

UNIVERSITY OF TEXAS AT EL PASO
Pols 5347: Seminar in International Security (CRN: 17139)
Fall 2024

T 6:00pm-8:50pm, Benedict Hall 205

Instructor: Dr. Cigdem Sirin (Phonetic: Cheedém Shirin  Hear my name) / Pronouns: She|Her|Hers)
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Class Website: Blackboard through MyUTEP portal

COURSE OVERVIEW

This course examines classical and contemporary topics of security studies, particularly how the security of countries is affected by the behavior of other countries and non-state actors, with an emphasis on security policy. Topics include asymmetric warfare and international terrorism, nuclear proliferation, cyber security, human security, energy security, environmental security, border security, gendered approaches to international security, key security regimes, institutions, and actors, failed states, as well as civil conflicts and refugee crises.

LEARNING OUTCOMES

I believe, with adequate effort and willingness, all of you are capable of doing well in this course. By the end of this course, you can expect to accomplish the following learning outcomes:

- to master concepts and terms relevant to the scientific study of international security
- to apply and critique major theories and perspectives relevant to understanding the role of domestic and international arrangements that structure conflict, war, and peace
- to develop an advanced understanding of the literature in various areas of security studies
- to apply and critique a body of factual knowledge necessary for analyzing the role of historical, social, political, economic, and global forces on the maintenance and breakdown of international security
- to recognize and formulate testable hypotheses relevant to the scientific study of international security
- to recognize, identify, and apply empirical datasets and methodological approaches relevant for the scientific study of international security
- to develop foresight for situations and episodes where international security is at risk

OBJECTIVES FOR PROFESSIONALISM

It is essential that utmost respect and professionalism be adhered in all exchanges between class members. This is a political science course and we will be at times discussing sensitive and controversial topics. In our discussions, avoid any unnecessary arguments with other class members, such as political polemical arguments (e.g., negative partisan talking points targeting those of opposing ideological perspectives and/or particular political figures) or, even worse, personal attacks on others for having different views.

No inappropriate behavior will be tolerated. Unprofessional conduct will be dealt with swiftly through the university and it is at the professor's full discretion to have a student dropped from the course for any inappropriate behavior.

GRADING POLICY

Your final grade in this class will be based on the following requirements:

Course Requirements	Due Dates	Weight
Midterm Exam	10/06	25%
Research Paper	12/08	25%
Project Presentations	12/03	10%
Class Participation	All meetings (with two weekly talking points due on Mondays, 11:59pm)	40%

All grades (including the final grade) are based on the following distribution of points:

Points	Letter
≥ 89.50	A
79.50-89.49	B
69.50-79.49	C
59.50-69.49	D
≤ 59.49	F

REQUIRED READINGS

Each week, there will be required scholarly readings as listed in the course schedule section of this syllabus. All these items are available on Blackboard in the "Readings" folder.

MIDTERM EXAM

There will be a midterm exam with open-ended questions that will require answers in the form of short essays. The exam will be open-book, open-notes. Your exam score will constitute 25% of your final grade. The exam should be submitted electronically via "SafeAssign" (embedded in Blackboard), which is an online originality checking service made available by UTEP by the designated due date and time. Exams submitted late without an excuse will lose 10 points (1 letter grade) per day (including weekends).

RESEARCH PAPER

The purpose of this course is to introduce you to the key aspects of international security. An important part of this goal is to help you develop the theoretical and methodological skills necessary to grasp these dynamics. In line with this goal, you will write a research paper, which will constitute 25% of your final grade.

The research paper task involves the development and systematic testing of one or more **causal** hypotheses on an international security issue of your choosing. This paper may be quantitative or

qualitative in nature, depending on the nature of the question and the student's methodological training, yet it must be theoretical and analytical in nature rather than merely descriptive.

