

# INTL4450: Global Security Policy

Chun-Young Park

Fall 2020

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Class Room: MLC 207

Office hours format: via Zoom

Class Hours: T/Th 12:30-1:45pm

Office hours: W 2:00-4:00pm

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## Course Description

We live in the era of global complexity and uncertainty. As the world has become more interconnected, a crisis in one country affects other neighboring countries' security. Security in the 21st century is not only confined to securing national territory, but expanded to a wide variety of issues (i.e., human rights, environment, disease, etc.). The challenge for contemporary students of international relations is to define security from a transnational perspective and to analyze how states, international organizations, and other actors influence global security through policy decisions. This course is designed to introduce diverse academic theories of security, present several global security threats, and analyze how international actors (i.e., states, IGOs, NGOs, etc) create policy to address these security issues.

## Required Materials

- Peter Hough, Shahin Malik, Andrew Moran, and Bruce Pilbeam, *International Security Studies: Theory and Practice*, London and New York: Routledge, 2015 (ISBN 9780415734356).
- Any other required reading materials will be uploaded via [elc.uga.com](http://elc.uga.com).
- Any other recommended reading materials can be found at [www.libs.uga.edu](http://www.libs.uga.edu)

## Course Objectives

By the end of this course students should be able to:

1. identify the multiple dimensions of global security from the real-world cases;
2. explain the key arguments of the major debates of global security policy;

3. indicate the key elements of global security policy;
4. compare and contrast the different logical arguments on global security policy;
5. produce arguments of their own based on the learnings from this course.

## Course Structure

### Class Format

This course follows the *Hyflex (Hybrid Flexible) Model*. The instructor provides parallel options for face-to-face, online, and remote engagement in the course. You can decide which ones you will engage with. However, based on the university guidelines, the course will be provided **fully online after the Thanksgiving Break (Nov. 26)**. At the beginning of the semester, the instructor will contact you via eLC to clarify which sessions you are expected to join, in-person. If you prefer to participate in the course remotely, you **can** take this course remotely, but you should inform the instructor beforehand.

### Assessments

The grade will count the assessments using the following proportions:

- 40% Final Exam
- 25% Group Project
- 20% Pop quizzes
- 10% Discussion Participation
- 5% Reflection Paper

### Final Exam

This course will have a final exam at the end of the semester to assess individual students on their understanding of the course. The format of the exam will be online open-book exam. The final exam will cover all the contents learned from the course. The exam questions will consist of multiple choice and short answer questions.

### Group Project

Students will be assigned to a group project which will be about specific cases of global security issues. The list of possible topics will be provided at Week 2. Groups can either choose from the suggested topic or come up with the group's own topic. Due to social distancing measures and class schedules after Thanksgiving, in class presentation seems to be difficult. Thus, I would ask groups to produce a podcast that would comprehensively include individual research and the learned contents from the course. Students can be creative in how the podcast will be formed.

The quality of the podcast will be assessed by the content of the project, the styles and technological fanciness will not affect the grades substantially. So, be creative! However, since the

instructor who is going to listen to your podcast for assessment may listen the podcast with a toddler, please watch your language when you record the podcast. The due date for this assignment is **Nov. 24th**, which is the last day before the Thanksgiving Break.

## Pop Quizzes

During the semester, there will be pop quizzes which will be posted on eLC after the lecture session. There will be 4 quizzes during the semester. The quizzes will only be available during the time the related module is available, and you will get no points for a quiz if you do not take it during this time period.

## Discussion

From Week 4, each week will have a discussion session. A video clip and an article will be provided as the discussion material. Students are required to participate in discussion in two ways. Firstly, students are required to post at least one discussion question based on your preparation for the discussion by the end of Tuesday (11:59 pm). Then, for students who will be attending in-person classes will be participating discussion on Thursday session. For students attending classes remotely, discussion board will be open for every week's discussion. Students are expected to actively engage in discussions, both in person and online, and respect other students while engaging in active discussions. Your grade will depend on the frequency, quality, and effectiveness of your participation. For example, it will be helpful if you bear mind that whenever you comment, try to include relevant, new information; also remember to convey your main points in the subject lines

## Reflection Paper

By the end of semester, students are going to be asked to submit a short reflection paper on how their thoughts about global security has changed after finishing this course. The length of this reflection paper should not exceed **two double-spaced pages formatted in Times New Roman 12-point font and justified with 1-inch margins. I will only accept submissions in pdf, docx or doc files.** The due date for this assignment is **Dec. 3rd**.

