Instructor: Dr. Thomas Preston    Fall Semester 2014
Office: 810 Johnson Tower
Office Hours: Tuesday/Thursday 11am-12pm
Or by appointment (335-5225 or tpreston@wsu.edu)
Class Time: Monday 2:10-5:00p.m.; COLL235

Course Description and Objectives
This seminar is designed to provide graduate students with a solid foundation in modern, post-Cold War security studies. The first section of the course will focus upon an in-depth review of the traditional security studies literature, covering topics such as: the nature of war and its conduct, "just war" and ethical standards, and various theories regarding the use of force, nuclear proliferation, and both conventional and nuclear deterrence. Both classical and contemporary works will be examined to provide students with an appropriate historical and theoretical background in international security. In addition, the course will focus attention on issues such as nuclear and biological terrorism, potential policy responses, and issues of crisis management. This course should provide an overview useful for those interested in academic careers and specializations in security studies, as well as for those with interests in pursuing careers in the practitioner community.

Course Requirements
Since there is only one graduate-level security studies course offered in our program, it is necessary to cover the extensive security literature in only one semester. As a result, this seminar has been carefully designed to provide students with a comprehensive overview of the most important debates and literature in modern security studies. Unfortunately, this requires an extensive reading load for the seminar in order to accomplish your security studies training. Taking this into account, this seminar places a substantial amount (25%) of the final grade on the active participation and demonstration by students during seminar discussions that they have read the assigned course materials (See the table below which illustrates how student participation is evaluated). Although challenging, it is only through such extensive coverage of the security literature that you will attain the competency required to develop a specialization in the field and be able to successfully market yourself as qualified to do either research or teaching in this area.

It is expected that students regularly attend seminar sessions, read the assigned weekly materials in advance, and actively participate in class discussions. In addition, each week, two students will be responsible for leading class discussions on the assigned readings. If there is a particular section you would be interested in focusing upon, please sign up for the discussant role for that week in advance with the instructor. There will be no exams or research papers in this course. However, students are required to write three 15 page literature critiques during the semester (75% of grade). These may be selected from ANY set of weekly readings the student chooses (from Weeks 2-14). Critiques are due in class on October 13th; November 10th; and December 8th. These critiques should include: (1) discussion of the overarching themes of the pieces (i.e., how do they fit together?); (2) what you see as the strengths of the pieces (i.e., their theoretical value, validity, applicability to the real world, etc.); (3) what you see as the weaknesses of the pieces; and (4) how or in what areas you believe the research could be improved (be specific). A detailed outline for the literature
critiques is included at the back of this syllabus. Given the heavy reading load, it is strongly recommended that students read ahead whenever possible. Late papers are heavily penalized (5% per day late beyond the deadline) and are not accepted at all if more than five days late. Of course, if you have extenuating circumstances (such as a prolonged illness or other personal problem), extensions may be granted, but only at the instructor's discretion. Extensions will not be given for those who put off writing their papers until close to the deadline and run out of time. Schedule your time well and work ahead so that you do not find yourself in a bind. If you are unsure of your critiques, the instructor is available during office hours to discuss drafts of papers with students before they are handed in for a final grade.

The final grade will be comprised of the following components:

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<td><strong>Three Critiques of Weekly Readings</strong> (Each 15 pages in length/worth 25% each)</td>
<td>75%</td>
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<td><strong>Active Seminar Participation</strong> (i.e., leading of seminar discussions; demonstration by student during seminar discussions that they have done assigned readings each week)</td>
<td>25%</td>
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<td><strong>Total</strong></td>
<td>100%</td>
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Seminar Participation Grading Index - (used to evaluate student participation during each class session throughout the semester).

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<th>Grade</th>
<th>Student Performance in Seminar Session</th>
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<tr>
<td>A</td>
<td>Active participation in seminar discussions PLUS substantial demonstration of having read the readings PLUS substantive demonstration of theoretical and/or critical thinking regarding the readings.</td>
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<td>A-</td>
<td>Active participation in seminar discussions PLUS demonstration of having read and understood the readings.</td>
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<td>B+</td>
<td>Limited participation in seminar discussions PLUS limited demonstration of having read and understood the readings.</td>
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<td>B</td>
<td>Limited participation in seminar discussions PLUS no effective demonstration of having read or understood the readings.</td>
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<td>C</td>
<td>No participation that session.</td>
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Required Texts & Readings

This seminar requires six books, listed below, which are available at the university bookstore. Very cheap paperbacks of Thucydides, Sun Tzu, and Clausewitz should be readily available. In fact, if you act fast, you may find very cheap, used paperback copies of all of these books on amazon.com.

