Hello Mean Green! Welcome to Fall 2025 International Security capstone seminar!

Course Information

INST 4851 (Section 002) International Security

Semester/Term: Fall 2025
Credit Hours: 3
Instruction Mode: Face to face
Meeting Days/Time/Location: TUES & THURS/3:30pm–4:50pm/GAB (General Academic Building) 310

Course Instructor Information

Instructor: Dr. Sing Hui Lee
Office: Wooten Hall (WH) 153
Email: Singhui.Lee@unt.edu
Office Hours: TUES, 10:00am–11:30am (or by appointment)

Course Description

Why do some leaders choose war while others pursue diplomacy? How do personality traits, psychological biases, and decision-making styles influence global conflict or global peace? This seminar explores international security through the lens of leadership psychology and decision-making. Learners will examine how individual personalities drive security crises. Using current conflicts and historical case studies, we will analyze the psychological factors behind conflict and peace decisions.

This seminar combines traditional security studies with insights from political psychology. Learners will master core theories of realism, liberalism, and constructivism while developing skills in psychological profiling, crisis analysis, and conflict prediction. Through simulations, debates, and real-world case studies, learners learn to think like intelligence analysts, diplomats, and policymakers.

Course Learning Outcomes and Objectives

- Foster a better understanding of what security is and what contemporary international security issues are. *(Key transferable skill: international awareness)*

- Develop the ability to critically evaluate major concepts, theories, and approaches in the field of security studies and consider arguments on contemporary international security issues. *(Key transferable skill: Analytical thinking and critical thinking)*
- Develop the ability to evaluate various debates that scholars, policymakers, and citizens present concerning international security issues or topics. *(Key transferable skill: Analytical thinking and critical thinking)*
- Effectively develop, articulate, and explain various perspectives and pragmatic policy recommendations regarding current and emerging international security issues. *(Key transferable skill: Communication and writing skills)*
- Appreciate, accept, and value diverse perspectives from members of the learning community. *(Key transferable skill: Respect for diversity)*
- Learn how to effectively use the knowledge and skills gained to becoming thoughtful citizens engaging in society. *(Key transferable skill: Citizenship engagement)*

Course Readings

Suggested Reading:
- Peter Hough, *Understanding Global Security* (4th ed.). Routledge, 2018. ISBN: 9781138726833

Supplementary Course Materials:
- Additional course materials will be assigned for the modules and available electronically to learners through the course website on Canvas.

There are no required textbooks for this course. All materials will be available for download from Canvas or given out in class. I understand that textbook costs can be a burden, so I have made it a priority to keep my courses free from textbook expenses.

Course Requirements

The course's biweekly meetings will combine lectures, seminars, community dialogues, simulations, and class activities. Learners are required to actively engage in class discussions and be familiar with the readings and literature in the field of security studies. Throughout the course, learners will complete several course assessments (as shown below under "Course Assessments and Grading").

Course Assessments and Grading

Grading	Course Requirements	Summary Description
15%	Engagement and participation (individual)	Be an active member of the learning community. Engage in class dialogues, debates, and team work. *(Please see below for further details)*
35%	Module Reflection (individual)	Learners will work on a book chapter, article, case study, or contemporary security concern from one course module and present it to the class. *(Please see below for further details)*
50%	Project Cadmus simulation (team project)	Learners will form a team and work on the simulation throughout the semester. *(Please see below for further details)*

Engagement and Participation (15%)

Throughout the semester, learners will be expected and required to attend every class meeting and be actively engaged in class as a member of the learning community for this course. Please come to class on time and be fully prepared by completing the assigned readings beforehand, raising well thought-out questions during class, and actively and positively engaging in community dialogues (class discussions) and activities. By fulfilling these goals, we can create a lively and positive learning environment, including building a community of learners together.

Module Reflection (35%)

For this assignment, learners will:
   a) Choose ONE module from the syllabus,
   b) Work on the module's assigned core readings,
   c) Write a short paper and reading summaries on the core readings,
   d) Prepare a short presentation introducing the core readings, and
   e) Lead a class discussion on it.

