

**POLS 3155**  
**National Security Policy**  
**Fall 2018**

Professor: Hanna Samir Kassab, Ph.D.  
Location: Brewster D-310  
Time: Tuesdays and Thursdays 12:30-1:45

Office Hours: Mondays  
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**Description**

Security is a contested concept in the field of International Relations. What constitutes security? What about threats? What or who should be secured? Is security zero-sum? What threats garner the attention of actors desiring security? Should we move beyond the state? This course will try to answer these important questions through theoretical and empirical analyses.

This course introduces students to the issues effecting international security. It discusses the evolution of security, from its state centered approach to today's non-state focus. Traditional realist concepts of security have an inherent state focus. Threats to the state sovereign is at the forefront of analysis as realists posit that the primary concern of states has been survival, autonomy and protection from external forces. Internal balancing (investments in arms buildup) and external balancing (formulating alliances) attempt to create security for states to survive against threats from other states living in the international system. Richard Ullman proposes a broader approach to security, one that focuses on other aspects of security as opposed to a state and military centered approach. He puts forward the notion of national security as any obstruction of state autonomy and any degradation of human life. Further, military security can be negative sum because of the security dilemma as everyone is made worse off. Feminist conceptions of security analysis follow similar logic. Critical Security scholars deconstruct the state and the state system and argue that the state is an exclusionary force that creates life for those inside and destroys life for those outside. These theoretical frameworks are essential to illustrate the second part of the course which deals with specific threats.

This course introduces students to the issues effecting international security. We shall study state centric threats such as: conventional, nuclear, biological, chemical and cyber weapons. We shall study non-state, transnational threats such as terrorism, drug trafficking, nationalist groups and other ideological groups. We hope to discuss other non-violent threats that undermine the security of individuals: environmental devastation and economic instability, more specifically, structural violence.

By the end of the course, students should have:

- 1) A comprehensive understanding of security and the theories which intend to examine and understand global phenomena.
- 2) An appreciation for theory as tools to examine specific threats to international security
- 3) The ability to assess these literatures critically
- 4) The ability to contrast and compare different 'paradigms' in IR
- 5) The ability to engage in a mutual exercise of sharpening our knowledge and skills in the spirit of constructive critique, dialogue, and engagement

### **IN CASE OF EMERGENCY:**

If there were to be a weather or other emergency, students can get information from ECU emergency notices at [www.ecu.edu/alert](http://www.ecu.edu/alert) or by calling 252-328-0062. In the event of a prolonged closing of the school, students should continue to check in on Blackboard to see if there are any updates about this course.

### **DISABILITY SERVICES**

East Carolina University seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a covered disability must go to the Department for Disability Support Services located in Slay 138 to verify the disability before any accommodations can occur. The telephone number is 252-737-1016.

### **Class Organization**

The class will follow a seminar format. I will begin by providing an overview of the material, highlighting the main conceptual issues but I will expect all students to engage actively and meaningfully in class discussions.

In addition, all students will be responsible for two written presentations, analyzing the readings and addressing a specific question on the topic of their choice. The outline in part C provides at topics covered in the course. Students write an essay and prepare a presentation for each of these.

### **Required Books:**

Smith, Michael 2010 *International Security: Politics, Policy, Prospects*, Palgrave Macmillan

Fierke, K, M 2007 *Critical Approaches to International Security*, Polity

Hughs, Christopher and Lai, Meng 2011 *Security Studies: A Reader*, Routledge

A list of supplementary academic, journal articles and news articles deemed important for the field.

**Other:**

**Students must keep up with current events to apply theories and frameworks.**

**REQUIREMENTS**

Participation: 10%

One presentation: 20%

Essay: 40%

    First outline: 5% due September 25

    Second outline: 15% presentation of paper as of October 18

    Final paper: 20% due November 29

Final Exam (multiple choice): 30%

**PLUS/MINUS GRADING SYSTEM**

93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
< 60	F

**SEMESTER ASSIGNMENTS**

**A. Attendance, Class Participation and Reading Assignments:**

It is *essential that students come to each class having read the assigned reading material*. Class sessions – both the lectures and the discussion groups – are intended to clarify and supplement the readings. They will not replicate the readings exactly or completely.

**B. Reading Assignments:**

Since the course will be conducted in a manner to encourage student involvement, students will be expected to have read the reading assignments prior to class sessions and to discuss the central

points in discussion in class. Class participation, which presumes on-time attendance in class, will count as *ten percent* of the course grade.

