

# Teaching Portfolio

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## 1. Statement of Teaching Philosophy

I believe that people are able to learn and grow best when they feel like they belong. Feeling comfortable allows students who otherwise might feel out of place to know that their contributions are worthy. Feeling like they belong allows them the confidence to make mistakes and to learn from them rather than cower from them.

Early in my college career, I began to consider the paramount role that faculty members play in promoting inclusiveness. A few weeks into the fall semester of my freshman year, my Latin professor found me sitting on the floor outside of our classroom, waiting for another class to adjourn. At that point in the semester, I felt utterly out of place at my small school hundreds of miles away from home. I was a first-generation college student from a rural area seemingly surrounded by people who liked opera and fencing. To my surprise, instead of chatting with a colleague or walking away, my professor sat on the floor with me. That simple act of meeting me where I was made me feel at ease – made me feel at home. By treating me as a neighbor and colleague rather than simply as a student, he helped me to feel like I belonged and that my presence in the community was valuable.

As an instructor, now I try to do the same for all my students who may feel out of place so that they might benefit fully from their academic opportunities. In addition to sitting on the floor when the occasion arises, I build comfort into my classrooms in a few different ways, namely through incorporating multiple learning styles into my instruction, building interdisciplinary connections, focusing on mistakes, and articulating clear expectations.

Incorporating multiple learning styles into my instruction builds multiple entryways into the conversation of each class, relieving the pressure that many students otherwise feel for their contributions to be “perfect” and instead encouraging collaboration with their peers and with myself. In addition to using traditional techniques such as lecturing and small group work, for example, I often encourage my students to carry their conversations beyond the classroom by requiring them to blog on class websites about their readings and current events. After students exchange ideas outside of the four walls of the classroom, they feel more comfortable speaking up inside them. Furthermore, I have published on the value of kinesthetic learning in college classrooms, and I regularly build these sorts of activities into my lesson plans. A simple but effective one is “Snowball,” in which I ask students to write their answers to a discussion question on slips of paper. After the students have finished, I ask them to crumple up their papers and throw them at each other or into the air. I love the brief moment of hesitation before the cascade of “snowballs” begins. Throwing the balls of paper around for a few seconds mixes up the responses so that they are anonymous, and it also quickly injects a bit of energy into the room. When I call time, each student must unfurl and read an answer from someone else. We then discuss the original question, but the students must answer according to their chosen slips of paper instead of their own opinions. The anonymity encourages shy students to speak up, and it promotes empathy in everyone, as the students must respectfully explain why others might think differently than they do.

In addition to using multiple pedagogical techniques, I layer multiple perspectives into my instruction. This allows students to connect the abstract concepts of international relations to familiar ideas, building ease into what otherwise could be esoteric conversations. Oftentimes this is accomplished simply through using quotidian examples, such as discussing theories of decision-making in terms of making dinner plans. I also value the use of popular culture to discuss political processes; examples include discussing anarchy by pairing a reading from Hobbes with an episode of

*The Twilight Zone* and using a sketch from the comedy series *Key & Peele* to explain identity in constructivism. More traditional interdisciplinary viewpoints also have strong standing in my classes, whether from psychiatrists discussing fear and trauma in the Cold War, or philosophers examining the use of drones. This diversity of perspectives, like the use of multiple pedagogical styles, gives students multiple entryways into the conversation.

Helping students to feel comfortable in the classroom is largely important because it frees students to ask more questions and to take more academic risks, fueling both creativity and understanding. In short, the inclusion that I engender in the classroom lessens students' fears of making mistakes. Another of the ways in which I promote this space is through discussing policy mistakes in all of my courses. I believe that an integral part of entering full citizenship is grappling with the imperfection of political actors; contextualizing decision makers as people, flawed like everyone else, allows students to move beyond the easy rhetoric of good/bad and right/wrong and into the gray reality of incentives, perceptions, and cognition. This progression also prods them to contextualize their own mistakes. For example, at the end of my U.S. National Security course, I ask students to identify national security mistakes from the past in essays that force them to justify their choices, explain why the mistakes were made, and assess whether alternative policies were viable. This assignment pushes students to consider constraints on policymakers and to assess whether "perfect" policy options ever really exist. Additionally, I often create in-class simulations in which students make mistakes so that we can discuss the incentive structures that can lead to failure. When discussing the effects of domestic politics on foreign policy, for example, I assign students to different bureaucratic organizations in the American government and give them different scraps of intelligence about a fictional impending crisis. Inevitably, the groups guard their organizational information and positions fiercely, competing with the other students even though they ostensibly all answer to the same "president." Afterwards, when I prompt them to discuss their behavior, they understand how bureaucratic politics can lead to policy mistakes. Understanding why even highly accomplished people in positions of power can have missteps promotes a more mature understanding of politics and a more realistic context for personal failings; these more accurate perspectives on mistakes then encourage a sense of equality and belonging for students.

Finally, I have learned in my teaching career thus far that one of the most straightforward ways to relieve students' anxieties is to set and uphold clear, albeit high, expectations. In all my courses, I provide grading rubrics for assignments and detail the format and requirements for exams, for example. The fact that many instructors practice these steps does not make their impact any less significant. Though simple, providing as much transparency as possible around grading helps students who feel unsure of their position in the community to identify clear and attainable steps toward success in the classroom.

Creating that sense of inclusiveness and belonging within the classroom is the principle around which I structure my teaching. My personal and professional experiences inform both its importance and the role that educators play in creating it.

