

**SECS 6250**  
**Policy and Practice of Security via Distance Education**

Professor Hanna Samir Kassab

Office:

E-mail:

Students can email me to make an appointment for a Skype meeting. Most e-mails will be answered within the same day if received before 5:00pm otherwise within the first 24 hours.

Skype: hskassab

GO GREEN: SAVE A COPY OF THIS SYLLABUS IN YOUR DOCUMENTS BACKGROUND

**COURSE SUMMARY**

After the Cold War, security studies reemerged in a prominent way. Greater attention was focused on what it means to be secure and the policies that governments implement to guarantee security. Additionally, strategies and practices of security policies gained widespread attention and the lines between security studies, strategic studies, and international relations became blurred. The process of globalization led strategists and world leaders alike to reconsider their approaches to these fields, understanding that a wide array of influences factored into the decision-making processes. The overlap of topics related to security underscores the importance of the field and the centrality to international relations. Rather than considering these influences as different fields entirely, world leaders and academicians began to view them as different approaches. For example, the post-Cold War world has been marked by a reconsideration of the security problems of the developing world. No longer are they ignored or viewed through the prism of the East-West conflict but rather are considered within the particular geographic and cultural context from which they emerge. New questions are being raised about human security, globalization, and development. Additionally, we face increased demands for alternative energy and are confronted with the rising challenges of global pandemics that necessitate these nontraditional security considerations. Traditional issues of security, issues of military, political, and regime security are of utmost importance as the entire world is witnessing new threats on a daily basis. We may ask ourselves: Are we more secure today than three years ago? How do we define security? How have policy choices impacted foreign relations with other nations? How do gender, energy, climate, and globalization affect security? What are some of the long-term implications for regional and international security of the U.S.-led global war on terrorism? What might the future of security studies look like?

**DESCRIPTION AND PURPOSE OF COURSE** This course is an intensive study into the formation and implementation of security policy and is designed to give the student a comprehensive understanding of the contemporary issues that animate the field of security studies from the perspectives of policy makers and practitioners. This course will examine various approaches to security, the broadening and deepening of security, and the range of traditional and non-traditional issues that have emerged on national and international security agendas. While the focus of this course is global in scope, particular attention will be paid to Western systems of security as they continue to dominate the overall field.

### **COURSE GOAL**

The overall goal of the course is to further students' understanding of security policy approaches and processes and their impact on the practice of security both globally and domestically. This course serves as part of the core curriculum of the new Graduate Certificate in Security Studies, and the planned Master in Security Studies degree. It also complements other offerings in the Master's in Public Administration (MPA) degree program and Masters of Arts in International Studies (MAIS). In order to accomplish this goal, the course is designed to:

1. Expand the student's knowledge and comprehension about the U.S. national security and defense policy in theory and practice. 2. Evaluate the structure and transformation of U.S. national security policy through historical study of the process and methodology. 3. Evaluate our government's response to the current international environment and the impact of our national security policy goals on U.S. foreign relations with other nations around the world.

### **LEARNING OBJECTIVES**

After this course, the student should be able to:

- Understand and be able to discuss in detail the following topics: realism, offensive and defensive realism, liberalism, social constructivism, the evolution of peace studies, poststructuralism and its role in security, the role of gender in security considerations, the evolution of human security and its role in security policy formation, the impact of globalization on security, economic security policy, approaches to military security models, the role of national intelligence in the formation of security policy, the threat of terrorism, the link between health and security including bio-security, and the increases in transnational crime. In addition the student should be able to hypothesize about the future of security studies using key course concepts.
- Identify key documents and sources in the development of national and international security policy

- Understand the forces and influences in developing contemporary national and international security policy, in terms of inputs, outputs, and filters in a decision-making model
- Know the key players and organizations in national and international security policy.
- Comprehend the impact of current national and international security and related arguments and how it relates to our own homeland security.
- Demonstrate the ability to communicate ideas and values effectively, orally and in writing.
- Think critically – summarize information accurately, reduce information to meaningful components for analysis, perceive and create logical coherence and discernable themes and patterns across different bodies of information
- Gain intellectual flexibility and breadth of mind; be open to new ideas and information
- Last, but not least, be able to write on the topics related to national and international security.

## **READINGS AND BOOKS**

The following books will be required in the course:

Laura Neack, The New Foreign Policy: Complex Interactions, Competing Interests. New York: Rowman and Littlefield Publisher, Inc., 2014

Joyce P. Kaufman, A Concise History of U.S. Foreign Policy. New York: Rowman & Littlefield Publishers, Inc., 2006

Steve Smith, Amelia Hadfield, Tim Dunne, eds., Foreign Policy: Theories, Actors, Cases. New York: Oxford University Press, 2008.