- Topics must be approved by me. You should inform me about your paper topic by e-mail by **Sunday, September 15 @11:59pm** at the latest or you will lose 5 points.
- A paper proposal is due on **Sunday, October 6 @11:59pm**. This is worth 5% of the research paper grade. This proposal will involve a brief (2-3 pages) description of the paper topic, including a statement of what you plan to study (the dependent variable), a suggestion of the basic theoretical logic and expectations (the independent variables), and a brief discussion of how you plan to study this topic (including some preliminary notes about the data or other sources to be used).
- The paper should be double-spaced; minimum 10-maximum 20 pages long (not counting the front sheet and references); typed in 12-point Times New Roman font; with 1-inch margins, and numbered. Papers that are single-spaced, too long or too short, not numbered, that use wider or narrower margins, or which use very large or very small fonts to stay within the page limit will lose penalty points depending on the severity of rule violation.
- There should be no more than two extensive quotations (in excess of three lines of text)
- Make sure you are aware of the scholarly pitfalls of plagiarism, which are discussed in detail in the document on academic misconduct (available on Blackboard). Specifically, whenever you use an idea or information from another source, you must give credit to the author by properly citing her/him *within the text*. Not doing so constitutes an act of plagiarism.
- The formatting of your paper should follow the *American Political Science Association* (APSA) style. Specifically, you are required to carefully read the document on citation and reference requirements (also available on Blackboard) and employ these formatting rules for your research paper. Inaccurate citation/reference format = 5-15% penalty (depending on severity)
- You must provide at least fifteen scholarly sources (academic books and articles) or you will lose 5 points for each missing source. You are free to cite weekly readings but they should be in addition to these 15 scholarly sources you will identify. If you are unclear about what constitutes a scholarly book or article, feel free to check in with me (for example, Wikipedia is not a scholarly source, nor are magazines and news outlets such as the Economist or the New York Times).
- Grades will also be based on the clarity of the writing (i.e., lack of spelling and grammar errors, organization, appropriate tone of writing). Please note that The University Writing Center (UWC) provides writing assistance to all UTEP students.
- The essay should be submitted electronically by the designated due date and time via "SafeAssign." Essays submitted late will lose 10 points (1 letter grade) per day.

PROJECT PRESENTATIONS

Each student will present their research paper in class, which will constitute 10% of their final course grade. The presentations should use PowerPoint and should not exceed 15 minutes (plus 5 minutes of Q&A).

CLASS PARTICIPATION

Class participation grade will comprise 40% of your course grade and will be based on the following criteria:

- Attendance and participation in seminar discussions (15%)
- Performance as a discussion leader (10%)
- Weekly talking points (15%)

I expect everyone to attend class on the scheduled dates and times. Keep in mind that class participation is more than just attending the class meetings—you should come to class alert, be willing to ask and answer questions, and contribute intellectually to class discussions. To do so, you should complete the assigned readings before each class meeting. Exams will cover material from the readings and the lectures, so doing just one or the other will leave you at a disadvantage.

Discussion Leader Duty

During the course of the semester, each student will have the opportunity to lead the seminar discussions. Specifically, the discussion leaders will briefly present and critique that week's readings to set the stage for class discussion on the topic. The leaders are also expected to comment on other students' talking points.

Weekly Talking Points

Beginning from the second week of the semester, each student will be required to submit two "talking points" on each week's readings. These talking points will help shape the seminar discussions, so they should be the most interesting questions or arguments that the student has identified based on the week's readings. They should be submitted in the form of a short paragraph outlining the question or argument (minimum 200-maximum 500 words). Each talking point should refer to one or more specific sections of the weekly readings with specific page references. Each talking point should refer to a different chapter or article from the weekly readings. The talking points must be submitted on Blackboard by **Monday @11:59pm each week**.