### **C. Presentations**

Each student will do ONE in class presentations, 10 minutes each, on the topic of that day. Grade will be based on thoroughness as well as following question/answer period after.

### **D. Written Projects:**

Students will each select a current [not historical] threat issue concerning the globe about which they will become especially knowledgeable. The papers are to be primarily **analytical**, not merely descriptive. Potential topics might include:

- the emerging security policy of an individual country, or group of countries, and the factors that explain it
- systemic war
- inter-state conflict
- civil war
- nationalist conflict
- ideological conflict
- terrorism
- organized crime
- health and disease
- economic instability
- environmental degradation
- cyber-warfare
- humanitarian intervention

During the course of the semester, students will write a major research paper worth forty percent of the course grade and **due in class on the mentioned dates** (late papers will be downgraded by half a letter grade per day late).

Papers should be **ten to fifteen typewritten pages** in length (double-spaced) [*twenty to twenty-five pages for those receiving graduate or honors credit for the course*] and must be based, in part, on primary sources [defined here as documents, speeches, articles, analyses written by analysts or political figures from the region], not merely on secondary analyses. (The course will serve as a writing intensive course.)

Papers must be submitted in standard research paper format--i.e. title page, notes either at the bottom of the page or at the end of the paper, and a bibliography. Use the format given below for both notes and bibliography. It is assumed that due attention will be given to such concerns as spelling, grammar, appropriate word selection and neatness! Although primary consideration in evaluating the paper will be placed on content, logic of the argumentation, and evidence, stylistic concerns (i.e. spelling, grammar, syntax, etc.) will also be taken into account.

Most importantly, papers are not to be mere chronicles of historical developments. Rather, they are to present and support an analytically-based argument or explanation concerning the problem that has been selected as the focus of research.

As part of the paper project, students will be required submit a 1-2 page **proposal** concerning the paper **in class on 27 September**. The proposal should identify the topic, outline the key issues to be dealt with, indicate how those issues relate to central concerns of theoretical importance, and indicate the most relevant source materials already consulted for the project.

As an integral part of the paper project students will **PRESENT IN CLASS** (five minutes) on **18 October** a **five-page**, typewritten and double-spaced, **précis/outline** of the general argument of their projects This written paper should do the following: 1) state clearly the issue to be examined and indicate why it is important and why you have selected it as topic of research; 2) give a brief summary of the existing literature dealing with the topic and indicate the general conclusions reached in that literature, including both the areas of agreement and disagreement; and 3) indicate the basic argument of the paper, but need not provide the detailed evidence that will be employed in the final paper to support the argument. This presentation will be graded as a part of the entire research paper project.

#### **E. Course Rules and Honor Code:**

1. Academic integrity is a cornerstone value of the intellectual community at East Carolina University. Academic integrity ensures that students derive optimal benefit from their educational experience and their pursuit of knowledge. Violating the principle of academic integrity damages the reputation of the university and undermines its educational mission. Without the assurance of integrity in academic work, including research, degrees from the university lose value, and the world beyond campus (graduate schools, employers, colleagues, neighbors, etc.) learns that it cannot trust credits or a diploma earned at ECU. For these reasons, academic integrity is required of every ECU student. Maintaining the academic integrity of ECU is the responsibility of all members of the academic community. Faculty should ensure that submitted work accurately reflects the abilities of the individual student. Toward this end, faculty should—through both example and explicit instruction—instill in students a desire to maintain the university’s standards of academic integrity and provide students with strategies that they can use to avoid intentional or accidental violation of the academic integrity policy.
2. East Carolina University celebrates diversity among its faculty, staff, and students, and is committed to fostering respect for human difference and equal opportunities for all, regardless of membership in a University protected class. To that end, the Office of Equity, Diversity and Community Relations develops and implements equal employment opportunity policies and diversity programs. Information about the Office of Equity, Diversity and Community Relations programs and policies, the University’s protected classes and related non-discrimination policies and procedures may be found by visiting the Office’s Web site at [www.ecu.edu/edc](http://www.ecu.edu/edc). (FS Resolution #10-86, November 2010)

