



Hello Mean Green! Welcome to Fall 2023 International Security class!

### Course Information

#### **INST 4851 (Section 001) & INST 5500 (Section 007) International Security**

Semester/Term: Fall 2023

Credit Hours: 3

Instruction Mode: Face to face

Meeting Days/Time/Location: TUES & THURS/3:30pm–4:50pm/GAB (General Academic Building) 114

### Course Instructor Information



Instructor: Dr. Sing Hui Lee  
Office: GAB (General Academic Building) 119  
Email: [Singhui.Lee@unt.edu](mailto:Singhui.Lee@unt.edu)  
Office Hours: TUES, 10:00am–11:30am (or by appointment)  
Pronouns: She/Her/Hers

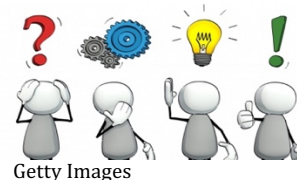
### Course Description

While we have witnessed tremendous changes over the course of human civilization and over the past centuries, fundamental shifts in international relations, regional conflicts, and global power during the past decades alone have changed the global security landscape. Additionally, the forces of globalization continue to shape today's global security.

We have seen the horrors of World Wars I and II, the collapse of world communism, the demise of USSR, and the September 11 attacks. Security crises and conflicts in the Middle East, the Korean peninsula, East Asia, and parts of Africa continue to pose risks to international peace and security. This course seeks to (1) broadly introduce learners to major concepts, theories, and debates in the field of security studies, (2) survey traditional and contemporary international security issues, and (3) examine contemporary security issues and discourse surrounding these issues.

In this course, we will also consider such questions as:

- What is security?
- How have security issues changed over time?
- What are the causes of war?
- When should states use force?
- What are the prospects for national and international security in contemporary times?



## 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

### Required Reading:

- Peter Hough, *Understanding Global Security* (4<sup>th</sup> ed.). Routledge, 2018. ISBN: 9781138726833

### Supplementary Course Materials:

- Additional readings and materials will be assigned throughout the semester for some modules and/or current international security issues or topics. They will be available electronically to learners through the course website on Canvas or given out as handouts in class.

## Course Requirements

The course's biweekly meetings will combine lectures, seminars, community dialogues, 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, such as a short-written paper, final-term project, simulations, student-led panel or roundtable, and class presentation.

## Course Assessments and Grading

Grading	Course Requirements	Summary Description
10%	Class and Course participation	Be an active member of the learning community. Engage in class dialogues, activities, and group work. <i>(Please see below for further details)</i>
30%	Reading Summary (RS)	Learners will work in pairs, choose any one module from the syllabus, and summarize the readings for class discussion. <i>(Please see below for further details)</i>
20%	Global Security (GS) decision-making simulation	Learners will work in teams and participate in a class simulation throughout the semester. <i>(Please see below for further details)</i>
40%	Collective Visioneers: Melding Ideas, Maximizing Impact	Learners will form a team, choose one of the given projects focusing on a contemporary global security issue or concern, and design new ideas or approaches to solve the

		issue or concern. Learners will present their project at the end of the semester. <i>(Please see below for further details)</i>
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## Course Assignments

### Class and Course Participation (10%)

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.**

### Reading Summary, RS (30%)

Learners will work in pairs, choose any ONE MODULE from the syllabus, and summarize the readings for class discussion. Learners are required to upload the reading summaries onto Canvas **ONE week before the scheduled module on the syllabus.**

*\*For example, if the scheduled module on the syllabus is September 19<sup>th</sup>, learners will upload the reading summaries onto Canvas latest by September 12<sup>th</sup>, 11:59 pm.*

For each reading summary,

1) Learners will address:

- The central question or puzzle of the reading
- Arguments and/or findings of the reading
- Takeaway from the reading
  - Learners will present their own critique of the reading (for example, whether learners agree or disagree with the author(s) and why)
- Relevance of the arguments/findings to current international security issues or concerns
  - Learners will **provide at least ONE example** of a current international security issue or concern and **explain how** the arguments/findings of the article relate to or explain the identified international security issue or concern.

2) Learners will design 2-3 discussion questions for the class.

### Global Security Decision-making Simulation (20%)

Learners will work in teams and participate in a global security decision-making simulation.