EXCUSED ABSENCES AND EXCUSE FOR LATE WORK

I will excuse absences and late work when a student participates in an official university-recognized activity, observes a recognized religious holiday of their faith that happens to coincide with a class session, is called to and participates in active military service for a reasonably brief period, or confronts a medical emergency. To be excused, please notify me in writing prior to the date of absence if possible. That said, in cases where advance notification is not feasible (e.g. a medical emergency or lack of childcare), please provide notification as soon as possible following your absence. *If available*, please also provide satisfactory documentation verifying the reason for the absence (such as a doctor's note) for my records. According to UTEP Curriculum and Classroom Policies, "When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of "W" before the course drop deadline and with a grade of "F" after the course drop deadline."

CLASSROOM AND E-MAIL PROTOCOL

The best way to contact me is via UTEP e-mail. I will make every attempt to respond to your e-mail within 24 hours of receipt during weekdays. I will respond to weekend messages by Monday at the latest. When e-mailing me, please make sure to provide the course number, your first and last name, and your university identification number for verification purposes.

DIVERSITY

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socio-economic status, race/ethnicity, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally and/or for other students.

ACCESSIBILITY

It is my goal to create a learning experience that is as accessible as possible. If you anticipate any issues related to the format, materials, or requirements of this course, please meet with me outside of class so we can explore potential options. Students with disabilities may wish to work with the Center for Accommodations and Support Services (CASS) to discuss a range of options to removing barriers in this course, including official accommodations. Students who become pregnant or have parenting responsibilities may also request reasonable accommodations. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. For more information, please visit: <https://www.utep.edu/titleix/pregnancy-and-parenting.html>. Contact the CASS at 915-747-5148, email them at cass@utep.edu, or apply for accommodations online via the CASS portal. If you have already been approved for accommodations through the CASS, please inform me as soon as possible so we can develop an implementation plan together.

LAND ACKNOWLEDGEMENT STATEMENT

As members of the University of Texas at El Paso community, we acknowledge that we are meeting on unceded Indigenous land. We would like to recognize and pay our respects to the Indigenous people with long ties to the immediate region: Lipan Apache, Mescalero Apache, Piro, Manso, Suma, Jumano, Ysleta del Sur Pueblo, Piro/Manso/Tiwa Indian Tribe of the Pueblo of San Juan de Guadalupe, and Tortugas Pueblo. We also acknowledge the nations whose territories include present day Texas: the Carrizo & Comecrudo, Coahuiltecan, Caddo, Tonkawa, Comanche, Alabama-Coushatta, Kickapoo, and the peoples of Chihuahua and northern Mexico from whom most/many of our students descend, such as the Rarámuri, Tepehuan, Wixarrika and Nahuatlaca peoples. Finally, we recognize all of the American Indian and Indigenous Peoples and communities who have been or have become a part of these lands and territories here in Paso del Norte, on Turtle Island. The University of Texas at El Paso honors your history and cultures and we seek greater awareness of the myriad ways in which your legacy can guide us in fruitful partnerships and mutually fulfilling relationships.

ACADEMIC DISHONESTY AND MISCONDUCT

Academic misconduct and dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. This includes, but is not limited to cheating, collusion, and plagiarism. Cheating may involve copying from or providing information to another student and possessing unauthorized materials during a test. Collusion involves collaborating with another person to commit any academically dishonest act. Plagiarism is commonly defined as passing off the ideas, works, writing, etc., of another person as your own. Accordingly, you are committing plagiarism if you copy the work of another person and turn it in as your own work, even if you have the permission of that person. If you are unsure whether a citation is required, err on the side of caution and provide one. A document detailing different forms of plagiarism is provided on Blackboard. Just as the Internet has made it easier to find material, it has also made it easier to trace the source of any written work. All written work submitted for this course will be checked by the instructor for originality via *SafeAssign*—an online originality checking service made available by UTEP.

Any act of academic misconduct and dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions. Refer to <https://www.utep.edu/hoop/section-2/student-conduct-and-discipline.html> for further information.

