

International Affairs 4450: Global Security Policy

Dr. William G. Acosta

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Classroom: Sanford Hall 109

Time: Tuesday/Thursday 8:00am-9:15am

Office Hours: Candler 216, 9:30am-10:30am

Course Description

We live in an era of global complexity and uncertainty. The War in Ukraine has demonstrated that great power competition is back and that the traditional threats to global security have not faded away as they were one time thought to have. However, security in the 21st century is not only confined to securing national territory and deterring aggression, but expanded to a wide variety of issues including human rights, environmental protection, and disease. 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 decision. This course is designed to introduce students to diverse academic theories of security, present several global security threats, simulate how international actors create and execute policy to address these security issues.

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.

Required Material

Hough, Peter, Bruce Pilbeam, and Wendy Stokes. *International Security Studies*. London: Routledge, 2020.

Course Requirements

1. Participation (20%)
 - a. In class contributions will encompass 10% of your class grade. Attendance is not enough. You must contribute to in-class discussions both in a quantitative and qualitative sense. To do this you must be in class in person. At the beginning of the semester, I will provide you with a name card. Write your preferred name on it and keep it with you all semester. If I learn your name without needing to read the card, you are in good shape.
 - b. Talking points will encompass 10% of your grade. Before each class—except weeks we do our simulation—you will write two talking points to enhance our discussions. You will submit digital copies via eLC for grading purposes, but please bring hard copies of to class for your personal use. These talking points should serve as a jumping off point for discussion. What questions do you have from the readings? What points remain unclear? What would you like to know more about?
2. Reflection Papers (20%)

- a. Students will be asked to write four reflection papers throughout the semester.

You will choose which for weeks on the first week of the semester. These are two-page double spaced papers where you reflect on that week's materials. Here are some ideas for how to do this. Explore how the topic connects to broader national security issues or recent events. Highlight its relevance and potential impact in the real world. Offer questions or critiques about the ideas presented. Consider alternative perspectives or potential weaknesses in the arguments. Reflect on the implications of these ideas for national security policy or practice. How might they inform decisions, shape strategy, or address contemporary challenges? These are due at 8am on Tuesday of your assigned week. For example, if you choose to write a reflection paper civil-military relations, then your reflection paper is due on the Tuesday of that week.

3. Rwanda 1994 Simulation (20%)

- a. Participation: This is included in the participation grade above. Your attendance and participation is required for a passing grade.
- b. Role-Specific Assignments (10%): As the simulation activity approaches, each student will receive a character to play within it. These roles have specific written assignments that students must complete during the simulation module. I will provide you with the parameters for the assignments in class. You will submit these via eLC.
- c. Reflection (10%): In addition to the four reflection papers, all students will write one additional reflection on the simulation. This means there are five reflection

papers in total. For the simulation reflection, you will write a two-page paper that connects the simulation to other course content. This will be turned in via eLC.

4. Research Note (40%)

- a. Students will complete a 10-15 page research paper. You are asked to choose a topic of interest that is related to either international or human security. For this assignment, I will ask you to do the following
 - i. Write a clear, well-motivated research question
 - ii. Write a literature review that places the question in the context of extant knowledge
 - iii. Write a convincing argument and hypothesis that are derived from your understanding of the literature.
 - iv. Select a case to study
 - v. Analyze and discuss that case

Grade Distribution

- A = 95-100
- A- = 90-94
- B+ = 87-89
- B = 80-86
- C+ = 77-79
- C = 70-76
- D+ = 67-69
- D = 60-66
- F = 0-59

Course Guidelines

1. Students are expected to read the assigned course materials before all class meetings and participate actively within in-class discussions and activities.
2. Check eLC regularly for updates on the course.

3. The class will follow a primarily seminar (i.e., discussion) format. I will lecture when necessary. I will break you up into groups of 5. You will work with this group for the whole semester, so exchange contact information. One of you will be the discussion leader for your group. This can change depending on the dynamics of the group. If one member of the group is missing, then 20% of that group is missing. If you are going to miss class, you must inform both me and your group members that you will not be in attendance so that they may plan accordingly. Once your group has thoroughly discussed the day's assigned readings, I will ask each group to contribute a wider class discussion.
4. Assignments are due on the dates and times given. Late work will be penalized 10% for each day it is late. After 5 days, the work will be maxed out at 50%.
5. If you need extensions, please **inform me via email**. If you tell me in person I will forget.
6. Be respectful to one another. I will not tolerate students being disrespectful or making others uncomfortable. We will discuss controversial topics in this class. Passion is fine but respect is necessary. Furthermore, only one person speaks at a time. Do not interrupt or speak over each other.
7. This is a digital free space unless I say otherwise. No laptops, tablets, or phones are allowed. Thus, bring hard copies of your talking point for your personal use. Do not work on other coursework in this class. It is disrespectful to both me and your classmates.
8. As a University of Georgia student, you are expected to adhere to the University's academic honesty policy, "A Culture of Honesty," and the Student Honor Code. All academic work must comply with the standards outlined in "A Culture of Honesty," which can be found at: [UGA Academic Honesty Policy](#). Ignorance of the academic honesty policy is not an acceptable excuse for violations. If you have questions related to

course assignments or the academic honesty policy, please direct them to the instructor.

Any student caught cheating or plagiarizing will be referred to Judicial Affairs, as mandated by university policy.