- *Short paper (20%)*
  The short paper (3-5 pages double-spaced. No more than 5 pages) will be assessed on the extent to which learners:
    o Demonstrate a good understanding of the readings.
    o Provide well-thought-out views or explanations addressing the issues in the readings.
    o Critically assess the author's or authors' arguments.
  The short paper is due on Canvas **ONE** week **AFTER** the class presentation.

- *Class discussion (10%)*
  Learners will prepare 2-3 questions for class discussion.
  The class discussion will be assessed on the extent to which learners:
    o Cover the required contents for the chosen module.
    o Demonstrate the ability to lead a discussion well and engage the class in a meaningful discussion.

- *Reading summary (5%)*
  Learners will write a concise 2-page summary of the assigned core readings, which will be shared with the class.

- *Submission of reading summary and discussion questions*
    o Submit the reading summary and discussion questions to Canvas **ONE** week **BEFORE** the assigned module.
        ▪ *For example, if your chosen module is on September 19th, please submit the reading summary and discussion questions to Canvas by September 12th, 11:59 pm.*
    o Late submission policy: late reading summaries and discussion questions will incur the following penalty:
        ▪ 1 day late: -10%
        ▪ 2-3 days late: -20%
        ▪ 4-7 days late: -30%
        ▪ More than 1 week late: -50%

For a comprehensive overview of this assignment, including detailed descriptions, requirements, and assessment criteria, please refer to the separate class handout.

Project Cadmus Simulation (50%)
For this simulation, learners will form a team (3–5 students) and work on a semester-long simulation.
This simulation has <mark>four components</mark>:
1) Analysis report (15%)
   o *Learners will write a 1500-2000-word report addressing the following sections:*
      i. *Individual reflection on the simulation*
      ii. *Theoretical analysis and key findings*
      iii. *Assessment of the team's actions*
      iv. *Policy recommendations for real-world AI governance*
2) Team performance (15%)
   o *Assesses the team's collaborative work as a unit throughout the semester-long simulation.*
3) Team engagement and negotiation (10%)
   o *Assesses each team member's contributions to the simulation activities during simulation workshops, crisis sessions, and negotiation rounds.*
4) Final policy brief paper (10%)
   o *Assesses the team's ability to synthesize the simulation experiences and all team members' policy recommendations into practical policy recommendations for real-world AI governance.*

Component	Description	Weight
Analysis report	Personal reflection and theoretical analysis	15%
Team performance	Effective collaborative work throughout the semester	15%
Team engagement & negotiation	Active engagement and contributions to the simulation activities	10%
Final policy brief paper	Team's comprehensive recommendation	10%
Total simulation grade		50%

*Please refer to the separate handout for detailed instructions and assessment criteria for Project Cadmus Simulation that will be distributed during the workshop on August 26.

Communication and Announcements
• Please use your UNT email account to contact the instructor and to schedule appointments.
• I will try to respond to your emails at my earliest convenience. If you have not received a reply from me after one day (24 hours), please email me again. I appreciate your patience and understanding.
• Check your Canvas regularly for course and/or class announcements.
• Set your Canvas notifications to stay current with course and/or class announcements.
• You are very welcome to come by my office during office hours or email me to schedule a time that works best for you.
• All UNT students have access to Canvas through their UNT student accounts. You can find more information on using Canvas here: Student Guide to Canvas.
  (https://community.canvaslms.com/t5/Student-Guide/tkb-p/student)

Submission of Assignments
Please submit all assignments on Canvas on their respective due dates. *(*please see the course schedule section and the separate class handout for the due dates)*

Make-up Coursework or Late Work Submission

Only students with University-excused absences are able to submit make-up or late work unless you have communicated to the instructor of your extenuating circumstances, and we have arranged an extension for the assignment's due date. Please communicate with the instructor as soon as possible if you anticipate or think that you may not be able to meet the coursework's due dates. The maximum extension would be ONE WEEK after the initial due date. Any assignment submitted AFTER the one-week extension will receive a partial grade.