## Grading Scale

Your final grade will be calculated on the following scale. Please note that I do not round grades.

94 to 100 - A	87 to 89 - B+	77 to 79 - C+	67 to 69 - D+
90 to 93 - A-	84 to 86 - B	74 to 76 - C	64 to 66 - D
	80 to 83 - B-	70 to 73 - C-	60 to 63 - D-
			59 and below - F

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## Coronavirus Information for Students

### Face Coverings

Effective July 15, 2020, the University of Georgia—along with all University System of Georgia (USG) institutions—requires all faculty, staff, students and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use is in addition to and is not a substitute for social distancing. Anyone not using a face covering when required will be asked to wear one or must leave the area. Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons. Students seeking an accommodation related to face coverings should contact Disability Services at <https://drc.uga.edu/>. Also, per CDC, **face shields are NOT a substitute for face masks.**

### DawgCheck

Please perform a quick symptom check each weekday on DawgCheck—on the UGA app or website—whether you feel sick or not. It will help health providers monitor the health situation on campus: <https://dawgcheck.uga.edu/>

### What do I do if I am notified that I have been exposed?

Students who learn they have been directly exposed to COVID-19 but are not showing symptoms should self-quarantine for 14 days consistent with Department of Public Health (DPH) and Centers for Disease Control and Prevention (CDC) guidelines. Please correspond with your instructor via email, with a cc: to Student Care & Outreach at [sco@uga.edu](mailto:sco@uga.edu), to coordinate continuing your coursework while self-quarantined. If you develop symptoms, you should contact the University Health Center to make an appointment to be tested. You should continue to monitor your symptoms daily on DawgCheck.

### How do I get a test?

Students who are demonstrating symptoms of COVID-19 should call the University Health Center. UHC is offering testing by appointment for students; appointments may be booked by calling 706-542-1162. UGA will also be recruiting asymptomatic students to participate in surveillance tests. Students living in residence halls, Greek housing and off-campus apartment complexes are encouraged to participate.

### What do I do if I test positive?

Any student with a positive COVID-19 test is **required** to report the test in DawgCheck and should self-isolate immediately. Students should not attend classes in-person until the isolation period is completed. Once you report the positive test through DawgCheck, UGA Student Care and Outreach will follow up with you.

## Course Policies and Useful Information

### Discussion Etiquette

All students are expected to be good course citizens in the online discussion forum. Contributions to online discussions should be meaningfully related to the course material and advance the quality of deliberation. Students should be respectful of their classmates. This does not mean that criticism of others' ideas is barred; in fact, such criticism is helpful for advancing discussion. Importantly, though, any critiques should be cordial and professional.

### Late Assignments and Make-up Exams

Any late assignment will receive be lowered one letter grade for each day it is late. Assignments can only be made up when the student provides acceptable documentation more than three call periods before the due date. It is the student's responsibility to obtain the note and contact the instructor. Make-up exams will be given only with an excused absence (and documentation). The student must contact the instructor *before* the exam and it is also the responsibility of the student to schedule a make-up exam within one week of the original exam date. No make-up exams will be given after one week.

## University Honor Code and Academic Honesty Policy

The following is taken verbatim from <https://curriculumsystems.uga.edu/curriculum/courses/syllabus>:

UGA Student Honor Code: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." A Culture of Honesty, the University's policy and procedures for handling cases of suspected dishonesty, can be found at [www.uga.edu/ovpi](http://www.uga.edu/ovpi).

We expect that the Student Honor Code will guide your efforts in this course. A lack of knowledge of the academic honesty policy does not explain a violation.

