

İhsan Doğramacı Bilkent University
Department of International Relations
Spring 2020

IR 358-02 - International Security

Course Outline

Instructor: Dr. Çağlar Kurç

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Office Hours: Monday 10:40 – 11:40 & Wednesday 13:40 – 15:30 or by appointment

Lecture Hours: Monday 13:40 – 15:30, Wednesday 15:40 – 16:30 @ A-127

Office: A307

Course Description:

This course provides an introduction to the field of security studies through a focus on theoretical debates and key policy issues. The aim of this course is developing an understanding of not only traditional questions, such as causes war, but more recent subject, such as gender, terrorism, and cyber security. The course is centered around four fundamental questions: (1) What is Security, (2) Whose security, (3) What are the primary threats, and (4) How the subject of security can be protected? Through case studies, the course aims to provide an insight to how different conceptions of security shape our understanding of the problems, how different problems are prioritized and which solutions are deemed more important/effective than the others. Consequently, throughout the course, there will be an emphasis on making analytical connections between theories of security and security policy; how different conceptions of security translate into policy and inform narratives that justify or promote certain course of action.

Course Objectives:

Beyond contributing to the general development of students' intellectual maturity and abilities, on completion of this course, students will have;

- An understanding of the primary concepts in the study of international security
- An understanding of some of the major issues and debates in the realm of international security

- A good intellectual grasp of many of the most critical challenges to international security
- Insights into the means of and challenges to addressing international security problems

This course will also help students:

- Develop their analytical capacities to examine and engage with contemporary international security issues;
- Enhance their oral presentation skills by taking part in class discussions;
- Refine their writing and research skills. Students will have to write a short research paper. They will learn how to pose a research question, formulate an argument, provide supporting evidence, present and refute counterarguments.

Course Requirements:

Students are expected to do the required reading prior to class and be prepared for the discussions during the lecture. The assessment will be based on class participation, the research paper, the mid-term exam, and the final exam, which will cover all the topics since the beginning of the semester.

Grading:

Assignment	% of grade	Dates
Midterm Exam	25	11 March 2020
Final Exam	35	TBD
Research Paper	5 + 20	20 March 2020 / 14 May 2020
Participation	15	Updated weekly

Participation (15%):

Students are expected to participate actively in class discussions throughout the semester. On Wednesdays, we will have in-class discussions concerning the main issues on the week’s theme. Discussion materials (videos or short articles) will be posted in the Moodle a week before. Students will take and defend positions, based on the concepts they have been learning as well as on evidence from the course material and real life events. The aim of these discussions is: 1) improving students’ argumentation skills; 2) reviewing the concepts presented in class; 3) encouraging students to critically assess and make connections between concepts and real events in world affairs. You are encouraged to speak your mind and ask questions. Please be polite to and respectful of the other students. Harassment and rude

behavior will not be tolerated. You will earn points when you ask questions, make comments and/or take part in the discussions.

Students will earn participation points by taking active role in these simulations as well as participating in the follow-up discussions.

Mid-term (25%) & Final examinations (35%)

The questions in both mid-term and final examinations aim to test student's comprehension of concepts and issues that are discussed during the lectures and required readings. While providing an answer, therefore, students are expected to refer to/provide the core arguments and concepts. The questions would require the explanation of the core reasoning behind a position/concept (why or how). Consequently, a full point will be given to the answers that directly engage what we have discussed in the class and what is written in the required readings. Final exam will cover all the topics since the beginning of the semester.

Research Paper (25%)

Students are expected to submit a research paper. The papers will be 1800-2000 words (A4, Times New Roman, 12 pt, 1.5 space, 2.5 cm from top, left, right and bottom margins - bibliography excluded).

Proposals (5%) must be submitted and approved by me. Proposals must include a research question, a short explanation of why the selected topic is important, and an outline (presenting the main argument and supporting arguments). The deadline for proposals is **20 March 2020**.

Research paper is expected to display the basic pattern of an essay, present a coherent and well-thought argument and show an understanding of the subject matter. Evaluation will be based on the strength of the argumentation, not the grammar.

Citation Style: Students are expected to use Chicago Manual of Style 16th Edition. Please use in-text citation and provide a bibliography at the end of the essay. Using of a reference management software, such as Zotero (Open Source), is highly recommended.