Assignments submitted after the deadline will be subject to the following policy:

1. Late submission policy:
   - 1 day late: -10%
   - 2-3 days late: -20%
   - 4-7 days late: -30%
   - More than 1 week late: -50%

2. Exceptions:
   - **University-excused absences**: If you have a university-excused absence, please provide official documentation within **48 hours** of the missed deadline. Refer to the UNT policy on the university-excused absences (PDF).
   - **Pre-Arranged Extension**: If you anticipate an inability to meet a deadline due to extenuating circumstances, please **contact the course instructor as soon as possible** to discuss a potential extension.
   - **Extension Limit**: The maximum extension granted is **one week** from the initial due date. After the extension, submissions of assignments will be subject to the "Late Submission policy".

Written Assignment Format

Please include the following format for ALL written assignments:
- Microsoft Word document or pdf format
- Font size 12 point
- Font type/style: Times New Roman, Arial, or Calibri
- Double-spaced
- Align left or justify

Grading Scheme for University of North Texas

Grade	Scoring
A	90%-100%
B	80%-89%
C	70%-79%
D	60%-69%
F	0%-59%

Course Policy on AI Tools

1) Use of AI Tools

In this course, AI tools (e.g., ChatGPT, Gemini, Claude, Perplexity AI, DALL-E) are permitted to complete all course assignments to align with the course learning objective of developing effective

and responsible AI usage skills. When using AI tools to complete your assignments, follow the citation guidelines in the "AI Citation Guidelines" section and refer to the university policies on academic honesty. To ensure accountability in using AI tools in your assignments, provide a brief explanation of how you used AI, as outlined in the "Reflection on AI Learning" section.

This course will not use AI detection tools to check your assignments, as they are not reliable and does not have a solid track record. However, failure to cite AI use or provide the required explanation will be considered as violation of academic integrity and subject to review (*see the "Review" section below*).

2) AI Citation Guidelines

When citing AI-generated contents in your assignments, please use either the APA citation style or the MLA citation style.

APA Citation Style

- *In-text citation*: (Creator of AI tool, year)
    - Example: if using ChatGPT, cite it as (OpenAI, 2025)
- *Reference list*: AI tool creator. (year). *AI tool name in italics* (Month and day) [Large language model]. URL for the AI tool with link
    - Example: if using ChatGPT, cite it as:
        - OpenAI. (2025). *ChatGPT* (Feb 28 version) [Large language model]. http://chat.openai.com/

MLA Citation Style

- *General format for AI works cited*:
    - Brief description of work done by the AI tool. *Name of AI tool in italics*, Version if known, name of the company, date the AI-content was generated, URL to the general cite of the AI tool or specific content if available.
    - Example:
        - Instructions for making Korean Japchae. *ChatGPT*, OpenAI, 5 Feb. 2025, https://chatgpt.com/share/67a37e7c-6594-8000-ae5e-65d1a0774a0d.

Please refer to the APA AI citation style (APA Citation Format for ChatGPT) or the MLA AI citation style (Cite Generative AI in MLA Style or MLA Citations for AI-Generated Content) for guidance and more information on how to properly cite AI use in your assignments. You may also refer to examples on how to cite AI use in your assignments by referring to the additional resources provided below.

Additional resources on how to cite AI-generated contents:

- Purdue University
- University of Maryland
- University of Wisconsin Whitewater

3) Reflection on AI Learning

If you are using AI tools to assist with your assignments, please include an "AI usage disclosure statement" to ensure academic integrity and transparency. Please include the following disclosure statement at the end of your work:

"I used (name of AI tool) to assist/help with (list the tasks that you used the AI tool for). I reviewed, modified, and verified my final work to ensure academic integrity, originality, and accuracy."

Examples of tasks that you might seek assistance from an AI tool could include, but not limited to:

- Brainstorming ideas

- Generating outlines (essay, research papers, etc.)
- Proofreading
- Searching for information
- Summarizing text(s)
- Rewriting text(s)
- Translation
- Defining words
- Explaining idea(s), concept(s), theories, etc.
- Creating an image

Please disclose any AI-generated assistance you have used in your assignments. If you are not sure about how to use the AI tools, please visit me during office hours or schedule a meeting. I am happy to discuss it with you and guide you.

4) Review

AI can be a valuable tool in our learning journey, and transparency is essential in our learning process. I understand that navigating the use of AI tools in academic work can be challenging. My goal is to support you in using these AI tools responsibly and ethically. If you use AI tools in your assignments, please cite them and provide the required disclosure and explanation. This fosters trust, academic integrity, and a supportive academic environment. Additionally, it helps me to better understand your learning process and provide better feedback.