**2. Description of Courses Taught at the University of Georgia**

<b>Course</b>	<b>Semester</b>	<b>Role</b>	<b>Course Description and Teaching Responsibilities</b>	<b>Overall Rating*</b>
<b>Introduction to International Relations</b>	Fall 2014	Instructor of Record	40 students, primarily international affairs and political science majors	TBD
	Fall 2012	Teaching Assistant	~90 students, primarily international affairs and political science majors. 3 independent discussion sections once per week.	4.50; 4.44; 4.23
<p>Practices and problems of international politics in a global context, e.g., power, ideology, diplomacy, war, international organization and law, international economics, and the nature of independence in an interdependent world.</p>				
<b>Introduction to Comparative Politics</b>	May 2015	Instructor of Record	40 students, primarily international affairs and political science majors	TBD
	<p>Comparative political themes in political science. The transition from feudalism to capitalism, state building, democracy, and interaction between political institutions and cultures in various politics. Examples drawn from developed, communist/post-communist and developing political systems.</p>			
<b>U.S. National Security Policy</b>	Spring 2015	Instructor of Record	80 students split into 2 sections, primarily international affairs majors	TBD
	Spring 2014	Instructor of Record	80 students split into 2 sections, primarily international affairs majors	4.51; 4.42
	Summer 2013	Instructor of Record	28 students, primarily international affairs majors	4.68
<p>Examines the domestic sources of American security policy, including the presidency, the National Security Council, the Departments of State and Defense, intelligence organizations, and Congress. Focuses especially on the tension between security and liberty in policymaking and court decisions, as well as on the importance and dangers of threat perception.</p>				

**Description of Courses Taught at the University of Georgia (Continued)**

<b>Course</b>	<b>Semester</b>	<b>Role</b>	<b>Course Description and Teaching Responsibilities</b>	<b>Overall Rating*</b>
<b>Global Security Policy</b>	Summer 2014	Instructor of Record	30 students, primarily international affairs majors	4.64
	Fall 2013	Instructor of Record	16 students, primarily international affairs majors	4.14
By juxtaposing the notions of traditional security and human security, challenges the wisdom and implications of national and international policies that impact global security. Pushes students to critically analyze security problems from a globalized perspective.				
<b>Introduction to American Politics**</b>	Spring 2013	Lead Teaching Assistant	~30 students. 1 independent discussion section once per week. Coordinating and assisting 5 other TAs for the course.	4.43
	Spring 2012	Teaching Assistant	~60 students. 2 independent discussion sections once per week.	4.09; 4.04
	Fall 2011	Lead Teaching Assistant	~30 students. 1 independent discussion section once per week. Coordinating and assisting 5 other TAs for the course.	4.04
	Spring 2011	Teaching Assistant	~60 students. 2 independent discussion sections once per week.	4.00; 4.38
	Fall 2010	Teaching Assistant	~60 students. 2 independent discussion sections once per week.	4.29; 3.92
	Government and politics in the U.S., including the philosophical and constitutional foundations, political institutions such as Congress and the presidency, political practices such as voting, and civil rights and liberties.			

\*Rating is out of a possible score of 5.00. \*\*Indicates a mandatory course for undergraduates at UGA.

### 3. Teaching Interests

#### International Relations and Comparative Politics:

- Global Issues
- Introduction to International Relations
- Introduction to Comparative Politics
- Decision-Making
- American Foreign and/or Security Policy
- Comparative Foreign Policy
- International Conflict
- Diplomacy and Grand Strategy
- International Law
- Human Rights
- International Organizations
- International Political Economy, Development, and Globalization
- Special Topics: Conflict, Ethics, and Literature

#### American Politics:

- Introduction to American Politics
- The United States Presidency
- The United States Congress
- Constitutional Law
- Special Topics: American Political Satire

#### Research Methods

#### 4. Involvement in Undergraduate Research at the University of Georgia

<b>Date</b>	<b>Organization</b>	<b>Role</b>	<b>Description</b>
Spring 2015	Center for Undergraduate Research (CURO)	Thesis Reader	Secondary adviser for an undergraduate thesis regarding media coverage of North Korean missile and rocket tests. Working with Holly Boggs '15 and Brock Tessman (Thesis Director). Jan.-May 2015.
Spring 2014	The Roosevelt Institute @ UGA (undergraduate policy think tank)	Invited Speaker	Conducted a seminar entitled “Blurred Lines: Drones, War, and Sovereignty” at the Bridging the Gap Conference, March 2014.
Fall 2012	Undergraduate Research Initiative on Congressional Development	Graduate Assistant	Assisted Anthony Madonna with the undergraduate research initiative and its associated course, Aug.-Dec. 2012.

#### 5. Innovative Teaching Projects and Roles

<b>Date</b>	<b>Project</b>	<b>Role</b>	<b>Description</b>
Fall 2013-present	Association for Pedagogy in International Affairs at UGA	Charter Member	Collective of international affairs doctoral students and faculty members that meets several times per semester to engage pedagogical issues.
Fall 2013	Ditching the Desks: Kinesthetic Learning in the College Classroom	Co-author (with Sarah Fisher)	Developed a guide for the use of kinesthetic activities in college classrooms. Discussed at a regional conference and published in a peer-reviewed pedagogy journal.
Fall 2012	Critical Analysis of Teaching American Foreign Policy	Part of a three-member team (along with a fellow doctoral candidate, Sarah Fisher, and a faculty member, Brock Tessman)	Analyzed and evaluated American foreign policy courses and pedagogical approaches from across the country. Created undergraduate- and graduate-level syllabi and course blogs reflecting a new thematic focus. Presented findings to our department, which led to a publication in a peer-reviewed pedagogy journal.

## 6. Professional Activities Related to Teaching

### Conference Presentations and Publications:

Date	Title of Activity	Role	Conference	Status
2013-2014	“Ditching the Desks: Kinesthetic Learning in College Classrooms”	Co-author (with Sarah Fisher)	Annual Conference of the International Studies Association-South (2013)	Article published in <i>The Social Studies</i> 105 (6): 301-309.
2013	“Cupcakes, Dragons, and Blogs: A Conversation on Pedagogy, Syllabi, and Course Construction”	Invited Talk (with Sarah Fisher)	Friday Forum of the Center for the Study of Global Issues (GLOBIS), University of Georgia	
2012-2014	“A Field Guide to Teaching Agency and Ethics: <i>The West Wing</i> and American Foreign Policy”	Co-author (with Sarah Fisher)	Annual Conferences of the International Studies Association-South (2012) and the International Studies Association (2013)	Article published in <i>Dialogue: The Interdisciplinary Journal of Popular Culture and Pedagogy</i> 2 (1).
2011	“The Trade Game: A Re-imagining of an In-Class Simulation of the Global Trade System”	Co-author (with Matthew Clary)	Annual Conference of the International Studies Association-South	

