-610.

March 2  The American Way of War


March 9  No class (Spring break)

March 16  Irregular Warfare, Terrorism, and Insurgency


March 23  Cybersecurity and Peace

• Clausewitz, *On War*, pp. 357-378, 523-531.

March 30  Nuclear Weapons for War and Peace


April 6  No class (we will meet instead on April 7)

April 7 (Tuesday)

**Political Science Research Symposium, Busch Student Center, 5-730pm**

April 13  Research paper presentations (for those who did not present on April 7)

April 20  Confronting Great Powers in China and Russia

- From January 15, re-read Mearsheimer, “Why the Ukraine Crisis is the West’s Fault.”

**April 27**

**Ethnic Conflict, Genocide, and Humanitarian Intervention**


**May 4**

**External Environment and Conflict**

Research paper due