If a student's work demonstrates the use of AI tools without proper citation or the misuse of AI tools that compromises academic integrity, the assignment may be subject to review. In such cases, I will reach out to the student for a conversation, and we can work on the best way to demonstrate the student's understanding of using AI -generated contents properly. The student may be required to revise the assignment (either entirely or in specific areas) or complete an alternative assignment.

If you have any questions or concerns, I am happy to discuss them with you.

Support and Planning

One of my main goals is to support you in being successful. If you are a parenting student, are caring for elders or other family members, are dealing with serious physical or mental health issues, are working several jobs, or have other extenuating circumstances that are likely to impact your participation, performance, and attendance in class, PLEASE feel comfortable to discuss this with me. I will not see it as asking for favors and will not see it as complaining. I can support you best if I know your situation and circumstances beforehand.

If a problem or emergency arises that prevents you from attending an exam, completing an online quiz, submitting a written assignment, or attending class, please contact the instructor immediately or at your earliest convenience.

I hope to support you and work together with you in advance on any alternative arrangements you may need, rather than finding out after the fact that you needed them. I understand that some learners may have complications. I hope we can address and resolve the complication(s) together. **All information will be held in strict confidence**.

Academic Integrity Policy

The University of North Texas promotes the integrity of learning and embraces the core values of trust and honesty. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. In the investigation and resolution of allegations of student academic dishonesty, the University's actions are intended to be corrective, educationally sound, fundamentally fair, and based on reliable evidence.

Students may access and read more about The University's Student Academic Integrity at Student Academic Integrity.

Student Attendance and Authorized Absences

Please arrive at class on time. As the course is built around interaction and dialogue, attendance is critical. The University of North Texas recognizes that student success is promoted by regular attendance and participation in class. When you miss classes, your grades will be affected. An absence is excused when due to serious illness, religious observance, participation in University of North Texas activities at the request of University of North Texas authorities, or compelling/extenuating circumstances beyond your control. When you miss class, please take note that it is your responsibility to arrange to make up the day's work. Please approach the instructor about your absence and inquire about ways of making it up. Students may access and read more about The University's Student Attendance and Authorized Absences at Student Authorized Absences.

Attendance penalty structure

1) Allowed absences
   - Students are permitted 2 unexcused absences without a grade penalty
   - Each additional unexcused absence will result in a 2% reduction of the total engagement and participation grade (20%).
2) Calculation
   - 3rd unexcused absence: -2% from the participation grade
   - 4th unexcused absence: -4% from participation grade
   - 5th unexcused absence: -6% from participation grade
3) Maximum penalty
   - Maximum penalty is 10% of the participation grade
   - Students with more than 5 unexcused absences will receive 0% for course participation
4) Excused absences
   - Documented medical, emergency, or official academic reasons will not count toward the penalty
   - Authorized absences by The University of North Texas (access The University's Student Attendance and Authorized Absences at Student Authorized Absences)
   - Students must provide official documentation within ONE week of the absence

Emergency Notification and Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer

to Canvas for contingency plans for covering course materials. Therefore, the academic calendar is subject to change.

Students may access and read more about The University's Emergency Notifications and Procedures from the [UNT Emergency Notifications and Procedures](#) (PDF).

Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. For information on the University's policies regarding academic integrity and dishonesty, see the UNT Center for Student Rights and Responsibilities, and especially the [UNT Student Code of Conduct](#) (PDF).

Withdrawal Policy

The Dean of Students Office is committed to helping you if you should ever intend to withdraw from a semester (drop ALL courses). If you wish to withdraw you must do so in person at the Dean of Students Office (Sage Hall 110) during office hours. This is a "one stop shop" for the withdrawal process. Students may only withdraw from the first day of class until the official last day to withdraw as indicated in the academic calendar. You may find the Summer 2025 Academic Calendar here: [UNT 2025 Fall Semester Academic Calendar](#) (PDF).

