INTL4450: Global Security Policy

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Spring 2021

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Class Room: Caldwell 102
Office hours format: via Zoom

Class Hours: M/W/F 11:30am-12:20pm
Office hours: by appointment

Course Description

We live in the era of global complexity and uncertainty. As the world has become more inter-connected, 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*, 2nd edition, London and New York: Routledge, 2020 (ISBN 9780415734356).

- Any other required reading materials will be uploaded via elc.uga.com.

- Any other recommended reading materials can be found at 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;

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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. 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. The class will be conducted synchronously in both Zoom and in-person. In principle, students are expected to attend the class all the time. However, due to the COVID-19, this class will not grade attendance. As an incentive to encourage full attendance, extra 2 points will be granted if students have full attendance. The recorded videos of the lectures will be provided when it is asked upon for individual students.

Assessments

The grade will count the assessments using the following proportions:

- **25%** Final Exam

- **20%** Group Project

- **20%** Pop quizzes

- **20%** Article Reviews

- **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. Students will be asked to solve 40 questions in 55 minutes.

Group Project

Students will be assigned to a group project which will be about specific cases of global security issues. Groups are required to combine **two or more** topics from the course as their topic of their podcast. To follow up the progress, each group is required to schedule at least two meetings during the semester to discuss about the progress and plans for the project with the instructor.

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 **Apr. 18th**.

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.

Article Reviews

During the semester, students are asked to write two article reviews by combining the two or more journal articles. Two or more journal articles will be provided each week and student can decide any week's contents to write the reviews about. Students should provide more comprehensive reviews by linking or comparing two articles. The due date for these assignments are **Feb. 28th** and **Mar. 28th**.

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 Wednesday (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.

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 **May. 1st**.

Grading Scale

Your final grade will be calculated on the following scale.

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

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, 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.

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:

"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.

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. (2020), Ch. 1

Part 1. Theoretical Lens on Global Security

Week 2. Traditional Lens of International Relations

Required Reading

- Hough et al. (2020), Ch. 2 & 6
- John Mearsheimer, "The False Promise of International Institutions," *International Security*, Vol. 19 No. 3 (1994), pp. 5-49.
- Robert O. Keohane and Lisa L. Martin, "The Promise of International Institutions," *International Security*, Vol. 20 No. 1 (1995), pp. 39-51.

Week 3. Alternative Theories of International Relations

Required Reading

- skim Hough et al. (2020), Ch. 3, 4 & 5
- Valerie M. Hudson, "What Sex Means for World Peace" Available at: https://foreignpolicy.com/2012/04/24/what-sex-means-for-world-peace/
- 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. (2020), Ch. 7 & 8
- James D. Fearon, "Rationalist Explanation for War," *International Organization*, Vol. 49 No. 3 (1995), pp. 379-414.
- Robert Powell, "War is a Commitment Problem," *International Organization*, Vol. 60 No. 1 (2006), pp. 169-203.

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
- 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. Nuclear Security

Required Reading

- Hough et al. (2020), Ch. 9
- Matthew Kroenig, "Importing the Bomb: Sensitive Nuclear Assistance and Nuclear Proliferation," *Journal of Conflict Resolution*, Vol. 53 No. 2 (2009), pp. 161-180.
- Erik Gartzke and Dong-Joon Jo, "Bargaining, Nuclear Proliferation, and Interstate Disputes," *Journal of Conflict Resolution*, Vol. 53 No. 2 (2009), pp. 209-233.

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

- John Mueller, "Nuclear Weapons Don't Matter: But Nuclear Hysteria Does," *Foreign Affairs*, Vol. 97 Issue 6 (2018), pp. 10-15.

Week 6. Unconventional Weapons of War

Required Reading

- Kai Ilchmann and James Revill, "Chemical and Biological Weapons in the 'New Wars,' *Science & Engineering Ethics*, Vol. 20 Issue 3 (2014), p753-767.

- Gregory D. Koblentz, "Emerging Technologies and the Future of CBRN Terrorism," *The Washington Quarterly*, Vol. 43 No. 2 (2020), pp. 177-196.

- Debra Bennett, "Terrorists and Unconventional Weapons: Is the Threat Real?," *Low Intensity Conflict and Law Enforcement*, Vol. 12 No. 1 (2004), pp. 20-50.

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

- Christopher F. Chyba, "Toward Biological Security," *Foreign Affairs*, Vol. 81 Issue 3 (2002), pp. 122-136.

Week 7. Terrorism and Security

Required Reading

- Hough et al. (2020), Ch. 11

- Robert Pape, "Strategic Logic of Suicide Terrorism," *American Political Science Review*, Vol. 97 No. 3 (2003), pp. 343-361.