AI is Prohibited

Use of AI technologies or automated tools, particularly generative AI such as ChatGPT or DALL-E, is ***not allowed*** for assignments in this class. Each student is expected to use critical and creative thinking skills to complete tasks and not rely on computer-generated ideas. Any use of AI-generated materials submitted as one's own original work will be treated as plagiarism and reported to UTEP's [Office of Community Standards](#).

COPYRIGHT STATEMENT FOR COURSE MATERIALS

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

ALTERNATE MEANS OF SUBMITTING WORK IN CASE OF TECHNICAL ISSUES

I strongly suggest that you submit your work with plenty of time to spare in the event that you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work (answers to discussion points, quizzes, exams, and essays) in a separate Word document as a back-up. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through the course website, please contact the UTEP [Help Desk](#). You can email me (cigdemsirin@utep.edu) your back-up document as a last resort.

SOFTWARE REQUIREMENTS

You will need the following software on your computer to work efficiently in this course (your computer may already have some of these programs installed):

- Microsoft Office. If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

RESOURCES FOR ASSISTANCE

UTEP provides a variety of student services and support. Please refer to the QR code below for a listing of campus resources or visit https://www.utep.edu/advising/student_resources/student-success-resource-hub.html.



COURSE SCHEDULE AND READING ASSIGNMENTS*

08/27 Week 1. Welcome and Course Introduction

09/03 Week 2. Conceptualization, Theories, and Methodologies of International Security

Baldwin, David A. "The concept of security." *Review of International Studies* 23.1 (1997): 5-26.

Buzan, Barry, and Ole Waever. "Theories and histories about the structure of international security." In *Regions and powers: The structure of international security*. Vol. 91. Cambridge University Press, 2003.

Hough, Peter, Shahin Malik, Andrew Moran, and Bruce Pilbeam. *International Security Studies: Theory and Practice*. Routledge, 2015. Chapters 1-2.

Paris, Roland. "Human security: Paradigm shift or hot air?" *International Security* 26.2 (2001): 87-102.

Wilcox, Lauren. "Securing methods, practicing critique: A review of methods and Critical Security Studies." *International Studies Review* 18.4 (2016): 702-713.

09/10 Week 3. Security Regimes, Institutions, and Actors

Doyle, Michael W., and Nicholas Sambanis. *Making war and building peace: United Nations peace operations*. Princeton University Press, 2006. Chapters 1-2.

Flockhart, Trine. "NATO in the multi-order world." *International Affairs* 100.2 (2024): 471-489.

Jervis, Robert. "Security regimes." *International Organization* 36.2 (1982): 357-378.

Layne, Christopher. "This time it's real: The end of unipolarity and the Pax Americana." *International Studies Quarterly* 56.1 (2012): 203-213.

Singer, Peter W. "Corporate warriors: The rise of the privatized military industry and its ramifications for international security." *International Security* 26.3 (2001): 186-220.

Contemporary Issues in International Security

09/17 Week 4. Asymmetric Warfare and International Terrorism

Abrahms, Max. "What terrorists really want: Terrorist motives and counterterrorism strategy." *International Security* 32.4 (2008): 78-105.

Arreguin-Toft, Ivan. "How the weak win wars: A theory of asymmetric conflict." *International Security* 26.1 (2001): 93-128.

Cronin, Audrey Kurth. "Behind the curve: Globalization and international terrorism." *International Security* 27.3 (2002): 30-58.

Kydd, Andrew H., and Barbara F. Walter. "The strategies of terrorism." *International Security* 31.1 (2006): 49-80.

Pape, Robert A. "The strategic logic of suicide terrorism." *American Political Science Review* 97.3 (2003): 343-361.

*Note: This is a provisional schedule of our course. With advanced notice, I may introduce specific changes based on progress in class.