3. Arrive in class and be seated before class time.
4. In the classroom please turn off cell-phones. Dress appropriately: this is not the beach. Please dress in semi-professional attire
5. **No laptops.**
6. Only in the most serious of circumstances [serious personal illness, family emergency, and travel for unavoidable university business] will the primary instructor grant permission – which must be obtained in advance – to delay the due date for an assignment.
7. Students may request the grader to reassess exam questions that they believe have been inaccurately evaluated. Requests for re-evaluation must be submitted to the grader in writing [including via e-mail], within a week after the work is returned to students. The written statement must suggest and defend the grade that the student believes he/she deserves. Note that the initial responsibility for grading lies with the grader. Therefore, all questions about exams and other graded projects should be raised initially with the appropriate grader.
8. The professor is interested in helping you master the course materials. Your questions are invited in class, especially in the discussion sessions. Also, you are encouraged to take advantage of office hours to raise questions about materials covered in the course or about other matters. Also, e-mail is a wonderful way to pose questions and share materials; please be sure that you provide your current e-mail address.

## **COURSE OUTLINE: Assigned reading and assignments**

### **Week 1: August 21, 23**

Introduction

Smith: chapters 1

### **Week 2: August 28, 30**

Theoretical Concepts of Security I

Smith chapter 2,

Hughs et al, pages 5-24, 93-98

Fierke, Introduction, chapter 1

### **Week 3: September 4, 6**

Theoretical Concepts of Security II

Smith chapter 3

Hughs et al, pages 105-123

Fierke, chapter 2

**Week 4: September 11, 13****Class discussion of essay ideas**

Systemic war

Hughs et al, 130-150, 157-187

Gilpin, R. 1995. "The Theory of Hegemonic War." *The Journal of Interdisciplinary History* vol. 18, no. 4, (1988): 591–613 (journal article)

Kassab, Hanna Samir "The Case for a Foreign Policy Overhaul" in *Defense One*, 2014  
<<http://www.defenseone.com/ideas/2014/10/us-strategic-leaders-need-think-bigger-much-bigger/95957/?oref=d-river>>

**Week 5: September 18, 20**

Inter-state conflict

Smith chapter 4

Fierke chapter 4

Kassab, Hanna Samir "A Controversial Peace: Forcing Countries to Behave" in *International Policy Digest*, 2014

<<http://www.internationalpolicydigest.org/2014/12/18/a-controversial-peace-forcing-countries-to-behave/>>

**Week 6: September 25, 27****1<sup>st</sup> draft of essay due**

Intra-state conflict: civil war **and** nationalist conflict

Smith chapter 5

Fierke chapter 5

**Week 7: October 2, 4**

Terrorism and organized crime

Smith chapter 7, 8

Hughs et al, 406-427

**FALL BREAK****Week 8: October 9, 11**

Gender and Human Security

Hughs et al, 36-99

Fierke chapter 5, 7

**Week 9: October 16, 18****2<sup>nd</sup> draft of essay presentation**

Environmental and Health insecurity

Smith chapters 10, 11

Hughs et al, 246-254, 253-264, 271-277

**Week 10: October 23, 25**

Arms races and proliferation

Smith chapter 6

Hughs et al, 195-230

Fierke chapter 9

**Week 11: October 30, November 1**

**Class discussion of essay progress**

New forms of conflict: Cyber-warfare

Hughs et al, 230-245

Kassab, Hanna Samir. "In Search of Cyber Security: International Relations, Mutually Assured Destruction and the Age of Cyber Warfare" *Cyberspace and International Relations*. Springer, Bonn, 2013 (**article will be sent to students**)

"STUXNET: The Virus that Almost Started WW3"

<https://www.youtube.com/watch?v=7g0pi4J8auQ>

**Week 12: November 6, 8**

Critical conceptions of (in)security

Fierke chapter 6, 8

Kassab, Hanna Samir. "Political Self-Sacrifice: Agency Body and Emotion in international relations" by Fierke, Karin, reviewed in *International Journal*, 68(3). (2013): 520-522.

**Week 13: November 13, 15**

Global Governance: neutralizing threats

Hughs 297-356

**STUDENT CHOICE DOCUMENTARY: November 20**

**Week 14: THANKSGIVING BREAK**

**Week 15: November 27, 29**

**FINAL ESSAYS DUE**

Conclusions

Smith conclusions chapter

Hughs et al: 365-405

**FINAL EXAM:** Wednesday, December 5, 11:00 - 1:30.