You must visit the [Dean of Students Office](#) to obtain the official University Withdrawal Form and meet with a staff member. The meeting will ensure you are informed of any obligations you may have with the University or items you may need to fulfill upon returning to UNT. Students will also receive Financial Aid Exit counseling (as applicable). This will allow UNT to better understand the reasons why students leave to improve our University and its services. Students may access and find more information regarding withdrawal at [UNT Student Withdrawal Policies](#) (website).

Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year.

Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. For additional information, students may access the [UNT Policy 04.008 Records Management and Retention](#) (PDF).

Sexual Discrimination, Harassment, and Assault

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in

navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT's Dean of Students' website (website https://studentaffairs.unt.edu/dean-of-students/) offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs. You can also call the Dean of Students' office at 940-565-2648. They are here to help.

Non-Discrimination Policy

The University of North Texas prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The university takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

Equal Opportunity and Title IX coordinates and monitors the University's compliance with the requirements of federal and state non-discrimination laws. Direct questions or concerns to Equal Opportunity and Title IX at 940-565-2759, TTY access: 940-369-8652 or 800-735-2989. You may contact Equal Opportunity and Title IX by emailing them at oeo@unt.edu.

ADA/ODA Accommodation Policy

The University of North Texas (UNT or University) does not discriminate on the basis of disability in admission, treatment, or access to its programs or activities, nor in employment in its programs or activities. The University is committed to providing equal educational access for qualified students with disabilities in accordance with state and federal laws, including the Americans with Disabilities Act of 1990 as Amended, and Section 504 of the Rehabilitation Act of 1973. In addition, the University is committed to making all programs and activities sponsored by UNT accessible, as required by the Texas Accessibility Standards and the Americans with Disabilities Act Accessibility Guidelines.

Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter. It is your responsibility to initiate a private discussion with faculty regarding your specific needs in any course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at http://disability.unt.edu/. You may also contact them by phone at 940-565-4323.

SPOT Evaluation

The Student Perspective of Teaching (SPOT) is a requirement for all organized classes at UNT. This survey, which will be available to students sometime during weeks 13, 14, and 15 of the long semesters, provides students with the opportunity to evaluate the course and comment on how this class is taught.

Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they

will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website (http://spot.unt.edu/) or email spot@unt.edu.

Your feedback and comments are very important to the continued success of this course and in improving my teaching skills. I value your feedbacks greatly. Thank you.

Helpful Resources

1) UNT Learning Center

The UNT Learning Center is an AMAZING department filled with AMAZING people – all here to help you, the student, maximize your potential in college and beyond. Not only do they provide us with our Supplemental Instructors, they also offer free of charge a number of services such as tutoring, academic coaching, study and learning workshops, speed reading, campus resources, and a number of other academic success-related topics! Check them out here: https://learningcenter.unt.edu/.

2) UNT Writing Lab

Another AWESOME resource available to students is the UNT Writing Lab. Need a refresher course in academic writing or some quick links for your next paper: https://writingcenter.unt.edu/resources. On-campus and want to attend a workshop to improve your writing skills? https://writingcenter.unt.edu/workshops. Off-campus and struggling with academic paper writing? Check out their online tutoring link here: https://writingcenter.unt.edu/online-tutoring.

3) Technical Assistance

If you experience technical difficulties with Canvas or other technology issues, you may contact the UNT Student IT HelpDesk through any of the following methods:
   a) Student help desk website: https://aits.unt.edu/support
   b) Email: helpdesk@unt.edu
   c) Phone: 940-565-2324
   d) Walk-in: Sage Hall, Room 330 (walk-in hours: Monday-Friday, 8am – 5pm)
   e) Support hours:
       i. Monday-Thursday, 8am – 9pm
       ii. Friday, 8am – 5pm
       iii. Saturday-Sunday, 11am – 3pm

4) Veteran Students

For students who are active or retired military, thank you for serving our country! If you are a new or returning student, UNT has a lively Student Veteran organization, and a number of other campus resources available here: http://studentaffairs.unt.edu/student-veteran-services.

5) Life happens!

If you are experiencing a personal or family crisis which is affecting your success as a student here at UNT, please check out the resources here at UNT. http://deanofstudents.unt.edu/resources.

6) Basic Needs

You can't learn if you're hungry: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students for support 940-565-2648. Furthermore, please notify the instructor if you are comfortable in doing so. This will enable me to provide any resources that I may possess. You are not alone; we are here to help.