Submission: The papers will be submitted through Turnitin

Late Submission: Papers should be submitted on the announced deadline. Unless you have a justifiable and valid excuse (preferably communicated a couple of days before the deadline), the late submission penalty of 10% will be applied.

Academic Integrity: You are expected to provide your own ideas and take on the issue, while giving credit to the other people's ideas when you use them. Developing your ideas and presenting them in writing might be difficult at first, but it helps you become an independent, critical thinker and allows you to better understand the subject matter. Presenting another's works (ideas, words, and data) as your own, beats the purpose of learning and shows poor scholarship. This, also known as plagiarism, will not be tolerated under any circumstance and the student will receive a zero from the task at hand.

Final Exam Visa and FZ Grade

In order to qualify for the final examination, a student must **have taken the mid-term examination and submitted the proposal**. Students, who do not qualify for the final examination based on these requirements will receive an FZ grade when the classes are over. Note that the final examination visa requirements will be strictly observed for every single student.

Weekly Schedule:

Week 1 (3 & 5 February): Introduction

No class on 5 February 2020

Week 2 (10 & 12 February): What is Security?

Required Reading:

Paul D. Williams and Matt McDonald (eds) (2018) *Security Studies: An Introduction*, Routledge, Introduction (available through Bilkent library)

Peter Hough (2018) *Understanding Global Security*, Routledge, Ch. 1 (pp. 1-23) (available through Bilkent library)

Week 3 (17 & 19 February): Uncertainty and the Security Dilemma

Required Reading:

Williams and McDonald, Chs. 1, 3, 9

Week 4 (24 & 26 February): Polarity and Alliances

Required Reading:

Williams and McDonald, Ch. 2, 10 & 18

Week 5 (2 & 4 March): Coercive Diplomacy

Required Reading:

Williams and McDonald, Ch. 13

Damla Aras (2009) “The Role of Motivation in the Success of Coercive Diplomacy: The 1998 Turkish–Syrian Crisis as a Case Study”, *Defence Studies*, 9:2, 207-223, DOI: 10.1080/14702430902921395

Week 6 (11 March): Mid-Term Exam

Week 7 (16 & 18 March): Spring Break

Week 8 (23 & 25 March): War

Required Reading:

Williams and McDonald, Ch. 12

Lawrence Freedman (ed.) (1994) *War*, Oxford Readers, Oxford University Press, chs. 25, 27, 30, 31, 32, 33, 34.

Week 9 (30 March & 1 April): Ethnic Conflict and Civil War

Required Reading:

Williams and McDonald, Ch. 25

Denny, E. K., & Walter, B. F. (2014). Ethnicity and civil war. *Journal of Peace Research*, 51(2), 199–212. <http://doi.org/10.1177/0022343313512853>

Week 10 (6 April & 8 April): Terrorism, Counterterrorism and Counterinsurgency

Required Reading:

Williams and McDonald, Ch. 26, 27, 28

Week 11 (13 & 15 April): Nuclear Weapons and Arms Control

Required Reading:

John Baylis, James Wirtz and Colin Gray (eds). *Strategy in the Contemporary World*, Oxford University Press, Ch. 10 – Second Nuclear Age (2013) & Ch. 11 – WMD (2004)
Williams and McDonald, Ch. 22

Week 12 (20 & 22 April): Emerging Military Technologies: Drones, AI and Space

Security

Required Reading:

Williams and McDonald, Ch. 37 & 38

P.W. Singer. (2010) *Wired for War: The Robotics Revolution and Conflict in the 21st Century*, Penguin Books, Chapter 3, pp. 66-93

Week 13 (27 & 29 April): International Arms Trade

Required Reading:

Williams and McDonald, Ch. 31

Jonathan Caverley & Ethan B. Kapstein, E. B. (2012). “Arms away: how Washington squandered its monopoly on weapons sales”. *Foreign Affairs*, 91(5), pp.125-132

Jonathan Caverley, Ethan B. Kapstein, J. Thomas Moriarty, Daniel Katz and Lawrence J. Korb (2013). “Outgunned? A Debate Over the Shifting Global Arms Market”. *Foreign Affairs*, 92(2), pp. 177-182

Week 14 (4 & 6 May): Women, Peace and Security

Required Reading:

Williams and McDonald, Ch. 5 & 34

Insook Kwon. 2000. “A Feminist Exploration of Military Conscription: The Gendering of the Connections Between Nationalism, Militarism and Citizenship in South Korea.” *International Feminist Journal of Politics* 3 (1): 26–54.