### Pedagogical Certificates:

Date	Certificate	University
2014	Interdisciplinary Certificate in University Teaching	University of Georgia
2014	Graduate School Teaching Portfolio Certificate	University of Georgia



## 7. Additional Teaching Experience

<b>Course</b>	<b>Date</b>	<b>Role</b>	<b>Organization</b>
<b>You Say You Want a Revolution?</b>	January 2015	Instructor	Duke University Talent Identification Program (TIP) Weekend Academy at the University of Georgia
	December 2014	Co-Instructor (with Sarah Fisher)	Duke University Talent Identification Program (TIP) Weekend Academy at the University of Georgia
	October 2013	Co-Instructor (with Sarah Fisher)	Duke University Talent Identification Program (TIP) Weekend Academy at the University of Georgia
<b>U.S. National Security</b>	June 2014	Instructor	University of Georgia Summer Academy
	July 2013	Instructor	University of Georgia Pre-College Summer Program, July 2013
<b>Ten Things They Don't Teach You in International Relations</b>	April 2014	Co-Instructor (with Sarah Fisher)	Duke University Talent Identification Program (TIP) Weekend Academy at the University of Georgia
	April 2013	Co-Instructor (with Sarah Fisher)	Duke University Talent Identification Program (TIP) Weekend Academy at the University of Georgia
<b>The West Wing and American Foreign Policy</b>	October 2012	Co-Instructor (with Sarah Fisher)	Duke University Talent Identification Program (TIP) Weekend Academy at the University of Georgia
<b>American Foreign Policy</b>	June 2012	Instructor	Duke University Talent Identification Program (TIP) Summer Studies Program at the University of Georgia
<b>America and the World</b>	June-July 2011	Teaching Assistant	Duke University Talent Identification Program (TIP) Summer Studies Program at Appalachian State University

**8. Pedagogical Training and Coursework**

<b>Semester</b>	<b>Course</b>	<b>University</b>
Fall 2014	Higher Education in the United States	University of Georgia
Spring 2014	Service-Learning Course Design	University of Georgia
Fall 2013	Graduate School Teaching Portfolio Seminar	University of Georgia
Fall 2012	Critical Analysis of Teaching American Foreign Policy	University of Georgia
Fall 2010	Graduate Seminar for Teaching and Laboratory Assistants	University of Georgia
Fall 2008	Methods of Teaching Writing	Sewanee: The University of the South
Spring 2008	The Liberal Arts: Tradition and Innovation	Sewanee: The University of the South

**9. Evaluation of Teaching: Sample of Undergraduate Student Evaluations\***

<b>Term</b>	<b>Course (Role)</b>	<b>Evaluations</b>
<b>July 2014</b>	<b>Global Security Policy (Instructor)</b>	<p>What makes this class stand out more than others are the choices of text. No book, just articles from the past year. She is able to relate today's world to her teachings.</p> <p>This was a great class. The material &amp; use of videos/group work always kept things interesting.</p> <p>The instructor was excellent at engaging the classroom and providing relevant material.</p>
<b>Spring 2014</b>	<b>US National Security Policy (Instructor)</b>	<p>I really enjoyed this class in both the subject matter and the instruction. I would definitely take Mobley again. She does lots of discussion and in-class activities that help me more than a lecture would.</p> <p>Kayce organized everything very well and used multiple methods for teaching. Her relatability to the students and availability for one-on-one discussion was evident. I enjoyed her flexibility with the paper topics – allowing us to choose a topic greatly improved the quality of our work and interest.</p> <p>I really appreciated her diverse teaching methods. It made me want to actually learn the material rather than feel annoyed like some classes who just lecture. UGA is definitely lucky to have Kayce as a staff member.</p> <p>I've really enjoyed this class. The readings are great, much better than a textbook. Course stimulates my interest in the subject matter and videos and other media and class are interesting too. Great class, great teacher.</p> <p>I was shocked when I discovered Prof. Mobley was a grad student. Definitely one of the best teachers I've had. You can tell she has a passion for what she teaches.</p> <p>Really good class, clear expectations, well facilitated discussions while keeping student interest in activities.</p> <p>I honestly have nothing to say. Mobley is the best. She mixed media with lecture and group participation. There is a lot of work, but still one of best professors in the department.</p>

<b>Fall 2013</b>	<b>Global Security Policy (Instructor)</b>	<p>I enjoyed the topics + use of the blog site. The readings were usually very interesting + good length. The class environment made it easy to participate.</p> <p>Really enjoyed this class. It is nice to have only scholarly articles instead of a textbook. Course did a great job of exposing a very wide variety of opinions on many different important subjects.</p> <p>She made the class interesting with her teaching techniques and kept your attention throughout the semester.</p>
<b>June 2013</b>	<b>US National Security Policy (Instructor)</b>	<p>Unique style of teaching that was very engaging. Professor Mobley worked very hard to make sure we learned.</p> <p>The best tool Kayce helped me with was the emphasis on challenging my thinking/questioning/opinion in regards to security policy. I thought this was effective to help facilitate news discussions and relate concepts. She also helped demonstrate that this is not a black white issue with certain prescriptions for any occasion. Actors, history, school of thought, and training matters. I enjoyed the activities, especially forcing/encouraging me to speak/question in front of my classmates. <u>She was wonderful.</u></p>
<b>Spring 2013</b>	<b>Introduction to American Politics (TA)</b>	<p>Explained concepts very clearly. Always tried to generate interest with sharing current events. Used videos to reinforce learning (which I really liked).</p>
<b>Fall 2012</b>	<b>Introduction to International Relations (TA)</b>	<p>Kayce does a great job of breaking down and clarifying topics discussed in lecture.</p> <p>The professor engaged with students very well, especially in keeping us engaged in the material, and with each other. I enjoyed the wide variety used to present information and get us to interact with it.</p>
<b>Spring 2012</b>	<b>Introduction to American Politics (TA)</b>	<p>Kayce is a great instructor. I don't like political science, but she made it more than bearable.</p>
<b>Fall 2011</b>	<b>Introduction to American Politics (TA)</b>	<p>Ms. Mobley was an excellent teacher. Well spoken, organized, and intelligent. She also treated students with respect, not something graduate students always do. Give her a job, then give her a raise.</p>

\*Full evaluations available upon request.