7) The UNT Food Pantry

Any current UNT student in need can visit the Food Pantry 10am-7pm Monday-Thursday and 10am-5pm on Fridays during the long semesters. Student can get in through the front door of Crumley Hall, or through the back near the docks. Students who visit the food pantry can request to meet with a staff member to discuss any difficulties they may be facing. When appropriate,

referral to additional campus and/or community resources will be made. The Dean of Students Office has established protocols that allow for student confidentiality and dignity to be maintained. There is also a pantry located at the Discovery Park in Room A160 next to the College of Engineering- Office of the Dean, which is open Mon-Fri 8am-5pm. There is also a Food Pantry located at UNT's New College at Frisco, which can be accessed by visiting the information desk.

Syllabus Change Policy

Unexpected circumstances may make it necessary to change the syllabus or course schedule. The instructor may make changes to the syllabus in anyway deemed appropriate. Changes made to the syllabus will be announced in class and on Canvas.

Course Schedule

Date	Course Modules & Themes	Assignments & Due Dates
AUG 19	**Meet & Greet!** • Course overview & expectations • Review of syllabus	
AUG 21	**Module Reflection & Simulation Assignments** • Assigning leaners for Module Reflection and simulation teams	
AUG 26 & 28	**Workshops** AUG 26: Workshop & Simulation Preview • Workshop on Module Reflection • Project Cadmus simulation preview AUG 28: Project Cadmus Simulation • Learners work with their respective teams on their assigned roles	
SEPT 2 & 4	**Module 1: Understanding Security** Core Readings: • Rothschild, E. (1995). What is security?. *Daedalus*, *124*(3), 53-98. • Matthews, J. T. (1989). Redefining security. *Foreign affairs*, *68*(2), 163-177. • Paris, R. (2001). Human security: paradigm shift or hot air?. *International security*, *26*(2), 87-102. • Saleh, A. (2011). Broadening the concept of security: Identity and societal security. • Tickner, J. A. (2004). Feminist responses to international security studies. *Peace review*, *16*(1), 43-48. • Markiewicz, T. (2024). The vulnerability of securitisation: the missing link of critical security studies. *Contemporary Politics*, *30*(2), 199-220. • Rehman, S., & Rassias, M. (2024). Security Challenges in the 21st Century: Addressing Cybersecurity Threats in International Diplomacy. • Eriksson, J., & Giacomello, G. (2006). The information revolution, security, and international relations: (IR) relevant theory?. *International political science review*, *27*(3), 221-244.	**Simulation Phase 1: intelligence gathering begins**

	• Deng, Z., Guo, Y., Han, C., Ma, W., Xiong, J., Wen, S., & Xiang, Y. (2025). AI agents under threat: A survey of key security challenges and future pathways. *ACM Computing Surveys*, *57*(7), 1-36. • Oseni, A., Moustafa, N., Janicke, H., Liu, P., Tari, Z., & Vasilakos, A. (2021). Security and privacy for artificial intelligence: Opportunities and challenges. *arXiv preprint arXiv:2102.04661.* SEPT 2: Module Reflection Presentation • Security vs. liberty • Whose security? Mine? Yours? Theirs? SEPT 4: Module Reflection Presentation • The future of security	
Sept 9 & 11	<mark>**Module 2: Classical Realism and Psychology**</mark> <u>Core Readings</u> • Hans Morgenthau, excerpt from "Political Power: A Realist Theory of International Politics" • Michael Doyle, Ways of War and Peace, Introduction (The Range of Realism) • Hermann, M. G. (1980). Explaining foreign policy behavior using the personal characteristics of political leaders. *International studies quarterly*, *24*(1), 7-46. • Thies, C. G. (2002). Progress, history and identity in international relations theory: the case of the idealist-realist debate. *European Journal of International Relations*, *8*(2), 147-185. • Solomon, T. (2012). Human Nature and the Limits of the Self: Hans Morgenthau on Love and Power. *International Studies Review*, 201-224. • Raschi, F., & Zambernardi, L. (2025). The "negative" view of human nature: apologia for an unrealistic assumption. *European Journal of International Relations*, *31*(1), 53-76. SEPT 9: Module Reflection Presentation • Classical realism and psychology SEPT 11: Module Reflection Presentation • Classical realism and psychology	
SEPT 16 & 18	<mark>**Module 3: Neorealism and Cognitive Biases**</mark> <u>Core Readings:</u> • Kenneth Waltz, an excerpt from "Theory of International Politics" • Schroeder, P. (1994). Historical reality vs. neo-realist theory. *International Security*, *19*(1). 108-148. • McDermott, R. (2004). The feeling of rationality: The meaning of neuroscientific advances for political science. *Perspectives on politics*, *2*(4), 691-706. • Kahneman, D., & Renshon, J. (2007). Why hawks win. *Foreign Policy*, 158, 34-38. • Ergurum, A. (2025). Hawkish leaders and foreign policy: A political psychological approach. *International Political Science Review*, 01925121251332965.	**Simulation: revelation of first crisis**