**Current Event Sources:** This is a reading/writing extensive course. Students are supposed to study additional documents (to be posted to Blackboard) and related book chapters ahead of time. One key to active participation in this course is keeping up with current events and developments in United States foreign policy and world affairs. We will discuss these issues regularly through Blackboard discussion forum.

**Students are expected to monitor the news through one or more outlets, including, but not limited to:**

British Broadcasting Corporation: [www.bbc.co.uk/worldservice/index.shtml](http://www.bbc.co.uk/worldservice/index.shtml)

Financial Times: <http://news.ft.com/world>

The New York Times: <http://www.nytimes.com/pages/world/index.html>

Washington Post: <http://www.washingtonpost.com/wp-dyn/content/world>

Foreign Affairs: <http://www.foreignaffairs.org>

Foreign Policy in Focus: <http://www.fpif.org>

The National Interest: <http://www.nationalinterest.org>

Foreign Policy Association: <http://www.fpa.org>

Council on Foreign Relations: <http://www.cfr.org>

Time Magazine: [www.time.com/time](http://www.time.com/time)

Newsweek Magazine: [www.msnbc.com/news/NW-front\\_Front.asp](http://www.msnbc.com/news/NW-front_Front.asp) U.S. News and World Report: [www.usnews.com/usnews](http://www.usnews.com/usnews)

International Institute for Strategic Studies: <http://www.iiss.org/>

Centre for Strategic and International Studies: <http://csis.org/> International Relations and Security Network: <http://www.isn.ethz.ch/>

Security Studies Journal: <http://www.tandf.co.uk/journals/titles/09636412.asp>

Center for Peace and Security Studies: <http://ssp.georgetown.edu/> Institute for Security Studies: <http://www.iss.co.za/>

Final Paper (an outline to be submitted by each student by given deadlines. Students are required to write a final term paper based on additional research work. 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

**Note: Always save your file with your name and assignment number before uploading it to the blackboard. Example: Smith-1.doc Smith-2.doc ...etc**

Typing Style: Direct citation is preferred to indirect citation; Chicago Style (footnotes) is my preferred method, but any of the following methods are equally acceptable: 1- Security Studies Program Guidelines for Writing January 9, 2012 (posted to Blackboard) or: 2- APA (in text citation), \* No citation from Wikipedia, dictionaries or any type of encyclopedia will be acceptable.

For a full methodological guideline on Chicago style of citation look at: [http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html) Blackboard: All reading materials –other than books (that should be purchased by the students) will be posted to the course's blackboard site. You are required to submit your assignments via the Blackboard / Safeassign area only. Therefore make sure you are familiar with the technology and also regularly check your e-mail and the blackboard for new weekly documents, announcements, as well as discussion forum questions. All assignments have to be submitted by the day and time mentioned in the syllabus. No deadline will be compromised.

Attention: DO NOT save your files in the normal format that Microsoft office document saves automatically [docx]. Docx format cannot be uploaded to the Blackboard Safeassign. You need to open the dropdown box and save it in word 1997-2003 formats.

If you encounter technical problems with the Blackboard you can e-mail your work – before the deadline- to my email. However you need to upload your work to the blackboard when the technical problem has been solved, otherwise it will not be graded. To get help on your technical problems contact ITC help desk: <http://www.ecu.edu/cs-itcs/help.cfm>

### **Assessment:**

The following point system will be applied for grading:

- Two short essays, (1400 -1500 words): 20% (open and due any time prior to final day)
- Working draft due (October 19): 20%
- Full participation in: five different discussions (Blackboard) = 25% points. (5% for each)
- Final Term Paper Outline (No grade, but required)
- Final term paper: 35%

## **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

### **Principle of Academic Integrity**

**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.

### **Equal Employment Opportunity/ Affirmative Action Policy and University Commitment to Diversity**

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)

## **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.

## **SECS 6250 Distance Education COURSE SCHEDULE**

Please read carefully: All assignments are time sensitive and need to be posted by or before the deadline. No excuse will be acceptable unless when ECU ITC downtime coincides with the deadline. If that happens in a way that affects your submission time, you will be notified and the submission time will be extended. If you encounter any technical problems and cannot upload your file you can send it to me as attachment to your e-mail, but your assignment will not be graded until you submit it (again) to the location specified for that assignment.

Each assignment may come with different requirements and therefore it is your responsibility to take note of those requirements.

This course is offered online and obviously it depends on the Internet Technology (IT). It is your responsibility to use a reliable computer system, to think about appropriate broadband connection (to watch the media files), take care of possible computer problems, data loss or hard drive crash. You need save your work at a reliable location throughout the semester and have a back up of all your documents). ECU or the instructors are not responsible for your internet disconnection, personal computer/software or hardware/ malfunctioning.

