RINT 505/RPOS 582 Global Security
Class Meeting Time and Location: Monday, 5:45-9:25p, Milne 215
Office Hours and Location: 3:30-5:30p, Milne 220

Course Description:
This is a course about the nature, causes, effects, and prevention of war and political violence in the modern world. Students taking the course will be asked to critically analyze contemporary global security problems. How do modern armies fight and win wars? How dangerous is the proliferation of nuclear weapons? What causes terrorism? When do civil wars emerge and how do they end? How will new technologies change the global security environment? Political violence causes enormous suffering. The course aims to provide theoretical tools and analytical approaches to help make sense of why that suffering occurs, and the manner in which it can be alleviated.

Learning Objectives:
By the end of the course, all students should be able to
1. Identify key concepts in readings and describe the steps of an argument
2. Critically evaluate common readings in discussions with instructor and fellow students
3. Ask incisive questions of texts as well as of fellow seminar participants
4. Speak and write effectively about course topics in formats appropriate to career goals
5. Collaborate with a team to produce an effective analytical briefing

Prerequisites:
There are no formal prerequisites for the course, though students that have not taken RINT 501 Global Governance (or an equivalent course) should contact me.

Assignments and Grading:

Participation: 20%
Active participation includes both regular attendance in class and contribution to class discussion. Students should therefore complete all readings before attending class. Those students from the Albany campus using this course to meet the residency requirement will receive only partial credit for those class sessions that they do not attend in person.

“Restrepo” Reaction: 5%
In less than 250 words, discuss one scene, plot point, character, or theme in “Restrepo” that you believe has relevance to the broader study of violence and political aims. (Keep in mind, it is acceptable for you to argue that the movie misleads or mischaracterizes some issue.) Describe the scene and how it relates to broader issues. Due via e-mail (cclary@albany.edu) by January 30.

Discussion Questions: 10%
Each week (except for the first class), you will be expected to submit one discussion question on any of the readings assigned that week by no later than 5:00pm on Sunday (the day before class) via e-mail (cclary@albany.edu). The discussion question can reference multiple readings, or examine how a reading from that week relates to ideas or topics from an earlier week. They should be substantive questions on the assigned readings that you think would be useful to discuss in class. Questions that do not demonstrate engagement with the readings will not receive full credit.
Group Project Final Briefing: 20%
Students will be assigned to small groups. These groups will be tasked to evaluate a contemporary international security problem. Groups will be asked to give a 15-minute presentation toward the end of the semester on: (1) the major problems associated with the topic; (2) the relevant history of those problems; and (3) proposed policy solutions for the international community. Each student in the group should have a speaking role in that 15-minute presentation. After the prepared remarks, groups should be ready for up to 15 minutes of question and answer with the class. The group project grade will be composed of two equal components assessing the overall product and each individual student contribution.

- Iran
- South China Sea
- Pakistan
- Russia
- Israel/Palestine

Group Project Updates: 5%
Over the course of the semester, I will periodically ask the groups to “break out” during the class to provide me with a deliverable that same day. There will not be sufficient time during these breakout sessions for groups to create the final briefing, but these deliverables will permit feedback to improve that product.

Op-ed: 10%
Each student will be asked to write a short piece (no less than 800 and no more than 1,000 words) of persuasive public writing designed to engage a non-specialist audience. The op-ed ought to avoid technical language, succinctly explain the issue, and advocate for a (set of) policy recommendation(s).

Policy Memos: 30% (non-Political Science PhD Students)
Throughout the semester, each student will be asked to write three policy memos (each worth 10% of the final grade) relating to substantive issues we study in class. I have provided templates and a grading rubric on Blackboard. I will distribute writing prompts in the class session prior to that in which each policy memo is due.

or

Take-home Final Examination: 30% (Political Science PhD Students)
On May 8, I will distribute a “take home” final examination that will consist of six possible essay questions, of which I will ask you to respond to three. The examination will be open book, but I would ask that you not collaborate with others in formulating your responses. Responses should be approximately 5 to 7 pages in length for each essay question, and demonstrate mastery of the readings as well as other arguments and examples brought up in class discussion. Students should feel free to utilize arguments and evidence from outside the class, but engagement with arguments from the class will be an important component of the evaluation of the examination. The final examinations are due via e-mail (eclary@albany.edu) by Friday, May 12 at 11:59pm.
Required Texts


Course Schedule:

Week 1 – Introduction [January 23]

Week 2 – Violence and Political Aims [January 30]

Reading: [104 pages]


- Thomas Schelling, *Arms and Influence* (New Haven: Yale University Press, 1966), 1-34. [33]


Week 3 – Conventional Military Operations [February 6]

Reading: [174 pages]


Week 4 – Causes of War [February 13]

Reading: [103 pages]


Week 5 – Causes of Peace [February 20]

Reading: [129 pages]


Week 6 – Nuclear Weapons [February 27]

Reading: [144 pages]


Week 7 – North Korea [March 6]

Reading: [124 pages]

**Policy memo #1 due in class.**


Week 8 – NO CLASS (SPRING BREAK) [March 13]

Week 9 – Information Operations/Cyber Security [March 20]

*Reading*: [135 pages]


Week 10 – Civil Wars (Part 1) [March 27]

*Reading*: [142 pages]


Week 11 – Civil War (Part 2) [April 3]

*Reading*: [123 pages]


- Maria Stephan and Erica Chenowith, “Why Civil Resistance Works: The Strategic Logic of

Week 12 – NO CLASS (PASSOVER) [April 10]

Week 13 – Afghanistan [April 17]

| Policy memo #2 due in class. |

*Reading: [164 pages]*


Week 14 – Terrorism [April 24]

*Reading: [128 pages]*


Week 15 – Drones [May 1]

*Reading: [151 pages]*

| Op-ed due in class. |

| and |

| Group Project Final Briefings (part 1) |


Week 16 – ISIS [May 8]

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Readings: [160 pages]

Big Picture

Week 1 – Introduction [January 23]
Week 2 – Violence and Political Aims [January 30]
Week 3 – Conventional Military Operations [February 6]
Week 4 – Causes of War [February 13]
Week 5 – Causes of Peace [February 20]
Week 6 – Nuclear Weapons [February 27]
Week 7 – North Korea [March 6]
[policy memo #1 due]
Week 8 – NO CLASS (SPRING BREAK) [March 13]
Week 9 – Information Operations/Cyber Security [March 20]
Week 10 – Civil War (Part 1) [March 27]
Week 11 – Civil War (Part 2) [April 3]
Week 12 – NO CLASS (PASSEOVER) [April 10]
Week 13 – Afghanistan [April 17]
[policy memo #2 due]
Week 14 – Terrorism [April 24] - X
Week 15 – Drones [May 1]
[op-ed due]
[final briefings part 1]
Week 16 – ISIS [May 8]
[policy memo #3 due]
[final briefings part 2]