(1) Thucydides. *The History of the Peloponnesian War.*

(2) Sun Tzu. *The Art of War.*
(3) Karl von Clausewitz. *On War.*


Readings denoted by an (*) next to the citation in your list of weekly readings in the syllabi are available online at the WSU Angel website (https://lms.wsu.edu/), which you can access as students by clicking onto the course. There are also optional, "suggested" readings listed for some weeks on your syllabi. You are NOT responsible for these in either seminar discussions or literature reviews. I have provided these optional readings purely in the spirit of providing those students interested in a particular topic additional materials of relevance.

**Code of Conduct**

The University Student Handbook states that students have the right to freedom of expression but that disruptive behavior in classes will not be permitted. You are expected to participate in classroom activities in a professional manner. Private discussions with other students, passing notes, reading newspapers, disruptive eating, sleeping, or persistently arriving late or leaving early constitute inappropriate classroom behavior. If you demonstrate such behavior, you will be verbally warned in class to cease. If you persist in disruptive or distracting behavior, formal action, in accordance with WSU policy, will be taken. Expectations for student assignments and participation are set by the course syllabus and are not negotiable. Students who decline to fulfill those expectations should select another course.

**Statement of Disability Policy**

Students with Disabilities: Reasonable accommodations are available for students with a documented disability. If you have a disability and need accommodations to fully participate in this class, please either visit or call the Access Center (Washington Building 217; 509-335-3417) to schedule an appointment with an Access Advisor. All accommodations MUST be approved through the Access Center.

**Academic Dishonesty: WAC 504-25-015 and WAC 504-25-315**

Academic integrity will be strongly enforced in this course. Any student caught cheating on any assignment will be given an F grade for the course and will be reported to the Office Student Standards and Accountability. I encourage you to work with classmates on assignments. However the guiding principle of academic integrity shall be that your submitted work, examinations, reports, and projects must be your own work. No copying will be accepted. Students who violate WSU's Standards of Conduct for Students will receive an F as a final grade in this course, will not have the option to withdraw from the course and will be reported to the Office Student Standards and Accountability. Cheating is defined in the Standards for Student Conduct WAC 504-26-010 (3). It is strongly suggested that you read and understand these definitions. You can learn more about Academic Integrity on your campus using the URL listed in the Academic Regulations section or to http://conduct.wsu.edu/academic-integrity-policies-and-resources. Please use these resources to ensure that you don’t inadvertently violate WSU's standard of conduct. “

**Safety and Emergency Notifications**

Washington State University is committed to enhancing the safety of the students, faculty, staff, and visitors. It is highly recommended that you review the Campus Safety Plan (http://safetyplan.wsu.edu/) and visit the Office of Emergency Management website (http://oem.wsu.edu/) for a comprehensive listing of university policies, procedures, statistics, and information related to campus safety, emergency management, and the health and welfare of the campus community.”
Guide to Writing PolSci 531 Critiques of the Security Literature

In this seminar, you will be required to write THREE critiques of the weekly course readings (15 pages in length each). The purpose of these writing assignments are four-fold: 1) **to help you to develop the skills you will need to complete your dissertations/theses and be successful in the political science profession** (i.e., to improve your understanding of the theoretical literature; to improve your ability to synthesize, compare, and contrast the arguments/findings in the literature; to develop the ability to both positively and negatively critique articles/theories, etc.); 2) **to prepare you for your preliminary examinations** (the better your reviews/critiques of the literature, the less work you will have to do to get ready for your exams); 3) **to improve you understanding of theory-building and methodology** (i.e., by seeing how research is designed in the articles in this course and by critically evaluating these efforts, students will gain a better understanding of how to go about their own research on dissertations, theses, conference papers, or articles); and 4) **to encourage active participation in weekly seminars and maximize your immediate learning of the material in this course** (if you have had to think about the readings for your paper, you are likely to get more out of the seminar discussions and be able to explore areas brought up in the readings you are curious/unsure about).

You will find that these critiques will make your revision for your prelims go much smoother because you will have put the time and thought into the material when you had the time (and lack of stress) to do the job well! I do not exaggerate when I say that you may be saving yourselves weeks of work later by putting in some effort now. Also, you may find these critiques useful for your dissertation/theses literature reviews or possibly for writing lectures for a graduate/undergraduate seminar in security in your first teaching job somewhere. Bottom-line: although it requires some work now, you will reap far greater benefits later down the road by taking these papers seriously and really putting some effort into them.
The Basic Elements You Should Include in Your Literature Critiques:

I.) What are the main argument(s)/finding(s) made by the author(s) in each article?
   - briefly and coherently summarize the main findings/arguments/assumptions in the articles.

II.) What are the strengths and weaknesses of the argument(s) made by the author(s)?

   strengths
   - addresses gap in literature/deals with interesting problem well (adds to our understanding of the topic and our efforts to build theory)
   - creative/well-thought out methodology or research design.
   - policy-relevant applications or theory-relevant findings.

   weaknesses
   - logical problems (inconsistent argument, tautologies, etc.)
   - methodological problems (measurement, operationalization, choice of cases, validity, etc.)
   - relevancy-validity problems (asks wrong question or one which doesn't really get at the real nature of the problem, use of faulty or unrealistic assumptions, etc.)