Late submission penalty-Penalty for assignments submitted within 24 hours is 10% of the points of the same assignment. Each student can ask for a one time extension without penalty during the life of the course i.e. ONLY one time and ONLY for one assignment. Extension will not be given to the final term paper. Midterm and final term paper

subjects will be posted ahead of time to give you enough time to prepare your paper and submit it in a timely manner.

Important Notes: □ Blackboard is our virtual classroom. It has been designed for different needs and purposes. Unless otherwise mentioned in the syllabus. All assignments have to be uploaded to the blackboard Safeassign area. □ Blackboard discussions are to be continuously followed and will have their own rules and restrictions depending on the subject. See each forum for related rules and conditions. □ For your convenience, details of all assignments will be posted at least one week ahead of time. I will update the website every Tuesday before midnight until the fall break and every Wednesday after the fall break. □ Discussion forums will be open throughout the semester. Your weekly logins, participation in the discussion and dialogue with other students will be monitored and lack of activity can negatively affect your points. □ Final paper topics will be posted ahead of time to give you enough time to choose one out of a list and submit a short outline. □ We will also use Skype for important conversation and verification purposes when needed.

## CLASS SCHEDULE

### **AUGUST 20**

#### **ORGANIZATIONAL SESSION**

**Introduce yourself on blackboard, detailing your specific interest in security (FIRST FORUM ASSIGNMENT)**

**ALL FORUM ASSIGNMENTS ARE OPEN UNTIL END OF THE SEMESTER**

### **AUGUST 27**

#### **REALISM**

#### **Required Reading**

Joyce P. Kaufman, A Concise History of U.S. Foreign Policy. New York: Rowman & Littlefield Publishers, Inc., 2006, chapter 1

Valerie M. Hudson, “The History and Evolution of Foreign Policy Analysis,” in Steve Smith, Amelia Hadfield, Tim Dunne, eds., Foreign Policy: Theories, Actors, Cases. New York: Oxford University Press, 2008, pp.11-30.

Laura Neack, The New Foreign Policy: Complex Interactions, Competing Interests New York: Rowman and Littlefield Publisher, Inc., 2003, chapters 1

**SEPTEMBER 6**  
NEO-REALISM

**Required Reading**

William C. Wohlforth, "Realism and Foreign Policy," in Steve Smith, Amelia Hadfield, Tim Dunne, eds., Foreign Policy: Theories, Actors, Cases. New York: Oxford University Press, 2008, pp. 31-48.

Joyce P. Kaufman, A Concise History of U.S. Foreign Policy. New York: Rowman & Littlefield Publishers, Inc., 2006, chapters 2 and 3

Laura Neack, The New Foreign Policy: Complex Interactions, Competing Interests New York: Rowman and Littlefield Publisher, Inc., 2003, chapters 2

**SEPTEMBER 13**  
LIBERALISM AND CONSTRUCTIVISM

**Required Reading**

Michael W. Doyle, "Liberalism and Foreign Policy," in Steve Smith, Amelia Hadfield, Tim Dunne, eds., Foreign Policy: Theories, Actors, Cases. New York: Oxford University Press, 2008, pp. 49-70.

Jeffrey T. Checkel "Constructivism and Foreign Policy," in Steve Smith, Amelia Hadfield, Tim Dunne, eds., Foreign Policy: Theories, Actors, Cases. New York: Oxford University Press, 2008, pp. 71-82.

Joseph S. Nye "The Future of American Power: Dominance and Decline in Perspective" *Foreign Affairs*, 89, 6

**SUBMIT FINAL ESSAY OUTLINE**

**SEPTEMBER 20**  
MARXIST APPROACHES AND DEPENDENCY IN IR THEORY

**Required Reading**

Lindsay Jacobs and Ronan van Rossem 2016 "The Rising Powers and Globalization: Structural Change to the Global System Between 1965 and 2005" *Journal of World-systems Research*, 22, 2, 373-403

Andrea Komsoly 2016 "Prospects of Decline and Hegemonic Shifts for the West" *Journal of World Systems Research*, 22, 2, 463-483

Salvatore Babones 2015 “What is World-systems Analysis? Distinguishing Theory from Perspective *Thesis Eleven*, 127, 1, 3-20

**SUBMIT FIRST SHORT ESSAY: SUMMARIZE THEORIES APPLYING THEORY TO AN ISSUE AREA**

**OCTOBER 5**  
SECURITY IN THE POST-WAR ERA

**Required Reading**

Graham Allison “The Cuban Missile Crisis” in Steve Smith, Amelia Hadfield, Tim Dunne, eds., Foreign Policy: Theories, Actors, Cases. New York: Oxford University Press, 2008, pp. 207-228

Gareth Stansfield “Israeli-Egyptian (in)security: the Yom Kippur War” in Steve Smith, Amelia Hadfield, Tim Dunne, eds., Foreign Policy: Theories, Actors, Cases. New York: Oxford University Press, 2008, pp. 285-300

George Kennan (Mr. “X”), “The Sources of Soviet Conduct” (originally published in Foreign Affairs, July 1947). Reprinted in Foreign Affairs, Vol. 64, and No.4 (Spring 1987) pp.852-868.