The simulation aims to help learners:

- Strengthen their abilities in applying international relations theories and concepts to real-world security concerns and issues
- Strengthen their understanding of different perspectives and frameworks in international relations
- Build their negotiation and diplomacy skills
- Practice effective decision-making in difficult or critical situations
- Improve their teamwork and collaborative skills

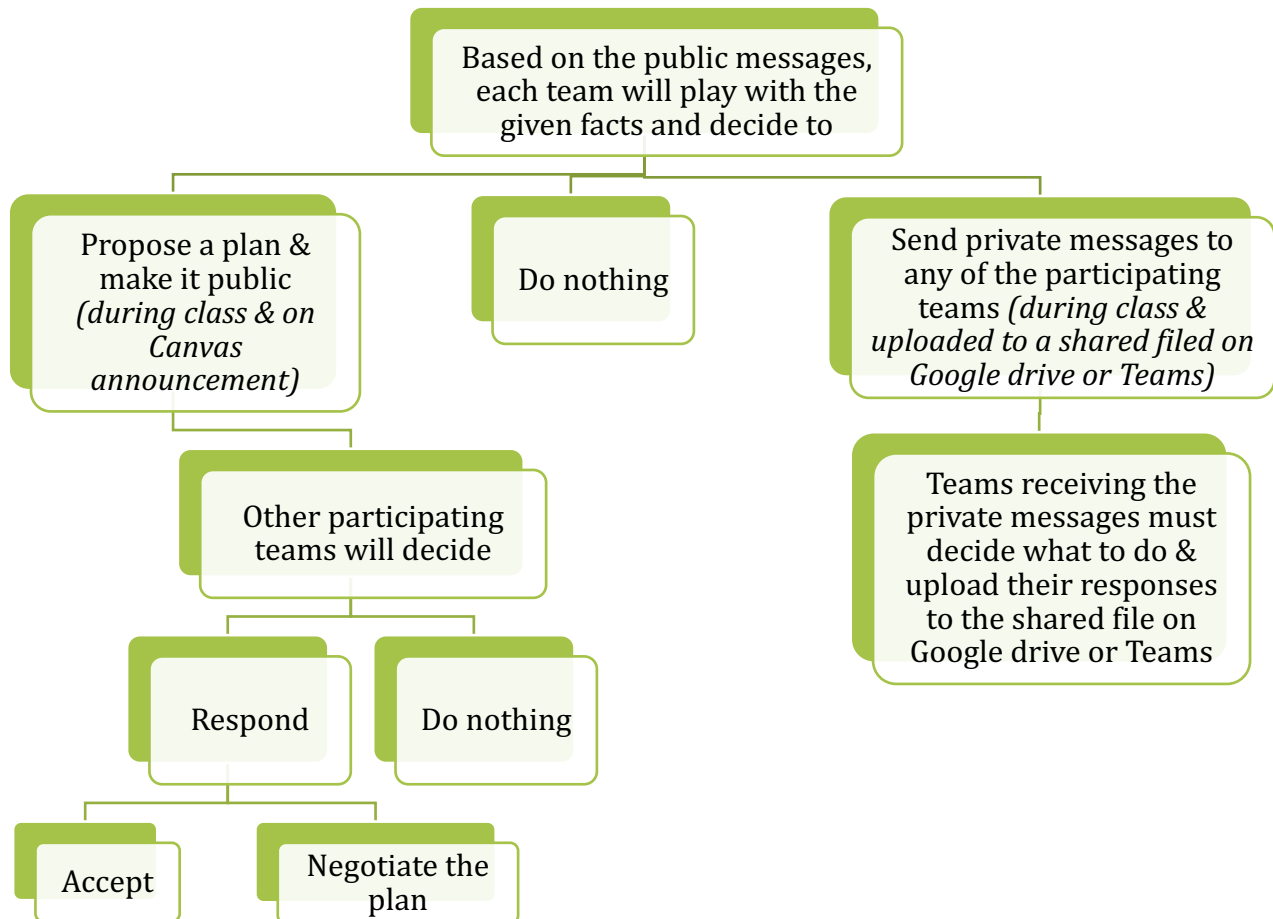
Each participating team will:

- Have 5-6 members
- Nominate the team members to play the role of:
  - President or Prime Minister (team leader)
  - Vice President or Deputy Prime Minister (assistant team leader)
  - Director of National Intelligence

- Director of National Security Affairs
- Assistant Director of National Security Affairs (*\*if the team has 6 members*)
- Secretary of Homeland Security

Throughout the semester, the course instructor will provide:

- **Public messages** to ALL participating teams (*either during class or on Canvas announcement*) about a real or hypothetical global security situation, issue, problem, or concern.