09/24 Week 5. Nuclear Security

- Kaplow, Jeffrey M. "The changing face of nuclear proliferation." *International Studies Quarterly* 68.2 (2024): 1-14.
- Levi, Michael A. *On nuclear terrorism*. Harvard University Press, 2009. Chapters 1-2.
- Lieber, Keir A., and Daryl G. Press. "The end of MAD? The nuclear dimension of US primacy." *International Security* 30.4 (2006): 7-44.
- Powell, Robert. "Nuclear brinkmanship, limited war, and military power." *International Organization* 69.3 (2015): 589-626.
- Sagan, Scott D. "Why do states build nuclear weapons? Three models in search of a bomb." *International Security* 21.3 (1996): 54-86.

10/01 Week 6. Independent Work Week

No class due to invited talk

Midterm exam and paper proposals due by Sunday, October 6, 11:59pm.

10/08 Week 7. Cyber Security

- Eriksson, Johan, and Giampiero Giacomello. "The information revolution, security, and international relations: (IR)relevant theory?" *International Political Science Review* 27.3 (2006): 221-244.
- Gartzke, Erik. "The myth of cyberwar: Bringing war in cyberspace back down to earth." *International Security* 38.2 (2013): 41-73.
- Kello, Lucas. "The meaning of the Cyber Revolution: Perils to theory and statecraft." *International Security* 38.2 (2013): 7-40.
- Liff, Adam P. "Cyberwar: A new 'absolute weapon'? The proliferation of cyberwarfare capabilities and interstate war." *Journal of Strategic Studies* 35.3 (2012): 401-428.
- Oppenheimer, Harry. "How the process of discovering cyberattacks biases our understanding of cybersecurity." *Journal of Peace Research* 61.1 (2024): 28-43.

10/15 Week 8. Border Security, Globalization, and Immigration

- Adamson, Fiona B. "Crossing borders: International migration and national security." *International Security* 31.1 (2006): 165-199.
- Andreas, Peter. "Redrawing the line: Borders and security in the twenty-first century." *International Security* 28.2 (2003): 78-111.
- Berdal, Mats R. *Transnational organized crime and international security: Business as usual?* Lynne Rienner Publishers, 2002.
- Christensen, Thomas J. "Mutually Assured Disruption: Globalization, Security, and the Dangers of Decoupling." *World Politics* (2024): 1-19.
- Walter, Andrew. "Open economy politics and international security dynamics: Explaining international cooperation in financial crises." *European Journal of International Relations* 22.2 (2016): 289-312.

10/22 Week 9. Failed States, Failing States, States in Transition, and States in Crisis

- Krasner, Stephen D. "Sharing sovereignty: New institutions for collapsed and failing states." *International Security* 29.2 (2004): 85-120.
- Mansfield, Edward D., and Jack Snyder. "Democratization and the danger of war." *International Security* 20.1 (1995): 5-38.
- Patrick, Stewart. "'Failed' states and global security: Empirical questions and policy dilemmas." *International Studies Review* 9.4 (2007): 644-662.
- Piazza, James A. "Incubators of terror: Do failed and failing states promote transnational terrorism?" *International Studies Quarterly* 52.3 (2008): 469-488.
- Saideman, Stephen M. "When conflict spreads: Arab Spring and the limits of diffusion." *International Interactions* 38.5 (2012): 713-722.

10/29 Week 10. Security and Gender

- Hansen, Lene. "Gender, nation, rape: Bosnia and the construction of security." *International Feminist Journal of Politics* 3.1 (2000): 55-75.
- Hudson, Valerie M., Mary Caprioli, Bonnie Ballif-Spanvill, Rose McDermott, and Chad F. Emmett. "The heart of the matter: The security of women and the security of states." *International Security* 33.3 (2009): 7-45.
- Lobasz, Jennifer K. "Beyond border security: Feminist approaches to human trafficking." *Security Studies* 18.2 (2009): 319-344.
- Sjoberg, Laura, ed. *Gender and international security: Feminist perspectives*. Routledge, 2009. Introduction.
- Wibben, Annick T.R. "Feminist politics in feminist security studies." *Politics & Gender* 7.4 (2011): 590-595.

