



**The Norman Paterson School of  
International Affairs**

## **INAF 5202/IPIS 5302: Contemporary International Security**

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The purpose of this course is to provide a survey of some of the major challenges facing Canada and the rest of the international community. There are many, many threats to international peace and stability, with some over-rated and some under-rated. The world is far more complex than during the Cold War although perhaps not quite as threatening.

The weeks of reading and discussion are not meant to cover each and every major security challenge, but to feature some of the more significant ones. The research paper will be an opportunity to explore either an issue the course readings did not address or to address such an issue further.

### **Objectives:**

1. To better understand the different conceptualizations of security.
2. To be able to analyze the various theories presented over the course of the term on the different aspects of international security.
3. To apply the various concepts to events in the world today and in the recent past, both to assess the applicability of the concepts and to gain insights into the key dynamics of these events.
4. To improve one's research and writing skills in both short and long forms via the course assignments.
5. To develop one's ability to articulate one's views via course participation and the presentations at the end of the term.
6. To develop one's ability to discern the policy implications from conflicting arguments.

### **Methodology**

Readings will vary from purely theoretical to applied case studies to quantitative analyses. Students should read not just for content (what is the argument) but for style (how this argument constructed might influence how one develops one's own work) and analytically (is this a good argument? What are the strengths and weaknesses of the methodology? How can it be applied to other cases or more recent events?) In others, we will go through each piece of reading.

## Course Requirements

The course requirements consist of reading, participation and writing. It is your responsibility to do the work. If you need some sort of accommodation, such as extension, or face some kind of challenge, please see the professor early, when there are more options available.

**Do not wait until the last minute or after the fact.**

**Participation (20%):** This course is a seminar. The quality of the experience depends on what you put into it. You should complete all the readings for each week ahead of time so that you come into class armed with questions, informed opinions, and perhaps even an improved background on the relevant issues. If I find that some students are not participating, I will begin the discussion of each piece (article or book) by randomly choosing someone to start the conversation.

If you miss class, you will not gain any credit for that course meeting. If you cannot attend the class on a regular (that means every week) basis, drop this class and find one that works with your schedule. *Only documented professional, medical or family emergencies can be excused.*

**Weekly Memos (20%):** For three of the weeks (none for the first week or for the last three), students will **email the instructor a one page assignment by 5pm of the day** before the class. These should be **lists/bullets**—not paragraphs. Keep them to **one page, single-spaced** (and make sure your name is on the PDF you attach to your email). For each reading (unless there are more than four—if so, then just cover four of the readings) in your memo, you should:

- a) Give **one important insight** and/or fact that you gained from **per reading** in one sentence each. What do you know understand or know that you didn't before doing this reading? What was most valuable to you about this reading?
- b) Give **one major critique per reading**. Consider methodology, logic, biases, omissions. Does the author prove his/her argument convincingly? Avoid lazy or cheap criticisms like quantitative work is not useful or that the case may not be generalizable. If the latter, you must argue why it is not generalizable.
- c) If you heard the author present this work at a conference, **what probing question would you ask him or her?**

And for the entire group of readings, provide **one policy implication** you would want to tell a government official? That is, what have you learned from the combined set of readings that you would tell a policy-maker

Check plus means that the insight/criticism/question per reading and overall policy implication for the week reflect some thought, reflection and critical analysis.

Check means that the student demonstrates that they read and understood the reading but cannot do much more than repeat what they read.

Check minus means the student did not understand the reading and/or provided very uncreative criticisms.

**Two short papers (20%):**

Over the course of the term, you will write two 5-page papers. Each one will a reading or a concept and apply it to a current event.

The first paper must be turned in by October 6<sup>th</sup> and will address a reading from the first five weeks of the semester not covered in the memos. The second paper must be turned in by

November 3<sup>rd</sup>, and will cover a reading from the weeks after October 6<sup>th</sup> that was not covered in one of the memos.

Late papers will be penalized 1/3 of a letter grade per day late.

The purpose of these papers is to apply with a critical eye the concepts to the events or the events to the concepts, demonstrating the value added (or lack of value added) of the concepts for the current event. More details will be provided in the first class session and a rubric will be posted online.

**Presentation (10%):** We will spend the last three weeks of the term with students presenting their research paper. Instructions on the presentation will be circulated a few weeks into the term.

**Policy Paper (30%):** A fifteen page paper on a topic of your choosing, seeking to explain a contemporary threat to Canada, the world or to your favorite country. The paper will assess the threat posed, the potential policies proposed to counter this threat and a well-reasoned policy recommendation from you. It will consist of two parts: the paper itself and a one page “chapeau” that summarizes the key points of the paper. This will be explained in class and a rubric will be provided on CuLearn. We will discuss paper topics in class in week 3 (so have an idea by then). The paper is due **December 8<sup>th</sup> at 3pm via email or in my office. Do not put it under my door.**

## **Policies**

### **Communications**

Please use your Carleton email account for all course-related correspondence.