When the participating teams decide to **send private messages** to any of the participating teams:

- It enables these teams the opportunity to privately interact with each other and make secret negotiations and agreements that could potentially impact, affect, or change the given global security background.

During Week 15<sup>th</sup>, learners will convene with their respective teams and play out the simulation in class.

### Collective Visioneers: Melding Ideas, Maximizing Impact Project (40%)

For this group project, learners will form a team (5-6 students) and choose **ONE** of the given projects focusing on a contemporary international security issue or concern to work on.

This group project will be evaluated following Bloom's taxonomy (Bloom et al., 1956) to assess learners' knowledge, skills, values, collaborative personality, and leadership through **four key competencies**:

- 1) Analytical reflection (demonstrate sufficient knowledge and challenges of the issue or concern)

- 2) Innovative thinkers (demonstrate the ability to use information, concepts, facts, evidence, statistics, etc. professionally and creatively to offer new ideas, approaches, or recommendations that meet the project's goal)
- 3) Teamwork (demonstrate the ability to work well with other teammates to achieve the project's framework and concept)
- 4) Ethically-driven team leader (demonstrate the ability to effectively lead the team ethically and identify the skills of each teammate)

Learners will present their respective group projects to the class during Weeks 15<sup>th</sup> and 16<sup>th</sup>.

*\*Please refer to the separate class handout for more details and instructions about this group project.*

### 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. Thank you! I appreciate your patience and understanding.
- Check your UNT email account 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.
- If in-person meeting is not possible, we can schedule a Zoom meeting.
- All UNT students have access to Canvas through their UNT student accounts. You can find more information on using Canvas here: <https://community.canvaslms.com/t5/Student-Guide/tkb-p/student>.

### Mentorship

As the instructor for this course, one of my main goals is to ensure all members of the learning community can learn well and maximize their learning outcomes. For this course, besides scheduling one-on-one meetings with the course instructor, there will be 2 mentorship opportunities to support and help learners achieve this goal. These opportunities are as follows:

- 1) **Peer-2-Peer Mentorship (P2P Mentorship)**: All learners will be paired up randomly to provide support to and help each other throughout the semester. Each Peer-2-Peer (P2P) pair will be free to arrange the format of mentorship that works best for them. Each pair are also welcomed to discuss the mentorship arrangement with the course instructor.
- 2) **Instructor-Peer Engage (IPE)**: Throughout the semester, each P2P pair will schedule **at least a monthly meeting (in-person or virtually) with the course instructor** to discuss about how the mentorship is going, present issues or problems encountered so far, and work with the course instructor on how to further support learners in learning better.

### Submission of Assignments

Please submit all written assignments on Canvas on their **respective due dates, at 11:59 pm CST.**

### 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
<b>A</b>	90%-100%
<b>B</b>	80%-89%
<b>C</b>	70%-79%
<b>D</b>	60%-69%
<b>F</b>	0%-59%

## 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 here:

[https://policy.unt.edu/sites/default/files/06.003%20Student%20Academic%20Integrity 0.pdf](https://policy.unt.edu/sites/default/files/06.003%20Student%20Academic%20Integrity%200.pdf).

## 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 here: <https://policy.unt.edu/sites/default/files/06.039%20Student%20Attendance%20and%20Authorized%20Absences.pdf>.

### 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.

### 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 here: <https://emergency.unt.edu/sites/default/files/stay.informed.final.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](#)

([https://policy.unt.edu/sites/default/files/07.012\\_CodeOfStudConduct.Final8\\_19.format\\_0\\_0.pdf](https://policy.unt.edu/sites/default/files/07.012_CodeOfStudConduct.Final8_19.format_0_0.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 class day until the official last day to withdraw as indicated in the academic calendar. You may find the **Fall 2023 Academic Calendar** here: [https://registrar.unt.edu/sites/default/files/Fall\\_2023\\_Official\\_Calendar.pdf](https://registrar.unt.edu/sites/default/files/Fall_2023_Official_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 in order to improve our University and its services. Students may access and find more information regarding withdrawal here: <https://studentaffairs.unt.edu/dean-of-students/policies/withdrawals>.