Week 15 (11 & 13 May): Critical Security Studies

Required Reading:

Williams and McDonald, Ch. 4

Pinar Bilgin. (2003). “Individual and societal dimensions of security”. *International Studies Review*, 5(2), 203–222.

General Rules:

- I do not advise the use of electronic devices during the lecture. Looking at your phone, even if you are skimming through the relevant sources, will negatively affect your concentration and you would not be absorbing what I am saying. If you think that you can multitask, there is scientific evidence that discredits the practices of juggling intellectual engagement with related activities or attempting to perform two intellectual functions at once; studies have discovered measurable degradation of perception and performance when multitasking¹. As John Horgan puts it (“So Many Links, So Little Time,” Wall Street Journal, June 4, 2010):

“We skim web pages and skip quickly from one to another. We read in what is called an “F” pattern: After taking in the first two lines of a text, we zip right down the rest of the page. We lose the ability to transfer knowledge from short-term “working” memory to long-term memory.... Students who net-surf during class, even if their searches are related to the professor’s lecture, remember less than unconnected students.... Verbal SAT scores – which measure reading and writing aptitude – have dropped over the past decade as Internet usage has skyrocketed. What we gain from the Internet in breadth of knowledge – or rather, access to knowledge – we lose in depth.”

Therefore, to ingest and assimilate the material in this course sufficiently you must concentrate, and concentrate on one thing at a time.

- Beverages are allowed, however food is not.
- The inquiries will be answered within three business days. If not answered, please assume that your email has been marked as spam. In this case, please inform the lecturer after the class. Depending on the urgency, the response time could be shorter.
- **Please do not send any emails after 10:00 PM** and expect a quick answer. I will probably see your email in the morning.
- If you are late to the class less than or equal to 15 mins, please do not hesitate to enter. However, please be polite and try not to disturb the ones in the class.
- If you are late more than 15 mins, please wait until the break.

¹ Eyal Ophir, Clifford Nass, and Anthony D. Wagner, "Cognitive Control in Multitaskers," Proceedings of the National Academy of Sciences, vol. 106, no. 3 (April 1, 2009), Ruth Pennebaker, "The Mediocre Multitasker," New York Times Week in Review, August 30, 2009 (a journalist's more readable and humorous summary of the above academic study), Joshua S. Rubinstein, David E. Meyer, and Jeffrey Evans, "Executive Control of Cognitive Processes in Task Switching," Journal of Experimental Psychology: Human Perception and Performance, vol. 27, no. 4 (2001), Christine Rosen, "The Myth of Multitasking," The New Atlantis (Spring 2008).

- If you would like to leave the class early, please wait until the break unless it is an urgent matter.
- If you have any problems or questions concerning the course, please do not hesitate to contact the lecturer.
- Make-ups will be arranged for students who are ill at the time of an examination. In order to get a make-up, students must provide a valid medical report for the day of the examination. The report must be approved by the Bilkent Health Centre, and submitted to the faculty in accordance with formal procedures. Note that make-ups will be given as soon as possible after the original examination.
- You are responsible for all the topics covered, even if you are absent in the lectures.
- Please read the required readings and be prepared for the discussion.
- It is your responsibility to **check emails** regularly. When course announcements are sent via email, I assume that you read it.
- You must bring **(a) pen(s)** to all exams.

Grading System:

Letter Grade	Quality-point equivalents	Number Grade Range
A / A+	4.00	95 - 100
A -	3.70	90 - 94
B +	3.30	85 - 89
B	3.00	80 - 84
B -	2.70	75 - 79
C +	2.30	70 - 74
C	2.00	65 - 69
C -	1.70	60 - 64
D +	1.30	55 - 59
D -	1.00	50 - 54
F	0.00	0 - 49
FX	0.00	
FZ	0.00	

FX grade rule: If the student acquires visa for the final exam but chooses not to take it, FX grade will be given for those who are below 50%