	• de Pinho Barreiros, D. (2024). International Systems and Cognitive Dissonances: beyond rational agents. *Cliodynamics: The Journal of Theoretical & Mathematical History*, *15.* SEPT 16: Module Reflection Presentation • Cognitive biases in security decisions SEPT 18: Module Reflection Presentation • Cognitive biases in security decisions	
SEPT 23 & 25	<mark>Module 4: Varieties of Realism and Decision-Making Styles</mark> Core Readings: • Walt, S. M. (1985). Alliance formation and the balance of world power. *International security*, 3-43. • Christensen, T. J., & Snyder, J. (1990). Chain gangs and passed bucks: Predicting alliance patterns in multipolarity. *International organization*, *44*(2), 137-168. • Jervis, Robert. *Perception and misperception in international politics.* Princeton University Press, 1976: Chapter 1, "Perception and the Level of Analysis Problem," 13-31. (16) • Dyson, S. B., & Preston, T. (2006). Individual characteristics of political leaders and the use of analogy in foreign policy decision making. *Political psychology*, *27*(2), 265-288. SEPT 23: Module Reflection Presentation • Exploring and assessing leadership style SEPT 25: Module Reflection Presentation • Exploring and assessing leadership style	
SEPT 30 & OCT 2	<mark>Simulation Workshops</mark> SEPT 30: First Crisis Scenario • Teams work on the first crisis scenario OCT 2: First Crisis Scenario Response • Teams work on the response to the first crisis scenario	
OCT 7 & 9	<mark>Module 5: Liberalism and Cooperative Traits</mark> Core Readings • Michael W. Doyle, *Ways of War and Peace: Realism, Liberalism, and Socialism* (New York: W.W. Norton, 1997), pp. 205-212. • Van De Haar, E. (2009). Classical liberalism and international relations. *Policy: A Journal of Public Policy and Ideas*, *25*(1), 35-38. • Moravcsik, A. (1997). Taking preferences seriously: A liberal theory of international politics. *International organization*, *51*(4), 513-553. • Henrich, J., & Muthukrishna, M. (2021). The Origins and Psychology of Human Cooperation. *Annu. Rev. Psychol*, *72*, 207-40. • Tetlock, P. E. (1994). Political psychology or politicized psychology: Is the road to scientific hell paved with good moral intentions?. *Political psychology*, 509-529. OCT 7: Module Reflection Presentation • Exploring and assessing cooperation vs competitive traits	