## Accommodations for Disabilities

The following is taken verbatim from [https://drc.uga.edu/content\\_page/sample-access-statements](https://drc.uga.edu/content_page/sample-access-statements):

"If you plan to request accommodations for a disability, please register with the Disability Resource Center. They can be reached by visiting Clark Howell Hall, calling 706-542-8719 (voice) or 706-542-8778 (TTY), or by visiting <http://drc.uga.edu>."

The following is taken verbatim from <https://online.uga.edu/documents/ugasyllabusguidelines.pdf>:

"Students with disabilities who require reasonable accommodations in order to participate in course activities or meet course requirements should contact the instructor or designate during regular office hours or by appointment."

## Mental Health and Wellness Resources

The following is taken verbatim from <https://curriculumsystems.uga.edu/curriculum/courses/syllabus>:

"If you or someone you know needs assistance; you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.

UGA has several resources for a student seeking mental health services (<https://www.uhs.uga.edu/bewelluga/bewelluga>) or crisis support (<https://www.uhs.uga.edu/info/emergencies>). If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://www.uhs.uga.edu/bewelluga/bewelluga>) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center. Additional resources can be accessed through the UGA App."

Some material in this course contains references to violence. We urge you to take your mental health seriously. There are campus resources to help.

## Technical Requirements

It is important that students have reliable internet service, particularly as some of the assignments are time sensitive. Students will also need access to a computer that allows them to engage with audiovisual content, such as YouTube videos. Students experiencing technical issues can contact the EITS Help Desk at: [helpdesk@uga.edu](mailto:helpdesk@uga.edu).

## Syllabus Change Policy

The syllabus is a plan for the course, and we may deviate from it. The instructor will clearly communicate to students any changes that become necessary, and will do so in a timely manner.

## Course Schedule

### Week 1. Course Introduction: What is Security?

#### Required Reading

- Hough et al. (2015), Ch. 1

### Part 1. Theoretical Lens on Global Security

### Week 2. Traditional Lens of International Relations

#### Required Reading

- Hough et al. (2015), Ch. 2 & 6

### Week 3. Alternative Theories of International Relations

#### Required Reading

- skim Hough et al. (2015), Ch. 3, 4 & 5

#### Supplementary Materials

- Laura Sjoberg, "'Mansplaining' International Relations" Available at: <http://relationsinternational.com/mansplaining-international-relations-walt/>
- Kathryn Sikkink, "Human Rights in the 21st Century" Available at: <https://scholar.harvard.edu/ksikkink/file/662394>

### Part 2. Traditional Security

### Week 4. War and Security

#### Required Reading

- Hough et al. (2015), Ch. 7 & 8

#### Discussion Materials

- TED Talk - Margaret Bourdeaux, "Why Civilians Suffer More Once a War is Over" [https://www.ted.com/talks/margaret\\_bourdeaux\\_why\\_civilians\\_suffer\\_more\\_once\\_a\\_war\\_is\\_over/up-next?language=en](https://www.ted.com/talks/margaret_bourdeaux_why_civilians_suffer_more_once_a_war_is_over/up-next?language=en)
- Tanisha M. Fazal and Paul Poast, "War Is Not Over: What the Optimists Get Wrong About Conflict," *Foreign Affairs*, Vol. 98 Issue 6 (2019), pp. 74-83.

### Week 5. Unconventional Weapons of War

#### Required Reading

- Kai Ilchmann and James Reville, "Chemical and Biological Weapons in the 'New Wars,' *Science & Engineering Ethics*, Vol. 20 Issue 3 (2014), p753-767.
- Gregory D. Koblenz, "Emerging Technologies and the Future of CBRN Terrorism," *The Washington Quarterly*, Vol. 43 No. 2 (2020), pp. 177-196.

#### Discussion Materials

- TED Talk - Rob Reid, "How Synthetic Biology Could Wipe Out Humanity - and how we can stop it" [https://www.ted.com/talks/rob\\_reid\\_how\\_synthetic\\_biology\\_could\\_wipe\\_out\\_humanity\\_and\\_how\\_we\\_can\\_stop\\_it/details?language=en](https://www.ted.com/talks/rob_reid_how_synthetic_biology_could_wipe_out_humanity_and_how_we_can_stop_it/details?language=en)
- Christopher F. Chyba, "Toward Biological Security," *Foreign Affairs*, Vol. 81 Issue 3 (2002), pp. 122-136.