11/05 Week 11. Security and Regional Integration/Disintegration

- Faleg, Giovanni (2016) *The Implications of Brexit for the EU's Common Security and Defence Policy*. CEPS Commentary, 26 July 2016. [Policy Paper]
- Francis, David J. "Linking peace, security and developmental regionalism: Regional economic and security integration in Africa." *Journal of Peacebuilding & Development* 2.3 (2006): 7-20.
- Haftel, Yoram Z. "Designing for peace: Regional integration arrangements, institutional variation, and militarized interstate disputes." *International Organization* 61.1 (2007): 217-237.
- Hurrell, Andrew. "One world? Many worlds? The place of regions in the study of international society." *International Affairs* 83.1 (2007): 127-146.
- Webber, Douglas. "How likely is it that the European Union will disintegrate? A critical analysis of competing theoretical perspectives." *European Journal of International Relations* 20.2 (2014): 341-365.

11/12 Week 12. Health Security

- Albert, Craig Douglas. "Introduction to the Special Issue—COVID-19, international relations,

- and security studies: Has the pandemic altered the study and practice of international security?" *Politics and the Life Sciences* 43.1 (2024): 4-10.
- Davies, Sara E. "Securitizing infectious disease." *International Affairs* 84.2 (2008): 295- 313.
- Heymann, David L., et al. "Global health security: The wider lessons from the West African Ebola virus disease epidemic." *The Lancet* 385.9980 (2015): 1884-1901.
- McInnes, Colin, and Kelley Lee. "Health, security and foreign policy." *Review of International Studies* 32.1 (2006): 5-23.
- Rushton, Simon. "Global health security: Security for whom? Security from what?" *Political Studies* 59.4 (2011): 779-796.
- Youde, Jeremy. "Enter the fourth horseman: Health security and international relations theory." *Whitehead Journal of Diplomacy and International Relations* 6 (2005): 193-208.
- Recommended: ["Infectious disease and national security special issue."](#) *Politics and the Life Sciences* 43.1 (2024).

11/19 Week 13. Environmental Security and Energy Security

- Barnett, Jon, and W. Neil Adger. "Climate change, human security and violent conflict." *Political Geography* 26.6 (2007): 639-655.
- Ciută, Felix. "Conceptual notes on energy security: Total or banal security?" *Security Dialogue* 41.2 (2010): 123-144.
- Glaser, Charles L. "How oil influences US national security." *International Security* 38.2 (2013): 112-146.
- Gleick, Peter H. "Water and conflict: Fresh water resources and international security." *International Security* 18.1 (1993): 79-112.
- Homer-Dixon, Thomas F. "On the threshold: Environmental changes as causes of acute conflict." *International Security* 16.2 (1991): 76-116.
- Levy, Marc A. "Is the environment a national security issue?" *International Security* 20.2 (1995): 35-62.

11/26 Week 14. Civil Wars and Refugee Crises

- Ainley, Kirsten. "The Responsibility to Protect and the International Criminal Court: Counteracting the crisis." *International Affairs* 91.1 (2015): 37-54.
- Lischer, Sarah Kenyon. "Security and displacement in Iraq: Responding to the forced migration crisis." *International Security* 33.2 (2008): 95-119.
- Little, Adrian, and Nick Vaughan-Williams. "Stopping boats, saving lives, securing subjects: Humanitarian borders in Europe and Australia." *European Journal of International Relations* (2016)
- Salehyan, Idean. "The externalities of civil strife: Refugees as a source of international conflict." *American Journal of Political Science* 52.4 (2008): 787-801.
- Weiner, Myron. "Bad neighbors, bad neighborhoods: An inquiry into the causes of refugee flows." *International Security* 21.1 (1996): 5-42.

12/03 Week 15. Student Presentations