**10. Sample Syllabus:**

# U.S. NATIONAL SECURITY

UNIVERSITY OF GEORGIA  
SPRING 2014

**Instructor: Kayce Mobley**  
**Office Hours: Mondays 1-3:00pm, Candler B03**  
[kayce@uga.edu](mailto:kayce@uga.edu) / [kaycemobley@gmail.com](mailto:kaycemobley@gmail.com)  
<http://usnationalsecurity.wordpress.com/>

*“Those who would give up essential Liberty, to purchase a little temporary Safety, deserve neither Liberty nor Safety.”*

-Benjamin Franklin, 1755

*“A country that demands moral perfection of itself as a test of its foreign policy will achieve neither perfection nor security.”*

-Henry Kissinger, 1994

*“The blade itself incites to violence.”*

-Homer

## COURSE DESCRIPTION AND OBJECTIVES

In an anarchic world, how does the United States perceive and respond to threats? What factors influence its development of national security policies, and what consequences do those policies have internationally and at home? In this class, students will dive into the complex and fascinating realm of American national security. By the end of the course, students will be able to classify threats, understand the drivers of security policy, and recognize and critique the consequences of those doctrines. The material will focus both on current events and historical themes of American security politics, including the near-constant tension between security and liberty.

## COURSE REQUIREMENTS AND GRADES

### Evaluation

<b>15% Attendance &amp; Participation</b>	Attendance and engagement in daily discussion and activities.
<b>15% Reading Quizzes</b>	Short reading quizzes. Lowest grade will be dropped.
<b>25% Midterm</b>	Midterm on Friday, March 7.
<b>20% Policy Paper</b>	Due at the start of class on Friday, April 18. Prompt and expectations below. Further instructions will be given in class.
<b>25% Final Exam</b>	Cumulative final exam.

### Required Text

- [Mazzetti, Mark. 2013. \*The Way of the Knife: The CIA, a Secret Army, and a War at the Ends of the Earth\*. New York: The Penguin Press.](#)
- For the most current schedule of readings, visit the course website, <http://usnationalsecurity.wordpress.com/>.

### Policy Paper: Grappling with Mistakes

- Choose a current or historical episode/issue in U.S. national security and analyze it through **one** of the following lenses:
  - Liberty vs. security OR
  - Actual threat vs. perceived threat
- Pick a case in which you feel the dominant policy pursued by the U.S. is/was flawed or deficient according to your chosen lens.
  - Provide background to the issue.
  - Analyze the decision making process that led to the “flawed” policy, using concepts from class. Also explain why other policies (including your preferred policy) were not pursued.
  - Using your chosen lens, explain why you believe the policy was flawed. Use facts, logic, and examples to justify.
  - Did/does a better policy option exist?
    - If so, explain why you prefer this hypothetical policy option. Compare and contrast it to the flawed policy pursued by the administration.
    - If not, explain fully why, though flawed, this option was the “least bad” option available to the administration.
  - Defend your analysis and opinion with facts and logic; persuade me that your chosen policy is/was the more desirable one.

- Policy Paper Details:
  - Due at the start of class on Friday, April 18.
  - Hard copies only for final submission.
  - 8-10 pages.
  - Times New Roman, 12 point font. Double-spaced. 1” margins.
  - Bibliography/Works Cited page required. At least 8 respectable, academic sources required. Use MLA citation style. For guidance: <http://owl.english.purdue.edu/owl/resource/747/05/>. Use the menu on the left for more detailed instructions.
  - 20% of overall course grade. Late submissions will be docked a letter grade for each day the paper is late.

### Suggested Resources

- [The American Presidency Project.](#)
- [Congressional Research Service. 2013. Instances of Use of United States Armed Forces Abroad, 1798-2013.](#)
- [Congressional Research Service Reports.](#)
- [International Crisis Behavior Project. 2013. Data Viewer.](#)
- [The National Security Archive.](#)

## COURSE POLICIES

### Attendance

Attendance, participation, and reading quizzes make up 15% of your grade. Yet, life can occasionally get in the way of attending every class. As such, you get **two unexcused** absences for the duration of this course. In addition, I grant excused absences for university-sanctioned events (sports/conference), a documented medical excuse (you **must** have some sort note from a doctor or the health center), or proof of the death of a deceased direct relative. Unexcused absences beyond the two freebies will deduct points from your attendance grade.

You may **not** make up quizzes if you are absent without excuse. If your absence is excused, I will simply not calculate that grade in your quiz score.

Missing a test requires advance notice (at least 48 hours in advance). Unless you are violently ill and can document this illness, you should be present for the test.

### Participation

If you attend every class, but never say a word, you can expect to get a poor participation grade. Participation entails **thoughtfully** asking questions, answering questions, providing feedback to classmates' questions, etc.

**Classroom Etiquette**

Turn your cell phone on silent when in class. I reserve the right to ban laptops from the classroom, but I generally do not have a problem with students who use laptops in class. If you use a laptop, use it for taking notes or viewing class material, not surfing YouTube or Facebook, however great the temptation might be.

The purpose of this course is to see every side of each issue, a goal achieved through civil, informed debate and discussion. We will discuss relatively controversial subjects throughout the course. Despite trespassing on some “hot button topics,” you must remain respectful of your classmates’ thoughts and opinions.

**Academic Honesty**

When you matriculated to the University of Georgia, you signed and agreed to abide by the University’s academic honesty policy, “A Culture of Honesty,” and the Student Honor Code. Your work must meet all requirements outlined in those documents which can be found at [www.uga.edu/honesty](http://www.uga.edu/honesty). If you were unaware of breaking the honor code, I will still hold you accountable for the violation. If you have any questions or concerns about the academic honesty policy, please direct them to the instructor.

**Disability Resource Center**

If you have a documented disability and need special accommodation, let me know during the first week of the semester. We will work with the Disability Resource Center to accommodate your needs.