## Week 6. Nuclear Security

### Required Reading

- Hough et al. (2015), Ch. 7

### Discussion Materials

- Emma Belcher, "3 Questions We Should Ask About Nuclear Weapons" [https://www.ted.com/talks/emma\\_belcher\\_3\\_questions\\_we\\_should\\_ask\\_about\\_nuclear\\_weapons/up-next?language=en](https://www.ted.com/talks/emma_belcher_3_questions_we_should_ask_about_nuclear_weapons/up-next?language=en)
- John Mueller, "Nuclear Weapons Don't Matter: But Nuclear Hysteria Does," *Foreign Affairs*, Vol. 97 Issue 6 (2018), pp. 10-15.

## Week 7. Non-state Actors and Security

### Required Reading

- skim Hough et al. (2015), Ch. 10, 11 & 14

### Discussion Materials

- TED Talk - Alastair Gray, "How Fake Handbags Fund Terrorism and Organized Crime" [https://www.ted.com/talks/alastair\\_gray\\_how\\_fake\\_handbags\\_fund\\_terrorism\\_and\\_organized\\_crime/transcript?language=en](https://www.ted.com/talks/alastair_gray_how_fake_handbags_fund_terrorism_and_organized_crime/transcript?language=en)
- Hal Brands and Peter Feaver, "Trump and Terrorism: U.S. Strategy After ISIS," *Foreign Affairs*, Vol. 96 Issue 2 (2017), pp. 28-36.

## Part 3. Non-traditional Security

### Week 8. Cybersecurity

#### Required Reading

- Hough et al. (2015), Ch. 12

#### Discussion Materials

- TED Talk - Keren Elazari, "Hackers: the Internet's Immune System" [https://www.ted.com/talks/keren\\_elazari\\_hackers\\_the\\_internet\\_s\\_immune\\_system/transcript?language=en](https://www.ted.com/talks/keren_elazari_hackers_the_internet_s_immune_system/transcript?language=en)
- Susan Hennessey, "Deterring Cyberattacks: How to Reduce Vulnerability," *Foreign Affairs*, Vol. 96 Issue 6 (2017), pp. 39-46.

### Week 9. Crime and Security

#### Required Reading

- Hough et al. (2015), Ch. 16

#### Discussion Materials

- TED Talk - Rodrigo Canales, "The Deadly Genius of Drug Cartels" [https://www.ted.com/talks/rodrigo\\_canales\\_the\\_deadly\\_genius\\_of\\_drug\\_cartels/transcript?language=en](https://www.ted.com/talks/rodrigo_canales_the_deadly_genius_of_drug_cartels/transcript?language=en)
- Peter Andreas, "Gangster's Paradise: The Untold History of the United States and International Crime," *Foreign Affairs*, Vol. 92 Issue 2 (2013), pp. 22-28.

### Week 10. Food Security

#### Required Reading

- Hough et al. (2015), Ch. 17

#### Discussion Materials

- TED Talk - Sara Menker, "A Global Food Crisis May Be Less Than a Decade Away" [https://www.ted.com/talks/sara\\_menker\\_a\\_global\\_food\\_crisis\\_may\\_be\\_less\\_than\\_a\\_decade\\_away/up-next?language=en](https://www.ted.com/talks/sara_menker_a_global_food_crisis_may_be_less_than_a_decade_away/up-next?language=en)
- Carlisle Ford Runge and Crlisle Piehl Runge, "Against the Grain: Why Failing to Complete the Green Revolution Could Bring the Next Famine," *Foreign Affairs*, Vol. 89 Issue 1 (2010), pp. 8-14.