9. Avoid using generative AI. While AI has its uses, particularly in creating reference pages, it creates sloppy work.
10. It is the policy and practice of the University of Georgia to create an inclusive learning environment. Students requiring accommodations should discuss such matters with the me at the outset of the course. Students requesting accommodations must register with the Disability Resource Center on campus (706-542-8719, <http://www.drc.uga.edu>).
11. UGA provides both clinical and non-clinical options to support student well-being and mental health, any time, any place. Whether on campus, or studying from home or abroad, UGA Well-being Resources are here to help.
 - Well-being Resources: well-being.uga.edu
 - Student Care and Outreach: sco.uga.edu
 - University Health Center: healthcenter.uga.edu
 - Counseling and Psychiatric Services: caps.uga.edu or CAPS 24/7 crisis support at 706-542-2273
 - Health Promotion/ Fontaine Center: healthpromotion.uga.edu
 - Disability Resource Center and Testing Services: drc.uga.edu
12. Any exceptions to or modifications to these rules or the syllabus are given at my discretion.
13. The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Schedule/Topics

The following pages contain a general plan for the course. If deviations become necessary, I will announce them to the class via eLC. All readings are required unless I state they are optional.

Students are expected to read/know required materials by the date listed.

Part I: The Theoretical Lens of Global Security

Week 1: Syllabus and Introductions

- Tuesday January 7: Introduction and Learning the Syllabus
 - Look through the syllabus and rank six weeks you would like to write reflection papers on. Submit these to eLC for one point. This will count toward your participation grade. I will select the four weeks you will write papers. I will try to stay as close as possible to your rankings.
- Thursday January 9th
 - Karlin, Mara. 2024. "The Return of Total War: Understanding--and Preparing for--a New Era of Comprehensive Conflict." *Foreign Affairs* 103 (6): 8–19.
<https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=a9h&AN=180421911&site=ehost-live&scope=site>.
 - Lin-Greenberg, Erik. 2024. "Wars Are Not Accidents: Managing Risk in the Face of Escalation." *Foreign Affairs* 103 (6): 20–25.
<https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=tsh&AN=180421912&site=ehost-live&scope=site>.

Week 2: Traditional Roots of International Security

- Tuesday January 14

- Mearsheimer, John J. 1994. “The False Promise of International Institutions.” *International Security* 19 (3): 5–49. doi:10.2307/2539078.
- Keohane, Robert O. 1998. “International Institutions: Can Interdependence Work?” *Foreign Policy*, no. 110 (April): 82–194. doi:10.2307/1149278.
- Thursday January 16
 - Goldsmith, Jack, and Shannon Togawa Mercer. 2018. “International Law and Institutions in the Trump Era.” *German Yearbook of International Law* 61 (January): 11–42. <https://research.ebsco.com/linkprocessor/plink?id=7464531b-0cbe-30ec-a8c4-640e5d361ec7>.

Week 3: Alternative Theories of International Security

- Tuesday January 21
 - Hough, Moran, Pilbeam, and Stokes (2015): Chapter 3 & 4
- Thursday January 23
 - Putting Theory into Practice

Part II: Traditional Security

Week 4: Traditional Security

- Tuesday January 28
 - Hough et al (2020), Chapter 7 & 8
- Thursday January 30
 - Fearon, James D. 1995. “Rationalist Explanations for War.” *International Organization* 49 (3): 379–414. doi:10.1017/S0020818300033324.
 - Senese, Paul D., and John A. Vasquez. 2005. “Assessing the Steps to War.” *British Journal of Political Science* 35 (4): 607–33.

<https://research.ebsco.com/linkprocessor/plink?id=d435d867-f435-3b4e-8db0-859dc8491e6e>.

Week 5: Preparing the Simulation

- February 4: Simulation Preparation: Rules of the game and the Strategy of Containment.
Read *Versailles 1919: Historical Background*
- February 6: Workshopping

Week 6: Beginning the Simulation

- February 11: Session 0
- February 13: Session 1

Week 7: Simulation

- February 18: Session 2
- February 20: Session 3

Week 8: Simulation

- February 25: Session 4
- February 27: Session 5 & Debriefing

Week 9: Spring Break March 3-March 7

Part 3: Non-Traditional Security

Week 10: Cyber Security

- March 11
 - Hough et al. (2020), Ch. 22.
 - *Putin's Revenge, Part 2*. Directed by Michael Kirk. *Frontline*. Public Broadcasting Service, October 25, 2017. Part 1 is optional

- March 13: Putting Theory into Practice

Week 11: Crime and Security

- March 18
 - Hough et al. (2020), Ch. 16
 - Madsen, Frank G. 2019. “United Nations vs Transnational Organized Crime: A Glimpse of the Future?” *Journal of Financial Crime* 26 (2): 597–606.
doi:10.1108/JFC-09-2018-0098.

- March 20: Theory into Practice

Week 12: Food Security and Korean Hunger Games

- March 25
 - Hough et al. (2020), Ch. 18
 - Adamchick, Julie, and Andres M. Perez. 2020. “Choosing Awareness over Fear: Risk Analysis and Free Trade Support Global Food Security.” *Global Food Security* 26 (January).
<https://research.ebsco.com/linkprocessor/plink?id=0e8e85ea-cc70-3d34-ae17-6abd170490c7>.

- March 27: Korean Hunger Games Preparation

Week 13: Korean Hunger Games Simulations

- April 1: First Session
- April 3 Last Session and Debrief

Week 14: Environmental Security

- April 8
 - Hough et al. (2020), Ch. 15

- April 10: Climate Simulation Beginning

Week 15: Climate Simulation Continuation

- April 15: Simulation
- April 18: Simulation Conclusion & Debriefing

Week 16: The Future of Global Security

- Research Paper Due April 24

Week 17: Finals Week