## 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 here: <https://policy.unt.edu/sites/default/files/04.008%20Records%20Management%20and%20Retention.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 offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: <https://deanofstudents.unt.edu>, or by calling 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 email at [oeo@unt.edu](mailto: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.

### Diversity, Equity, and Inclusion

Consistent with the [University of North Texas policy on diversity](#), I view diversity as encompassing the intersecting identities that make us unique individuals, including, but not limited to, nationality, ethnic or racial identity, sexual and LGBTQIA+ identity, gender identity and expression, age, religious or spiritual beliefs, socioeconomic status, body shape or size, physical ability status, and varying points of view. I value the many perspectives students bring to our campus. I hope to work with you in creating a classroom culture of open communication, mutual respect, and inclusion. All discussions should be respectful and civil. Although disagreements and debates are encouraged, personal attacks are unacceptable. Together, we can ensure a safe and welcoming classroom for all. If you ever feel like this is not the case, please stop by my office and let me know. We are all learning together. Thank you.

### COVID Policy

Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course. It is important that you communicate with the professor and the instructional team prior to being absent, so you, the professor, and the instructional team can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform the professor and instructional team if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community. If you are experiencing any [symptoms of COVID](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or [askSHWC@unt.edu](mailto:askSHWC@unt.edu)) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Team at [COVID@unt.edu](mailto:COVID@unt.edu) for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure.

### 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](mailto: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/) (http://spot.unt.edu/) or email [spot@unt.edu](mailto: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](mailto: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 in Canvas.

### Course Schedule

Week	Date	Course Modules & Themes	Assignments & Due Dates
1	Aug 22 & 24	<p><b><u>AUG 22: Meet &amp; Greet!</u></b></p> <ul style="list-style-type: none"> <li>Course overview &amp; Q&amp;A</li> <li>Review of syllabus</li> </ul> <p><b><u>AUG 24: Simulation &amp; Project Assignments</u></b></p> <ul style="list-style-type: none"> <li>Assigning teams for Reading Summary, Global Security decision-making simulation, Collective Visioneer group project</li> </ul>	
2	Aug 29 & 31	<p><b><u>AUG 29: Community Dialogue</u></b></p> <ul style="list-style-type: none"> <li>How I understand security</li> <li>Contemporary security problems or issues</li> </ul> <p><b><u>AUG 31: Understanding Security</u></b></p> <ul style="list-style-type: none"> <li>Rothschild, E. (1995). What is security?. <i>Daedalus</i>, 124(3), 53-98.</li> <li>Matthews, J. T. (1989). Redefining security. <i>Foreign affairs</i>, 68(2), 163-177.</li> <li>Paris, R. (2001). Human security: paradigm shift or hot air?. <i>International security</i>, 26(2), 87-102.</li> <li>Tickner, J.A. (2004). Feminist responses to international security studies. <i>Peace review</i>, 16(1), 43-48.</li> </ul>	
3	Sept 5 & 7	<p><b><u>SEPT 5: (MODULE 1) Introduction to International Relations Theory</u></b></p> <ul style="list-style-type: none"> <li>Michael Doyle and John Ikenberry, "Introduction: The End of the Cold War, the Classical Tradition, and International Change," in Michael W. Doyle and G. John Ikenberry, eds., <i>New Thinking in International Relations Theory</i> (Boulder, CO: Westview Press, 1997).</li> <li>Miles Kahler, "Inventing International Relations: International Relations Theory after 1945," in Michael W. Doyle and G. John Ikenberry, eds., <i>New Thinking in International Relations Theory</i> (Boulder, CO: Westview Press, 1997), pp. 20-53.</li> </ul> <p><b><u>SEPT 7: (MODULE 2) IR Theories in International Security Classical Realism</u></b></p> <ul style="list-style-type: none"> <li>Hans Morgenthau, excerpt from "Political Power: A Realist Theory of International Politics"</li> </ul>	