	OCT 9: Module Reflection Presentation • Exploring and assessing cooperative vs competitive traits	
OCT 14 & 16	<mark>**Module 6: Liberalism (Cooperation and Trust)**</mark> Core Readings: • Axelrod, R. (1981). The emergence of cooperation among egoists. *American political science review*, *75*(2), 306-318. • Axelrod, R., & Hamilton, W. D. (1981). The evolution of cooperation. *science*, *211*(4489), 1390-1396. • Ikenberry, G. J. (2020). The next liberal order. *Foreign Affairs*, *99*(4), 133-142. • Robbins, B. G. (2016). What is Trust? A Multidisciplinary Review, Critique, and Synthesis. • Rathbun, B. C. (2007). Hierarchy and Community at Home and Abroad. *Journal of Conflict Resolution*, *51*(3), 379-407. OCT 14: Module Reflection Presentation • Exploring and assessing trust-building OCT 16: Module Reflection Presentation • Exploring and assessing trust-building	**Simulation Phase 2: coalition formation**
OCT 21 & 23	<mark>**Module 7: Liberal Institutions and Governance**</mark> Core Readings: • Keohane, R. O. (1998). International institutions: Can interdependence work?. *Foreign policy*, 82-194. • Keohane, R. O., & Martin, L. L. (1995). The promise of institutionalist theory. *International security*, *20*(1), 39-51. • John J. Mearsheimer, "The False Promise of International Institutions," *International Security*, Vol. 19, No. 3 (Winter 1994/95). • Mearsheimer, J. J. (2019). Bound to fail: The rise and fall of the liberal international order. *International security*, *43*(4), 7-50. • Kille, K. J., & Scully, R. M. (2003). Executive Heads and the Role of Intergovernmental Organizations: Expansionist Leadership in the United Nations and the European Union. *Political Psychology*, *24*(1). • Risse, Transnational Governance and Legitimacy. OCT 21: Module Reflection Presentation • Exploring and assessing liberal institution and global governance <mark style="background-color:cyan">OCT 23: Simulation Workshop</mark> • Teams work on the second crisis scenario	**Simulation: revelation of second crisis**
OCT 28 & 30	<mark>**Module 8: Constructivism and Identity Formation**</mark> Core Readings: • Wendt, A. (1992). Anarchy is what states make of it: the social construction of power politics. *International organizations*, *46*(2), 391-425. • Peter Katzenstein, "Introduction: Alternative Perspectives on National Security," in Peter J. Katzenstein, ed., *The Culture of National Security: Norms and Identity in World Politics* (New York: Columbia University Press, 1996), pp. 1-32.	**Simulation Phase 3: international organization responses**

	• Wendt, A. (1995). Constructing international politics. *International Security*, *20*(1), 71-81. • Abdelal, R., Herrera, Y. M., Johnston, A. I., & McDermott, R. Identity as a Variable. OCT 28: Module Reflection Presentation • Exploring and assessing identity and threat perception <mark>OCT 30: Simulation Workshop</mark> • Teams work on the international organization responses	
NOV 4 & 6	<mark>**Module 9: Let's Talk AI**</mark> NOV 4: Module Reflection Presentation AI & Traditional Security • Horowitz, M. C. (2018). Artificial intelligence, international competition, and the balance of power (May 2018). • Allen, G., & Chan, T. (2017). Part 1: The Transformative Potential of AI. NOV 6: Module Reflection Presentation AI & Human Security • Baum, S. D. (2020). Social choice ethics in artificial intelligence. *Ai & Society*, *35*(1), 165-176. • Floridi, L., Cowls, J., Beltrametti, M., Chatila, R., Chazerand, P., Dignum, V., ... & Vayena, E. (2018). AI4People—An Ethical Framework for a Good AI Society: Opportunities, Risks, Principles, and Recommendations. *Minds and Machines*, *28*(4), 689-707.	**Simulation: escalation of crisis**
NOV 11 & 13	<mark>**Simulation Workshops**</mark> NOV 11 & 13: Project Cadmus Simulation Crisis Diplomacy • Teams work on resolving the crisis	**Simulation Phase 4: crisis diplomacy**
NOV 18 & 20	<mark>**Project Cadmus Simulation**</mark> <mark>NOV 18: Project Cadmus Simulation (I)</mark> • Teams negotiate on the crises resolutions and the creation an international AI governance framework NOV 20: Project Cadmus Simulation Discussion • Teams work on the final policy recommendations	**Analysis Report due on Canvas NOV 16, 11:69 pm.**
NOV 24 – 29	THANKSGIVING BREAK!	
DEC 2 & 4	<mark>**Project Cadmus Simulation**</mark> <mark>DEC 2: Project Cadmus Simulation (II)</mark> • Teams present final policy recommendations DEC 4: End of Term Social! • Course wrap up and end of term celebration!	**Project Cadmus Simulation final paper due on Canvas DEC 7, 11:59 pm.**

AI Disclosure Statement

"I acknowledge the use of Gemini and Claude to assist in revising and refining the course syllabus."