### **Plagiarism and Complementarity**

The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They include a mark of zero for the plagiarized

work or a final grade of "F" for the course. The Academic integrity policy can be accessed at

<http://www2.carleton.ca/studentaffairs/academic-integrity>.

**Complementarity:** students are encouraged to build up expertise in areas that may cross multiple courses. It is acceptable to write assignments on related topics. However you may not simply cut and paste your work from one assignment to another, or essentially submit the same work for two or more assignments in the same or different courses. If you plan on writing on related topics in different courses, you must inform the instructors and discuss what will be acceptable in terms of overlap, and what is not. Failure to notify the faculty members will be viewed unfavourably should there be a suspicion of misconduct

### **Copyright**

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

### **Academic Accommodation**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

**Pregnancy obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website:

<http://www2.carleton.ca/equity/>

**Religious obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website:

<http://www2.carleton.ca/equity/>

**Academic Accommodations for Students with Disabilities:** The **Paul Menton Centre** for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*) at <http://www2.carleton.ca/pmc/new-and-current-students/dates-and-deadlines/> You can visit the Equity Services website to view the policies and to obtain

more detailed information on academic accommodation at  
<http://www2.carleton.ca/equity/>

### **CuLearn**

This course uses cuLearn, Carleton's learning management system. To access your course on cuLearn go to <http://carleton.ca/culearn>. For help and support, go to <http://carleton.ca/culearnsupport/students>. Any unresolved questions can be directed to Computing and Communication Services (CCS) by phone at 613-520-3700 or via email at [ccs\\_service\\_desk@carleton.ca](mailto:ccs_service_desk@carleton.ca).

**Electronic Policy:** The internet can be both boon and bane to scholarship and instruction. Please turn off cell phones at the start of class. If you choose to text or answer a call during class, I will kick you out of that day's class and you will lose credit for participation for that day. Laptops can be helpful or harmful to the discussion. If I find that laptops inhibit discussion, I will ask students to put them away. I recommend that **you print out your notes before coming to seminar** so that you can refer to them, rather than flipping through the PDFs of the readings on your laptop.

### **Readings:**

**Blogs/Twitter:** You should get in the habit of following key analysts on twitter and the blogosphere. See the course CuLearn site for some suggested links.

Library Reserves will be providing access to articles via Ares, and our CuLearn page will have a link to Ares. You should be able to find the articles on your own through the library's access to online journals.

CuLearn will have various materials posted—my articles, government documents.

### **Week 1 What is Security**

**Sept 8**

Roland Paris, "Human Security: Paradigm Shift or Hot Air?" *International security* 26, no. 2 (2001): 87-102.

Kelly Greenhill, "Strategic Engineered Migration as a weapon of war" *Civil Wars* 2008 10, 1: 6-21

Daniel Drezner, "Military Primacy Does Not Pay," *International Security* Vol. 38, No. 1 (Summer 2013), pp. 52-79,

Stephan, Maria J., and Erica Chenoweth. "Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict." *International Security* 33, no. 1 (2008): 7-44.

### **Week 2 The New Context: a Post 9/11 World**

**Sept 15**

O Executive Summary, *The 9/11 Commission Report: Final Report of the National Commission on Terrorist Attacks Upon the United States*, US Government Printing Office, Washington DC, 2004, [www.gpoaccess.gov/911/pdf/execsummary.pdf](http://www.gpoaccess.gov/911/pdf/execsummary.pdf)

O William J. Dobson, 'The day nothing much changed', *Foreign Policy*, September/October 2007 [http://www.foreignpolicy.com/articles/2006/08/08/the\\_day\\_nothing\\_much\\_changed](http://www.foreignpolicy.com/articles/2006/08/08/the_day_nothing_much_changed)

O James Fallows, 'Declaring victory', *The Atlantic Monthly*, September 2006

<http://www.theatlantic.com/magazine/archive/2006/09/declaring-victory/305124/>

Erica Chenoweth Terrorism and Democracy, *Annual Review of Political Science*, Vol. 16: 355-378 (May 2013)

Max Abrams and Philip Potter, Explaining Terrorism: Leadership Deficits and Militant Group Tactics, *International Organization*, First View

### **Week 3: Identity and International Security** **Sept 22**

Shapiro and Fair, Understanding Support for Islamic Militancy in Pakistan, *International Security*, Winter 2010, Vol. 34, No. 3, Pages 79-118  
Monica Toft, "Getting Religion? The Puzzling Case of Islam and Civil War" *International Security*, Spring 2007, Vol. 31, No. 4, Pages 97-131  
Stacie Goddard, "Uncommon Ground: Indivisible Territory and the Politics of Legitimacy," *International Organization* (January 2006), 60 (1), pg. 35-68  
US DHS, "Right Wing Extremism," on CuLearn

### **Week 4: China** **Sept 29**

Charles L. Glaser, [A U.S.-China Grand Bargain? The Hard Choice between Military Competition and Accommodation](#), *International Security* 2015 39:4, 49-90  
David Shambaugh, "Coping with a Conflicted China," *Washington Quarterly*, 2011  
Jessica Weiss, Testimony, CuLearn  
Aaron L. Friedberg, "The Sources of Chinese Conduct: Explaining Beijing's Assertiveness," *The Washington Quarterly* 37:4 (2015).