## Week 11. Environmental Security

### Required Reading

- Hough et al. (2015), Ch. 15

### Discussion Materials

- TED Talk - Lord Nicholas Stern, "The State of the Climate - and What We Might Do About It" [https://www.ted.com/talks/lord\\_nicholas\\_stern\\_the\\_state\\_of\\_the\\_climate\\_and\\_what\\_we\\_might\\_do\\_about\\_it/up-next?language=en](https://www.ted.com/talks/lord_nicholas_stern_the_state_of_the_climate_and_what_we_might_do_about_it/up-next?language=en)
- Scott G. Borgerson, "Arctic Meltdown: The Economic and Security Implications of Global Warming," *Foreign Affairs*, Vol. 87 Issue 2 (2008), pp. 63-77.

## Week 12. Disaster and Security

### Required Reading

- Hough et al. (2015), Ch. 19

### Discussion Materials

- TED Talk - Colette Pichon Battle, "Climate Change Will Displace Millions: Here's How We Prepare" [https://www.ted.com/talks/colette\\_pichon\\_battle\\_climate\\_change\\_will\\_displace\\_millions\\_here\\_s\\_how\\_we\\_prepare/transcript?language=en](https://www.ted.com/talks/colette_pichon_battle_climate_change_will_displace_millions_here_s_how_we_prepare/transcript?language=en)
- Joshua Busby, "Warming World: Why Climate Change Matters More Than Anything Else," *Foreign Affairs*, Vol. 97 Issue 4 (2018), pp. 49-55.

## Week 13. Disease and Security

### Required Reading

- Hough et al. (2015), Ch. 18

### Discussion Materials

- TED Talk - Larry Brilliant, "A Global Pandemic Calls for Global Solutions" [https://www.ted.com/talks/larry\\_brilliant\\_a\\_global\\_pandemic\\_calls\\_for\\_global\\_solutions/transcript?language=en](https://www.ted.com/talks/larry_brilliant_a_global_pandemic_calls_for_global_solutions/transcript?language=en)
- Stewart Patrick, "When the System Fails: COVID-19 and the Costs of Global Dysfunction," *Foreign Affairs*, Vol. 99 Issue 4 (2020), pp. 40-50.

## Part 4. Security and International Cooperation

### Week 14. IGOs and Security

#### Required Reading

- Hough et al. (2015), Ch. 20

#### Discussion Materials

- TED Talk - Kristina Gjerde, "Making Law on the High Seas" [https://www.ted.com/talks/kristina\\_gjerde\\_making\\_law\\_on\\_the\\_high\\_seas/transcript?language=en](https://www.ted.com/talks/kristina_gjerde_making_law_on_the_high_seas/transcript?language=en)
- Severine Autesserre, "The Crisis of Peacekeeping: Why the UN Can't End Wars," *Foreign Affairs*, Vol. 98 Issue 1 (2019), pp. 101-116.

### Week 15. Regional Security Cooperation

#### Required Reading

- Hough et al. (2015) Ch. 21 & 22

#### Discussion Materials

- Jame Stavridis, "A Navy Admiral's Thoughts on Global Security" [https://www.ted.com/talks/james\\_stavridis\\_a\\_navy\\_admiral\\_s\\_thoughts\\_on\\_global\\_security/transcript?language=en](https://www.ted.com/talks/james_stavridis_a_navy_admiral_s_thoughts_on_global_security/transcript?language=en)
- Alina Polyakova and Benjamin Haddad, "Europe Alone: What Comes After the Transatlantic Alliance," *Foreign Affairs*, Vol. 98 Issue 4 (2019), pp. 109-120.



## Week 16. The Future of Global Security?

### Required Materials

- YouTube Video - "Understanding the Economic Shock of the COVID-19 Crisis" <https://www.youtube.com/watch?v=RK2IfGPSq00&feature=youtu.be>
- YouTube Video (PBS Documentary) - "China: Power and Prosperity" <https://www.youtube.com/watch?v=JovtmKFxi3c&feature=youtu.be>

## Week 17. Final Exam

## Mental Health and Wellness Resources:

- If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.
- UGA has several resources for a student seeking mental health services (<https://www.uhs.uga.edu/bewelluga/bewelluga>) or crisis support (<https://www.uhs.uga.edu/info/emergencies>).
- If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://www.uhs.uga.edu/bewelluga/bewelluga>) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.
- Additional resources can be accessed through the UGA App.