**OCTOBER 12**  
SECURITY AND FOREIGN POLICY: DECLINE/RENEWAL OF U.S. HEGEMONY

**Required Reading**

Christopher Layne, “This Time It’s Real: The End of Unipolarity and the Pax Americana,” International Studies Quarterly, 2012, pp. 1-11.

Brian C Schmidt, “The Primacy of National Security,” in Steve Smith, Amelia Hadfield, Tim Dunne, eds., Foreign Policy: Theories, Actors, Cases. New York: Oxford University Press, 2008, pp. 155-170.

Joyce P. Kaufman, A Concise History of U.S. Foreign Policy. New York: Rowman & Littlefield Publishers, Inc., 2006, chapters 4 and 5

**OCTOBER 19**  
STRUCTURE AND DYNAMICS OF THE SECURITY POLICY MAKING PROCESS

**Required Reading**

Walter Carlsnaes, "Actors, Structures and Foreign Policy Analysis," in Steve Smith, Amelia Hadfield, Tim Dunne, eds., Foreign Policy: Theories, Actors, Cases. New York: Oxford University Press, 2008, pp. 85-100.

Laura Neack, The New Foreign Policy: Complex Interactions, Competing Interests. New York: Rowman and Littlefield Publisher, Inc., 2003, chapters 4-7

## **SECOND DRAFT OF FINAL PAPER DUE**

### **OCTOBER 26**

#### **THE PRESIDENCY AND EXECUTIVE BRANCH SECURITY POLICY MAKING**

##### **Required Reading**

Laura Neack, The New Foreign Policy: Complex Interactions, Competing Interests. New York: Rowman and Littlefield Publisher, Inc., 2003, chapters 3

Janice Gross Stein, "Foreign Policy Decision-making: Rational Psychological and Neurological Models," in Steve Smith, Amelia Hadfield, Tim Dunne, eds., Foreign Policy: Theories, Actors, Cases. New York: Oxford University Press, 2008, pp. 101-116.

### **NOVEMBER 2**

#### **TRADE AND SECURITY**

##### **Required Reading**

Michael Mastanduno, "Economic Statecraft," in Steve Smith, Amelia Hadfield, Tim Dunne, eds., Foreign Policy: Theories, Actors, Cases. New York: Oxford University Press, 2008, pp. 171-188.

Benjamin O. Fordham and Katja B. Kleinberg, "International Trade and US Relations with China," Foreign Policy Analysis, Vol. 7, Issue 3, July 2011, pp. 217-236.

### **NOVEMBER 9**

#### **THE CASE OF IRAQ AND SECURITY FOR THE UNITED STATES 1**

##### **Required Reading**

Yuen Foong Khong, "Neoconservatism and the Domestic Sources of American Foreign Policy: the role of ideas in Operation Iraqi Freedom" in Steve Smith, Amelia Hadfield,

Tim Dunne, eds., Foreign Policy: Theories, Actors, Cases. New York: Oxford University Press, 2008, pp. 171-188.

Joyce P. Kaufman, A Concise History of U.S. Foreign Policy. New York: Rowman & Littlefield Publishers, Inc., 2006, chapters 6 and 7

## **NOVEMBER 16**

THE CASE OF IRAQ AND SECURITY FOR THE UNITED STATES 2

### **Required Reading**

Laura Neack, The New Foreign Policy: Complex Interactions, Competing Interests. New York: Rowman and Littlefield Publisher, Inc., 2003, chapters 8-10

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>

**SUBMIT SECOND SHORT ESSAY: THE END OF U.S. HEGEMONY?**

## **THANKSGIVING BREAK**

**November 17-26**

## **NOVEMBER 30**

THE CASE OF IRAQ AND SECURITY FOR THE UNITED STATES 3

### **Required Reading**

Kassab, Hanna Samir and Rosen, Jonathan “Regional Differences in Obama’s Foreign Policy: A Theoretical Approach” *The Obama Doctrine in the Americas*, Hanna Samir Kassab and Jonathan Rosen (eds), Lexington Press, New York, 2015

Robert D. Kaplan, “Why John J. Mearsheimer Is Right (About Some Things),” The Atlantic, JAN/FEB 2012, 12 P.

James M. Lindsay, “George Bush, Barack Obama and the Future of US Global Leadership,” International Affairs, Vol. 87, No. 4, July 2011, pp. 765-780.

**FINAL PAPER DUE**