### **Week 5: Russia** **Oct 6**

Stephen M. Saideman and R. William Ayres, *For Kin or Country*, on CuLearn  
Peter J.S. Duncan, "Russia, the West and the 2007-08 Electoral Cycle: Did the Kremlin Really Fear a Coloured Revolution?" *Europe-Asia Studies* 65: 1 (2013).  
Fiona Hill, "This is What Putin Really Wants," *The National Interest*, Feb 2015, <http://www.nationalinterest.org/feature/what-putin-really-wants-12311>  
Atlantic Council, "Hiding in Plain Sight" **Skim** [https://www.dropbox.com/s/ps9tzhc3tbq318s/Hiding-in-Plain-Sight\\_061015\\_PREFACE.pdf?raw=1](https://www.dropbox.com/s/ps9tzhc3tbq318s/Hiding-in-Plain-Sight_061015_PREFACE.pdf?raw=1)

### **Week 6: March 2<sup>nd</sup>: Cyber Threats** **Oct 13**

Hersh, Seymour. 2010. "[The Online Threat: Should We Be Worried About Cyber War?](#)" *New Yorker*. November 1, 2010  
O Valeriano, Brandon and Ryan Maness. 2012. "[The Fog of Cyberwar: Why the Threat Does not Live up to the Hype](#)," *Foreign Affairs*.  
Gartzke, Erik. 2013. "The Myth of Cyberwar: Bringing War on the Internet Back Down to Earth." *International Security*, Vol. 38, No. 2: 41-73.  
Kello, Lucas. 2013. "The Meaning of the Cyber Revolution: Perils to Theory and Statecraft." *International Security* no. 38 (2):7-40.

### **Week 7: Environmental Threats** **Oct 20**

Klare, Michael T. 2001. "The New Geography of Conflict." *Foreign Affairs* 80 (3): 49-61.

- Hendrix, Cullen S., and Idean Salehyan. 2014. "Climate Shocks and Political Violence." *Global Environmental Change* 28: 239-250.
- Hensel, Paul R., Sara McLaughlin Mitchell, Thomas E. Sowers II, and Clayton L. Thyne. 2008. "Bones of Contention: Comparing Territorial, Maritime, and River Issues." *Journal of Conflict Resolution* 52 (1): 117-143.
- Reuveny, Rafael. 2007. "Climate Change-Induced Migration and Violent Conflict." *Political Geography* 26 (6): 656-673.
- Busby, Joshua W. 2008. "Who Cares About the Weather? Climate Change and U.S. National Security." *Security Studies* 17 (3): 468-504.

## Fall break

### Week 8: Alliances, Coalitions or Not

Nov 3

- Christensen and Snyder, "Chain Gangs and Passed Bucks," *International Organization* 44, 02 Spring 1990, 137-166
- Saideman and Auerswald, "Comparing Caveats," *International Studies Quarterly* 2012
- Sarah Kreps, When does the Mission Determine the Coalition, *Security Studies* 2008 17, 3
- S von Hlatky, Transatlantic cooperation, alliance politics and extended deterrence: European perceptions of nuclear weapons, *European Security*, 2014
- S von Hlatky, J Trisko Darden, Cash or Combat? America's Asian Alliances During the War in Afghanistan, *Asian Security*, 2015

### Week 9: Present and Future of the Canadian Forces

Nov 10

- Fitzsimmons, Scott. 2010. "Contemporary Threats to Canada and the Canadian Forces." *Journal of Military and Strategic Studies* 12 (3).
- Shadwick, Martin. 2013, "What are the Forces To Do?" *Canadian Military Journal*, Vol. 13, No. 2 Spring <http://www.journal.dnd.ca/vol13/no2/doc/Commentary-Shadwick-Pages8285-eng.pdf>
- Byers, Michael. 2012 "After Afghanistan: Canada's Return to Peacekeeping," *Canadian Military Journal*, Vol. 13, No. 1 Winter
- Saideman, Stephen M. 2013. "Canadian Forces in Afghanistan: Generational Change While Under Fire," in *Military Adaptation and the War in Afghanistan*, edited by Theo Farrell, Frans Osinga and James Russell, Palo Alto: Stanford University Press, 219-241.
- David Perry. 2014. "Doing Less with Less" CDA Institute Vimy Paper

### Weeks 10-12: Nov 17, 24, Dec 1: Student Presentations

Bring your laptop the last week of class, if you have one, as we will be reserving 10-15 minutes for students to do the online course evaluations (I will step out of the room):

<http://oirp.carleton.ca/main/teaching-evaluations/>

**Papers due electronically to professor on December 8<sup>th</sup> at 3pm.**