**Communicating with the Instructor**

The best way to contact me is via email at [kaycemobley@gmail.com](mailto:kaycemobley@gmail.com) or [kayce@uga.edu](mailto:kayce@uga.edu) (though the UGA address will simply forward to my gmail). In addition, I will hold office hours from 1:00-3:00pm on Mondays in Candler B03. Feel free to stop by with any questions or concerns you have. If that time does not work for you, I am more than happy to set up an appointment.

**The Fine Print**

This syllabus is a general plan; it is possible that some deviations will occur. As such, it is crucial that you attend class, check your UGA email, and visit the class web site regularly.



## COURSE SCHEDULE

### I. CONCEPTUALIZING NATIONAL SECURITY

#### A. Introduction

*Monday, January 6: Course Introduction*

*Wednesday, January 8: Defining National Security*

Required:

- Watch/read: [President Obama's May 2013 Address at the National Defense University](#).
- [2013. Presidents, Public Always Struggle With Appropriate Security and Liberty Relationship. The Washington Post. May 28.](#)

*Friday, January 10: National Security as International Relations*

Required:

- Snyder, Jack. 2004. One World, Rival Theories. *Foreign Policy* (145): 52-62.

Recommended:

- Walt, Stephen M. 1998. International Relations: One World, Many Theories. *Foreign Policy* (110): 29-46.

*Monday, January 13: National Security as Ideology and Ethics*

Required:

- [Saad, Lydia. 2013. Republicans, Democrats Agree on Top Foreign Policy Goals. Gallup. February 20.](#)
- Drezner, Daniel. 2013. Rebooting Republican Foreign Policy. *Foreign Affairs*. January/February.
- Gelb, Leslie H., and Justine A. Rosenthal. 2003. The Rise of Ethics in Foreign Policy. *Foreign Affairs* 82 (3): 2-7.
- Hastedt, Glenn. 2003. Definitions of Responsibility and American Foreign Policy. *PS: Political Science and Politics* 36 (1): 11-16.

*Wednesday, January 15: National Security as Decision Making*

Required:

- [Lewis, Michael. 2012. Obama's Way. Vanity Fair. October.](#)

Recommended:

- Betts, Richard K. 2013. The Lost Logic of Deterrence. *Foreign Affairs* 92 (2): 87-99.
- Sofaer, Abraham D. 2010. The Best Defense? *Foreign Affairs* 89 (1): 109-118.

*Friday, January 17: National Security as Threat Assessment*

Required:

- Zenko, Micah, and Michael A. Cohen. 2012. Clear and Present Safety. *Foreign Affairs* 91(2): 79-93.
  - Miller, Paul D. 2012. Be Afraid. *Foreign Affairs* 91(4): 146-149.
- Rothkopf, David. 2012. The Enemy Within. *Foreign Policy* (193): 1-3.
- [Drezner, Daniel. 2012. Why Presidents Love Foreign Affairs. The New York Times. September 20.](#)

Recommended:

- Zenko, Micah, and Michael Cohen. 2012. Zenko and Cohen Reply. *Foreign Affairs* 91(4): 149-151.
- Howard, Michael. 2002. What's in a Name? *Foreign Affairs* no. 81 (1) :8-13.

## II. PLAYERS AND PROCESSES

*Monday, January 20: Martin Luther King Day - No Class*

*Wednesday, January 22: National Security as Domestic Politics and Culture*

Required:

- [Mahler, Jonathan. 2008. After the Imperial Presidency. The New York Times Magazine \(9\).](#)
- Newhouse, John. 2009. Diplomacy, Inc. *Foreign Affairs* 88 (3): 73-92.
- Friedman, Uri. 2012. American Exceptionalism. *Foreign Policy* (194): 22-23.
- [Holmes, Linda. 2013. Armor and Anxiety: Tony Stark Is the New Captain America. NPR. May 6.](#)

Recommended:

- [Franke-Ruta, Garance. 2013. Niall Ferguson, Ted Cruz, and the Politics of Masculinity. The Atlantic. May 7.](#)

*Friday, January 24: Inside the West Wing*

Required:

- Walcott, Charles E., and Karen M. Hult. 2005. White House Structure and Decision Making: Elaborating the Standard Model. *Presidential Studies Quarterly* 35 (2): 303-318.
- Fullilove, Michael. 2005. All the President's Men. *Foreign Affairs* 84 (2): 13-18.
- Purdum, Todd S. 2013. The Lonely Guy. *Vanity Fair*. November 8.

*Monday, January 27: Inside the West Wing*

## Required:

- Daalder, Ivo H., and I. M. Destler. 2009. In the Shadow of the Oval Office: The Next National Security Adviser. *Foreign Affairs* 88 (1): 114-129.
- Rothkopf, David J. 2005. Inside the Committee That Runs the World. *Foreign Policy* (147): 30-40.

*Wednesday, January 29: Bureaucratic Politics*

## Required:

- Abrams, Elliott. 2013. The Prince of the White House. *Foreign Policy* (199): 64-70.
- Smith, Steve. 1984. Policy Preferences and Bureaucratic Position: The Case of the American Hostage Rescue Mission. *International Affairs* 61 (1): 9-25.

## Recommended:

- Allison, Graham T. 1969. Conceptual Models and the Cuban Missile Crisis. *The American Political Science Review* 63 (3): 689-718.