III.) Are there any overarching themes which can be discerned across the articles?
   - if all the articles were on deterrence theory - where do they agree/disagree with each other, what common problems/questions do they all address, did they share similar theoretical assumptions, etc.

IV.) Where do we go from here? - (critical thinking)
   - Do we know more (or less) about the subject as a result of these articles? Are you persuaded more by the arguments/findings of one author or another? Why?
   - How could the research be improved upon (theoretically, methodologically, relevancy-wise, etc.)
   - Present any ideas you might have regarding how you would look at the problem/question.

The better you address these FOUR SECTIONS in your critiques, the better your grade.
Seminar in Post-Cold War International Security

I. A New Conception of National Security?


Required Readings:
None

(No Class - Labor Day 9/1)

Week 3 (9/8): What is National Security & How Do We Know It When We See It?: Defining our concepts and moving to theory-building in security studies.

Required Readings:


Suggested Optional Readings:
II. The Causes & Nature of War -

Week 4 (9/15): Thucydides, Sun Tzu, and Clausewitz: Classical explanations of the origins of international conflict and the nature of war.

Required Readings:
- Thucydides. *The History of the Peloponnesian War*. (all)
- Sun Tzu. *The Art of War*. (all)
- *Bond, Brian (1998). The Pursuit of Victory from Napoleon to Saddam Hussein. New York: Oxford University Press: "Introduction" (pp.1-11); "Napoleon and the Decisive Battle" (pp.28-43); "The Napoleonic Legacy: The Influence of Jomini and Clausewitz" (pp.44-57).

Suggested Optional Readings:
- Machiavelli. *The Prince*. (all)

Week 5 (9/22): Debate Over Morality and Just/Unjust War.

Required Readings:
  - Taylor, Telford. "War Crimes," (pp.415-430); "Superior Orders and Reprisals," (pp.431-442); "Just and Unjust Wars," (pp.245-258); Krickus, Richard J. "On the Morality of Chemical/Biological War," (pp.487-503); Wheeler, Michael O. "Loyalty, Honor, and the Modern Military," (pp.179-188); Wakin, Malham M. "The Ethics of Leadership," (pp.197-217); Struckmeyer, Frederick R. "The 'Just War' and the Right of Self-Defense," (pp.273-284).

Suggested Optional Readings:
III. The Evolution of Deterrence Theory & Nuclear Strategy During the Cold War

Week 6 (9/29): The Evolution of Nuclear Deterrence Theory, the Utility of Nuclear Weapons, and the Debate Surrounding the ‘Nuclear Peace’.

Required Readings:
* All of the following from Art & Waltz (1993), The Use of Force: Military Power and International Politics (4th edition):
  "The Four Functions of Force," Art, (pp.3-11); "Nuclear Myths and Political Realities," Waltz, (pp.333-349); "Deterrence and Defense," Snyder, (pp.350-368).

Suggested Optional Readings:
Week 7 (10/6):  **The Debate Over Deterrence Success/Failure: Huth & Russett versus Lebow & Stein; Psychological Perspectives; and Recent Research.**

**Required Readings:**


**Suggested Optional Readings:**


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Week 8 (10/13):  **Conventional Deterrence and the "Limited" Use of Force in Post-Cold War Security Thinking.**

**Required Readings:**


**Suggested Optional Readings:**


Required Readings:


Suggested Optional Readings:


IV. Nuclear Proliferation and Weapons of Mass Destruction (WMDs): A Challenge to Deterrence & Realism?

Week 10 (10/27): The Nuclear Proliferation "Control School": Efforts to Prevent the Spread of WMDs through Control Regimes and Other Methods.

Required Readings:


Week 11 (11/3): The Debate Over Nuclear Proliferation and the Character of Its Threat to Existing State Security Relationships.

Required Readings:


Suggested Optional Readings:


Required Readings:

The Indian-Pakistani Nuclear Relationship

Week 13 (11/17): Biological Weapons Proliferation and Security: Overview of research on deterrence & security relating to bio-warfare and bio-terrorism.

Required Readings:

Suggested Optional Readings:

THANKSGIVING BREAK (11/24-11/28) - (No Classes)
Week 14 (12/1): Terrorism and the Challenge to Security Thinking.

Required Readings:


Optional Suggested Readings (not required):

V. The Perils of Crisis Management -


Required Readings:
- Blight, James G. (1992). The Shattered Crystal Ball: Fear and Learning in the Cuban Missile Crisis. (all)
- All of the following from Tuchman, Barbara W. (1962). The Guns of August. New York: The Macmillan Company:

Optional Suggested Readings (not required):