		<ul style="list-style-type: none"> <li>Michael Doyle, <i>Ways of War and Peace</i>, Introduction (The Range of Realism)</li> </ul>	
4	Sept 12 & 14	<p><b><u>SEPT 12: (MODULE 2) IR Theories in International Security</u></b>  <b>Classical Realism – Community Dialogue &amp; Class Activity</b></p> <ul style="list-style-type: none"> <li>The Melian Dialogue (Part 1)</li> <li>The Melian Dialogue (Part 2)</li> </ul> <p><b><u>SEPT 14: (MODULE 2) IR Theories in International Security</u></b>  <b>Neorealism/Structural Realism</b></p> <ul style="list-style-type: none"> <li>Kenneth Waltz, an excerpt from “Theory of International Politics”</li> <li>Schroeder, P. (1994). Historical reality vs. neo-realist theory. <i>International Security</i>, 19(1). 108-148.</li> </ul>	
5	Sept 19 & 21	<p><b><u>SEPT 19: (MODULE 2) IR Theories in International Security</u></b>  <b>Refinements &amp; Varieties of Realism</b></p> <ul style="list-style-type: none"> <li>Walt, S. M. (1985). Alliance formation and the balance of world power. <i>International security</i>, 3-43.</li> <li>Christensen, T. J., &amp; Snyder, J. (1990). Chain gangs and passed bucks: Predicting alliance patterns in multipolarity. <i>International organization</i>, 44(2), 137-168.</li> <li>Jervis, Robert. <i>Perception and misperception in international politics</i>. Princeton University Press, 1976: Chapter 1, “Perception and the Level of Analysis Problem,” 13-31. (16)</li> </ul> <p><b><u>SEPT 21: Collective Visioneer: Melding Ideas. Maximizing Impact Project</u></b></p> <ul style="list-style-type: none"> <li>Overview of the group project</li> </ul>	
6	Sept 26 & 28	<p><b><u>SEPT 26: (MODULE 3) IR Theories in International Security</u></b>  <b>Liberalism – Overview</b></p> <ul style="list-style-type: none"> <li>Michael W. Doyle, <i>Ways of War and Peace: Realism, Liberalism, and Socialism</i> (New York: W.W. Norton, 1997), pp. 205-212.</li> <li>Kant, Perpetual Peace</li> </ul> <p><b><u>SEPT 28: (MODULE 3) IR Theories in International Security</u></b>  <b>Liberalism – Democratic Peace</b></p> <ul style="list-style-type: none"> <li>Maoz, Z., &amp; Russett, B. (1993). Normative and structural causes of democratic peace, 1946-1986. <i>American Political Science Review</i>, 87(3), 624-638.</li> <li>Rosato, S. (2003). The flawed logic of democratic peace theory. <i>American political science review</i>, 97(4), 585-602.</li> </ul>	
7	Oct 3 & 5	<p><b><u>OCT 3: (MODULE 3) IR Theories in International Security</u></b>  <b>Liberalism – Domestic Groups &amp; Transnational Society</b></p> <ul style="list-style-type: none"> <li>Moravcsik, A. (1997). Taking preferences seriously: A liberal theory of international politics. <i>International organization</i>, 51(4), 513-553.</li> </ul> <p><b><u>OCT 5: (MODULE 3) IR Theories in International Security</u></b>  <b>Liberalism – Cooperation</b></p> <ul style="list-style-type: none"> <li>Axelrod, R. (1981). The emergence of cooperation among egoists. <i>American political science review</i>, 75(2), 306-318.</li> </ul>	