*Friday, January 31: Bureaucratic Politics*

## Required:

- Fessenden, Helen. 2005. The Limits of Intelligence Reform. *Foreign Affairs* 84: 106-120.
- Gates, Robert M. 2009. A Balanced Strategy: Reprogramming the Pentagon for a New Age. *Foreign Affairs* 88 (1): 28-40.
- [Zegart, Amy B. 2012. King David: Why Generals Shouldn't Run the CIA. \*Foreign Policy\*. November 21.](#)
- [Gomez, David. 2013. Spies Like Them. \*Foreign Policy\*. May 31.](#)

## Recommended:

- Pfaff, William. 2010. Manufacturing Insecurity. *Foreign Affairs* 89 (6): 133-140.
- [Hudson, John. 2014. FBI Drops Law Enforcement as 'Primary' Mission. \*Foreign Policy\*. January 5.](#)

*Monday, February 3: Three Branches*

## Required:

- Howell, William G., and Jon C. Pevehouse. 2007. When Congress Stops Wars. *Foreign Affairs* 86: 95-107.
  - Fisher, Louis, and Ryan C. Hendrickson. 2008. Congress at War. *Foreign Affairs* 87: 167-169.
- [Shapiro, Ari. 2013. Why Obama Wants to Change the Key Law in the Terrorism Fight. NPR. May 29.](#)
- Kaye, David. 2013. Stealth Multilateralism. *Foreign Affairs*. September/October. 113-124.
- [Yoo, John. 2010. The Supreme Court and National Security: After Justice Stevens. The Wall Street Journal. April 17.](#)

*Tuesday, February 4: Movie Night*

- *Wag the Dog*, 7:00 pm

*Wednesday, February 5: The Fourth Estate*

## Required:

- [Junod, Tom. 2003. The Falling Man. Esquire. September.](#)
- [Krug, Matthias and Stefan Niggemeier. 2013. Enhanced Reality: Exploring the Boundaries of Photo Editing. Spiegel. May 12.](#)
- Mermin, Jonathan. 1997. Television News and American Intervention in Somalia: The Myth of a Media-Driven Foreign Policy. *Political Science Quarterly* 112 (3): 385-403.

## Recommended:

- [Junod, Tom. 2012. Falling \(Mad\) Man. Esquire. January 30.](#)
- Ariely, Dan. 2012. Liar, Liar. *Foreign Policy* (195): 22-23.
- [Popovic, Srdja and Mladen Joksic. 2013. Why Dictators Don't Like Jokes. Foreign Policy. April 15.](#)

*Friday, February 7: No Class*

### III. WHERE HAVE WE BEEN?

#### A. Cold War

*Monday, February 10: Red Scare and Containment*

Required:

- [McCarthy, Joseph R. 1950. Enemies From Within. Speech in Wheeling, West Virginia. February 9. \[Also - Follow-up letter to President Truman.\]](#)
- Kissinger, Henry. 1994. Reflections on Containment. *Foreign Affairs*: 113-130.

Recommended:

- [Kennan, George F. 1946. The Long Telegram.](#)

*Wednesday, February 12: Arms Race*

Required:

- Goodman, Lisa A., John E. Mack, William R. Beardslee, and Roberta M. Snow. 1983. The Threat of Nuclear War and the Nuclear Arms Race: Adolescent Experience and Perceptions. *Political Psychology* 4 (3): 501-530.
- [Birch, Douglas. 2013. The USSR and US Came Closer to Nuclear War Than We Thought. \*The Atlantic\*. 28 May.](#)

*Friday, February 14: Proxy Wars*

Required:

- Huebner, Andrew J. 2004. Kilroy is Back: Images of American Soldiers in Korea, 1950-1953. *American Studies* 45 (1):103-129.
- [Pentagon Papers.](#)
  - When you click on “The Pentagon Papers,” the link is for the entire document, which is thousands of pages long. Luckily, the website divides the document into many smaller chunks. I want you to pick one of the sections that looks interesting to you and skim it. When you come to class, be prepared to discuss the section you skimmed and how it relates to the larger story of the Vietnam war.

*Monday, February 17: Aftermath of Vietnam and Watergate*

Required:

- [Kaplan, Robert D. 2013. In Defense of Henry Kissinger. \*The Atlantic\*. April 24.](#)
- Shay, Jonathan. 1994. “Introduction.” *Achilles in Vietnam: Combat Trauma and the Undoing of Character*. New York: Simon & Schuster. xiii-xxiii.
- [Lee, Timothy B. 2013. In the 1970s, Congress Investigated Intelligence Abuses. Time to Do It Again? \*The Washington Post\*. June 27.](#)

Recommended:

- [Cooper, Michael and Sam Roberts. 2011. After 40 Years, the Complete Pentagon Papers. \*The New York Times\*. June 7.](#)

*Tuesday, February 18: Movie Night*

- *The Most Dangerous Man in America, 7:00pm*

*Wednesday, February 19: US and Latin America*

## Required:

- Grandin, Greg. 2006. Chapter Two: The Most Important Place in the World. *Empire's Workshop: Latin America, the United States, and the Rise of the New Imperialism*. New York: Owl Books. 52-86.

*Friday, February 21: End of the Cold War*

## Required:

- Brzezinski, Zbigniew. 1992. The Cold War and Its Aftermath. *Foreign Affairs* 71 (4): 31-49.
- Mearsheimer, John J. 1990. Why We Shall Soon Miss the Cold War. *Atlantic Monthly* 266 (2): 35-50.

**B. Post-Cold War Era***Monday, February 24: Gulf War*

## Required:

- Middup, Luke. 2010. The Impact of Vietnam on U.S. Strategy in the First Gulf War. *Comparative Strategy* 29 (5): 389-404.

*Wednesday, February 26: Clinton*

## Required:

- Power, Samantha. 2001. Bystanders to Genocide. *Atlantic Monthly* 288 (2): 84-108.

*Friday, February 28: September 11, 2001 Attacks*

## Required:

- Byman, Daniel. 2005. Strategic Surprise and the September 11 Attacks. *Annual Review of Political Science* 8 (1): 145-170.
- Gaddis, John Lewis. 2002. Setting Right a Dangerous World. *Chronicle of Higher Education* 48 (18): B7.

## Recommended:

- Kagan, Robert. 2008. The September 12 Paradigm. *Foreign Affairs* 87 (5): 25-39.

*Monday, March 3: Aftermath of 9/11*

## Required:

- Nye Jr, Joseph S. 2006. Transformational Leadership and U.S. Grand Strategy. *Foreign Affairs* 85: 139-148.
- Kaplan, Fred. 2013. End of the Age of Petraeus: The Rise and Fall of Counterinsurgency. *Foreign Affairs* 92 (1): 75-90.
- [Crowley, Michael. 2013. Why Gitmo Will Never Close. Time. May 30.](#)

*Wednesday, March 5: Obama*

## Required:

- Drezner, Daniel W. 2011. Does Obama Have a Grand Strategy? *Foreign Affairs* 90 (4): 57-68.
- [Stephens, Bret. 2013. The Kissinger Question: Does the US Need a Foreign Policy? Obama Thinks Not. The Wall Street Journal. May 13.](#)
  - [Heilbrunn, Jacob. 2013. Bret Stephens Misreads Kissinger. The National Interest. May 16.](#)
- Haass, Richard N. 2013. The Irony of American Strategy. *Foreign Affairs* 92(3): 57-67.