- Lindsey O'Rourke, "What's Special about Female Suicide Terrorism?," *Security Studies*, Vol. 18 Issue 4 (2009), pp. 681-718.

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

- 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. (2020), Ch. 22.

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

- Jon R. Lindsay, "Stuxnet and the Limits of Cyber Warfare," *Security Studies*, Vol. 22 Issue 3 (2013), pp. 365-404.

- Stephen Herzog, "Revisiting the Estonian Cyber Attacks: Digital Threats and Multinational Responses," *Journal of Strategic Security*, Vol. 9 Issue 2 (2011), pp. 49-60.

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

- 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. (2020), Ch. 16
- Frank G. Madsen, "United Nations vs Transnational Organized Crime: A Glimpse of the Future?," Journal of Financial Crime, Vol. 26 Issue 2 (2019), pp. 597-606.
- Viridiana Rios, "How Government Coordination Controlled Organized Crime," *Journal of Conflict Resolution* Vol. 59 Issue 8 (2015), pp. 1433-1454.

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`
- 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. (2020), Ch. 18
- Julie Adamchick and Andres M. Perez, "Choosing Awareness over Fear: Risk Analysis and Free Trade Support Global Food Security," *Global Food Security*, Vol. 26 (2020), pp. 1-6.
- Ida Rudolfsen, "Food Insecurity and Domestic Instability: A Review of the Literature," *Terrorism and Political Violence*, Vol. 32 No. 5 (2020), pp. 921-948.

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`
- 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. (2020), Ch. 15
- Marvin S. Soroos, "Global Change, Environmental Security, and the Prisoner's Dilemma," *Journal of Peace Research*, Vol. 31 No. 3 (1994), pp. 317-332.
- Shiloh Fetzek and Jeffrey Mazo, "Climate, Scarcity and Conflict," *Survival*, Vol. 56 Issue 5 (2014), pp. 143-170.

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`
- Scott G. Borgerson, "Arctic Meltdown: The Economic and Security Implications of Global Warning," *Foreign Affairs*, Vol. 87 Issue 2 (2008), pp. 63-77.

Week 12. Disease and Security

Required Reading

- Hough et al. (2020), Ch. 19
- Simon Reich and Peter Dombrowski, "The Consequence of COVID-19: How the United States Moved from Security Provider to Security Consumer," *International Affairs*, Vol. 96 Issue 5 (2020), pp. 1253-1279.
- Nathan Myers, "Global Health Security is Global Security: The Lessons of Clade X," *World Affairs*, Vol. 181 Issue 4 (2018), pp. 403-412.

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

- Stewart Patrick, "When the System Fails: COVID-19 and the Costs of Global Dysfunction," *Foreign Affairs*, Vol. 99 Issue 4 (2020), pp. 40-50.

April 5 - 9, ISA Break, *No Class*

Part 4. International Security in Different Domains

Week 13. Global Security on High Seas

Required Reading

- Hough et al. (2020), Ch. 31

- Christian Bueger, Timothy Edmunds and Barry J. Ryan, "Maritime Security: the Uncharted Politics of the Global Sea," *International Affairs*, Vol. 95 Issue 5 (2019), pp. 971-978.

- Elizabeth R. DeSombre, "The Security Implications of Fisheries," *International Affairs*, Vol. 95 Issue 5 (2019), pp. 1019-1035.

- Katja Lindskov Jacobsen and Jessica Larsen, "Piracy Studies Coming Of Age: a Window on the Making of Maritime Intervention Actors," *International Affairs*, Vol. 95 Issue 5 (2019), pp. 1037-1054.

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

Week 14. Global Security in Space

Required Reading

- Hough et al. (2020) Ch. 36

- Cassandra Steer, "Global Commons, Cosmic Commons: Implications of Military and Security Uses of Outer Space," *Georgetown Journal of International Affairs*, Vol. 18 No. 1 (2017), pp. 9-16.

- Nayef Al-Rodhan, "The Interplay between Outer Space Security and Territorial Global Security," *Harvard International Review*, Vol. 39 No. 3 (2018), pp. 29-33.

- Abbas Sheer and Shouping Li, "Space Debris: A New Broadway to Address Organizational and Operational Aspects for Removal," *Journal of East Asia and International Law*, Vol. 12 No. 2 (2019), pp. 269-282.

Discussion Materials

- Phil Plait, "How to Defend Earth from Asteroids" https://www.ted.com/talks/phil_plait_how_to_defend_earth_from_asteroids

Week 15. The Future of Global Security?

Required Materials

- Hough et al. (2020), Ch. 37

- YouTube Video - "Understanding the Economic Shock of the COVID-19 Crisis" https://www.youtube.com/watch?v=RK2IfGPSqO0&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