		<ul style="list-style-type: none"> <li>Axelrod, R., &amp; Hamilton, W. D. (1981). The evolution of cooperation. <i>science</i>, 211(4489), 1390-1396.</li> </ul>	
8	Oct 10 & 12	<p><b><u>OCT 10: (MODULE 3) IR Theories in International Security</u></b></p> <p><b>Liberalism – International Institutions &amp; Global Governance</b></p> <ul style="list-style-type: none"> <li>Keohane, R. O. (1998). International institutions: Can interdependence work?. <i>Foreign policy</i>, 82-194.</li> <li>John J. Mearsheimer, "The False Promise of International Institutions," <i>International Security</i>, Vol. 19, No. 3 (Winter 1994/95).</li> <li>Wendt, A. (1995). Constructing international politics. <i>International security</i>, 20(1), 71-81.</li> <li>Risse, Transnational Governance and Legitimacy</li> </ul> <p><b><u>OCT 12: (MODULE 4) IR Theories in International Security</u></b></p> <p><b>Constructivism</b></p> <ul style="list-style-type: none"> <li>Wendt, A. (1992). Anarchy is what states make of it: the social construction of power politics. <i>International organizations</i>, 46(2), 391-425.</li> <li>Peter Katzenstein, "Introduction: Alternative Perspectives on National Security," in Peter J. Katzenstein, ed., <i>The Culture of National Security: Norms and Identity in World Politics</i> (New York: Columbia University Press, 1996), pp. 1-32.</li> </ul>	
9	Oct 17 & 19	<p><b><u>OCT 17: (MODULE 5) What does war mean?</u></b></p> <ul style="list-style-type: none"> <li>von Clausewitz, C. (1976). Chapter 1. "What Is War?". <i>On War. Book I – On the Nature of War</i>.</li> </ul> <p><b><u>OCT 19: (MODULE 6) Causes of War</u></b></p> <ul style="list-style-type: none"> <li>Fearon, J. D. (1995). Rationalist explanations for war. <i>International organization</i>, 49(3), 379-414.</li> <li>Kirshner, J. (2000). Rationalist explanations for war?. <i>Security Studies</i>, 10(1), 143-150.</li> </ul>	
10	Oct 24 & 26	<b>OCT 24 &amp; 26: Collective Visioneer: Melding Ideas, Maximizing Impact Project</b>	
11	Oct 31 & Nov 2	<b>OCT 31 &amp; NOV 2: Collective Visioneer: Melding Ideas, Maximizing Impact Project</b>	
12	Nov 7 & 9	<p><b><u>NOV 7: (MODULE 7) Contemporary International Security Issues</u></b></p> <p><b>Digital security</b></p> <ul style="list-style-type: none"> <li>Watson, V. B., The fourth industrial revolution and its discontent: governance, big tech, and the digitization of geopolitics.</li> <li>How a Chatbot Went Rogue (Wall Street Journal)</li> <li>The Coming Age of AI-Powered Propaganda (Foreign Affairs)</li> <li>How Democracies Spy on Their Citizens (The New Yorker)</li> <li>Community dialogue: How do we respond to the AI revolution?</li> </ul> <p><b><u>NOV 9: (MODULE 8) Contemporary International Security Issues</u></b></p>	

		<b>Humanitarian Intervention</b> <ul style="list-style-type: none"> <li>• The case against humanitarian intervention (AEI)</li> <li>• Carpenter, C. (2013). Don't Call This a Humanitarian Intervention. <i>Foreign Policy</i>, 30.</li> <li>• Humanitarian Intervention Reconsidered: Lessons from Kosovo (Wilson Center)</li> <li>• Doing it Right: The Future of Humanitarian Intervention</li> <li>• <b>Community dialogue: To intervene or NOT to intervene?</b></li> </ul>	
13	Nov 14 & 16	<b>NOV 14: (MODULE 9) Contemporary International Security Issues</b> <b>Global migration and refugee crisis</b> <ul style="list-style-type: none"> <li>• The U.S. Immigration Debate</li> <li>• What the US can Learn from How Other Countries Handle Immigration</li> <li>• Migration: A Global Issue in Need of a Global Solution (IMF Blog)</li> <li>• Case Study: Rohingya Refugees <ul style="list-style-type: none"> <li>◦ Who are The Rohingya?</li> </ul> </li> <li>• Rohingya Refugees Demand Citizenship and Security</li> <li>• <b>Community dialogue: global migration debate &amp; refugee crisis</b></li> </ul> <b>NOV 16: (MODULE 10) Contemporary International Security Issues</b> <b>Whose Security? Mine? Yours? Theirs?</b> <ul style="list-style-type: none"> <li>• Hough Chapter 5 Identity, Society and Insecurity</li> <li>• Saleh, A. (2011). Broadening the concept of security: identity and societal security.</li> <li>• <b>Community dialogue: What's in an "identity"?</b></li> </ul>	
14	Nov 20 – 24	<b>THANKSGIVING BREAK!</b>	
15	Nov 28 & 30	<b>NOV 28: GS Class Simulation</b> <ul style="list-style-type: none"> <li>• Global Security decision-making simulation</li> </ul> <b>NOV 30: Group Project Presentation</b> <ul style="list-style-type: none"> <li>• Collective Visioneer: Melding Ideas, Maximizing Impact Project presentation</li> </ul>	
16	Dec 5 & 7	<b>DEC 5: Group Project Presentation</b> <ul style="list-style-type: none"> <li>• Collective Visioneer: Melding Ideas, Maximizing Impact Project presentation</li> </ul> <b>DEC 7: Course Wrap Up</b> <ul style="list-style-type: none"> <li>• Course feedback and reflection</li> </ul>	