*Friday, March 7: Midterm**March 10-14: Spring Break***IV. WHERE ARE WE NOW?***Monday, March 17: Nuclear Weapons*

## Required:

- Joffe, Josef, and James W Davis. 2011. Less than Zero-Bursting the New Disarmament Bubble. *Foreign Affairs*. 90 (1): 7-13.
  - Blair, Bruce, Matt Brown, Richard Burt, Josef Joffe, and James Davis. 2011. Can Disarmament Work? *Foreign Affairs* 90 (4): 173-178.
- Jervis, Robert. 2013. Getting to Yes With Iran. *Foreign Affairs* 92 (1): 105-115.

## Recommended:

- Mousavian, Hossein. 2013. An Opportunity for a U.S., Iran Paradigm Shift. *Washington Quarterly* 36 (1): 129-144.

*Wednesday, March 19: The Future of the Military: Strategy and Arms*

## Required:

- Odierno, Raymond T. 2012. The U.S. Army in a Time of Transition. *Foreign Affairs* 91 (3): 7-11.
- Mosser, Michael W. 2010. The Promise and the Peril: The Social Construction of American Military Technology. *Whitehead Journal of Diplomacy & International Relations* 11 (2):91-104.
- Caverley, Jonathan, and Ethan B. Kapstein. 2012. Arms Away. *Foreign Affairs* 91 (5): 125-132.

## Recommended:

- Robinson, Linda. 2012. The Future of Special Operations. *Foreign Affairs* 91: 110-122.
- Kaplan, Fred. 2013. End of the Age of Petraeus: The Rise and Fall of Counterinsurgency. *Foreign Affairs* 92 (1): 75-90.
- Katz, Daniel. 2013. Still on Top. *Foreign Affairs* 92 (2): 178-180.
- Korb, Lawrence J. 2013. The Less, the Better. *Foreign Affairs* 92 (2): 180-180.
- Moriarty, J. Thomas. 2013. Outgunned? *Foreign Affairs* 92 (2): 177-178.

*Friday, March 21: The Future of the Military: Civil-Military Relations*

## Required:

- [Philipps, Dave. 2013. Disposable: Surge in Discharges Includes Wounded Soldiers. Other Than Honorable. \*Colorado Springs Gazette\*. May 19.](#)
- [Londoño, Ernesto. 2014. The Last Casualties: As a Long War Ends, Risks Still Prove Real. \*The Washington Post\*. March 4.](#)
- [Horton, Alex. 2013. Helping Veterans by Taking Them Off the Pedestal. \*The Atlantic\*. November 13.](#)

## Recommended:

- [Horton, Alex. 2012. Lonely Men on Campus: Student Veterans Struggle to Fit In. \*The Atlantic\*. August 28.](#)
- [Satel, Sally and Richard J. McNally. 2013. Retiring the Vietnam-Vet Stereotype. \*The Atlantic\*. November 13.](#)
- [Nicholson, Alexander. 2013. Time to Treat Veterans' Problems as Defense Problems. \*The Atlantic\*. August 2.](#)



*Monday, March 24: Economics and Security*

## Required:

- Gelb, Leslie H. 2010. GDP Now Matters More Than Force. *Foreign Affairs* 89 (6): 35-43.
- [Cambanis, Thanassis. American Energy Independence: The Great Shake-Up. The Boston Globe. May 26.](#)
- [Pincus, Walter. 2014. In Planning for the Future, the Pentagon Sees Fewer Troops and More Technology. The Washington Post. March 3.](#)
- [Dreazen, Yochi and Dan Lamothe. 2014. China Threat Cited as Pentagon Budget Takes Beating. Foreign Policy. March 5.](#)

## Recommended:

- Miller, Gregory D. 2010. The Security Costs of Energy Independence. *Washington Quarterly* 33 (2): 107-119.
- Read/listen: [Gjelten, Tom. 2012. US Rethinks Security As Mideast Oil Imports Drop. NPR. November 14.](#)
- [Mann, Charles C. 2013. What if We Never Run Out of Oil? The Atlantic. 24 April.](#)

*Wednesday, March 26: Corrupt, Weak, and Failed States*

## Required:

- Shapiro, Andrew J. 2012. A New Era for U.S. Security Assistance. *Washington Quarterly* 35 (4): 23-35.
- Mazarr, Michael J. 2014. The Rise and Fall of the Failed-State Paradigm. *Foreign Affairs*. January/February. 113-121.
- [Markey, Daniel. 2014. Reorienting U.S.-Pakistan Strategy. Council on Foreign Relations. January 30.](#)
- [Ryan, Missy and Phil Stewart. 2014. Eyeing Afghan exit, U.S. intensifies campaign against Haqqani militants. Reuters. February 26.](#)

## Recommended:

- Gates, Robert M. 2010. Helping Others Defend Themselves. *Foreign Affairs* 89 (3): 2-6.
- Kramer, Stephen D. 2012. Talking Tough to Pakistan. *Foreign Affairs* 91 (1): 87-96.
  - Evans, Alexander, and Stephen Krasner. 2012. Tough Talk Is Cheap. *Foreign Affairs* 91 (3): 166-170.
- [Flock, Elizabeth. 2011. Egypt Dock Workers Protest U.S. Tear Gas Shipments to Tahrir Square. The Washington Post. November 30.](#)
- [Myers, Steven Lee and Thom Shanker. 2012. After Sinai Attack, US and Egypt Step Up Talks On Security. August 11.](#)

*Friday, March 28: Corrupt, Weak, and Failed States (Non-Traditional Security) - Interventions*

Required:

- Young, Marilyn B. 2006. Two, Three, Many Vietnams. *Cold War History* 6 (4): 413-424
- Traub, James. 2010. In the Beginning There Was Somalia. *Foreign Policy* (180): 80-84.
- [Mezran, Karim, Jason Pack, and Haley Cook. 2013. Libya's Lessons on Syria. \*Foreign Policy\*. September 9.](#)
- [Patrick, Stewart M. 2014. "Crimea: Stop Citing International Law and Start Condemning Russian Expansionism." \*The Internationalist\*. Council on Foreign Relations. March 17.](#)

*Monday, March 31: Terrorism*

Required:

- [Cassidy, John. 2013. After Boston, a Few Facts About Terrorism. \*The New Yorker\*. April 22.](#)
- Haqqani, Husain. 2013. Breaking Up Is Not Hard to Do: Why the US-Pakistani Alliance Isn't Worth the Trouble. *Foreign Affairs*. March/April.
- [Arquilla, John. 2013. Getting to Yes With the Taliban. \*Foreign Policy\*. May 20.](#)
- [Beinart, Peter. 2014. Ukraine: Is This How the War on Terror Ends? \*The Atlantic\*. March 4.](#)

Recommended:

- [Aikins, Mattieu. 2011. Our Man in Kandahar. \*The Atlantic\*. September 21.](#)
- [Gaskell, Stephanie. 2013. How the War on Terror Changed the Way America Fights. \*The Atlantic\*. September 1.](#)

*Wednesday, April 2: Homeland Security*

Required:

- Flynn, Stephen. 2011. Recalibrating Homeland Security. *Foreign Affairs* 90 (3): 130-140.
- [Fallows, James. 2013. Annals of the Security State, Gabriel Silverstein Division. \*The Atlantic\*. May 19.](#)
- [Coster, Helen. 2013. The Long Island Jihadist. \*The New Yorker\*. November 27.](#)

Recommended:

- [Junod, Tom. 2012. Counter-Terrorism Is Getting Complicated. \*Esquire\*. January 18.](#)
- [Kristof, Nicholas. 2012. A Veteran's Death, the Nation's Shame. \*The New York Times\*. April 14.](#)

*Friday, April 4: No Class*

*Monday, April 7: Domestic Spying*

## Required:

- [Priluck, Jill. 2013. On Privacy. n+1. July 31.](#)
- [Danner, Mark. 2014. He Remade Our World. New York Review of Books. April 3.](#)
- [Nakashima, Ellen. 2014. White House pushes Congress to quickly pass changes to NSA data collection program. The Washington Post. March 27.](#)
- [Hosenball, Mark and Alina Selyukh. 2014. Obama's NSA overhaul may require phone carriers to store more data. Reuters. April 3.](#)

## Recommended:

- Read/Listen: [Totenberg, Nina. 2013. Supreme Court Makes It Harder To Challenge Foreign Intelligence Surveillance Act. NPR. February 26.](#)

*Wednesday, April 9: Security Leaks*

## Required:

- Macmillan, Margaret. 2011. Cable News. *Foreign Policy* (185): 99-100.
- [Gjelten, Tom. 2012. Does Leaking Secrets Damage National Security? NPR. June 12.](#)
- [Shafer, Jack. 2013. Opinion: Edward Snowden and the selective targeting of leaks. Reuters. June 11.](#)
- [Farrell, Henry and Martha Finnemore. 2013. The End of Hypocrisy. Foreign Affairs. November/December. 22-26.](#)

## Recommended:

- [Associated Press. 2013. Wikileaks Trial Begins Three Years After Bradley Manning's Arrest for Massive Leak of US Secrets. The Washington Post. June 3.](#)

*Friday, April 11: Cybersecurity*

## Required:

- [Shachtman, Noah. 2013. This Pentagon Project Makes Cyberwar Look as Easy as Angry Birds. Wired Magazine. May 28.](#)
- [Lin, Patrick, Fritz Allhoff, and Neil Rowe. 2012. Is It Possible to Wage a Just Cyberwar? The Atlantic. June 5.](#)
- [Rid, Thomas. 2013. Cyberwar and Peace: Hacking Can Reduce Real-World Violence. Foreign Affairs. November/December.](#)
- [Strasser, Max. 2014. Why Ukraine Hasn't Sparked a Big Cyberwar, So Far. Newsweek. March 18.](#)

## Recommended:

- Clark, Wesley K., and Peter L. Levin. 2009. Securing the Information Highway. *Foreign Affairs* 88 (6): 2-10.
- Lynn, William J. 2011. A Military Strategy for the New Space Environment. *Washington Quarterly* 34 (3): 7-16.
- Arquilla, John. 2012. Cyberwar Is Already Upon Us. *Foreign Policy* (192): 1-4.
- Rid, Thomas. 2012. Think Again: Cyberwar. *Foreign Policy* (192): 1-11.
- Segal, Adam. 2012. Chinese Computer Games. *Foreign Affairs* 91 (2): 14-20.
- [Nakashima, Ellen. 2013. Confidential Report Lists US Weapons System Designs Compromised by Chinese Cyberspies. The Washington Post. May 27.](#)
- [Osnos, Evan. 2013. The Year of the Hack. The New Yorker. May 28.](#)

*Monday, April 14: Special Operations, Targeted Killings, and Drones*

## Required:

- Byman, Daniel. 2013. Why Drones Work. *Foreign Affairs*. July/August.
- Cronin, Audrey Kurth. 2013. Why Drones Fail. *Foreign Affairs*. July/August.
- Kreps, Sarah and Micah Zenko. 2014. The Next Drone Wars. *Foreign Affairs*. March/April. 68-79.

## Recommended:

- Robinson, Linda. 2012. The Future of Special Operations. *Foreign Affairs* 91: 110-122.

*Wednesday, April 16: Targeted Killings and Drones*

Required:

- [Junod, Tom. 2012. The Lethal Presidency of Barack Obama. \*Esquire\*. August.](#)
- [Mazzetti, Mark and Eric Schmitt. 2014. U.S. Militant, Hidden, Spurs Drone Debate. \*The New York Times\*. February 28.](#)
- [Power, Matthew. 2013. Confessions of a Drone Warrior. \*GQ\*. October 23.](#)

Recommended:

- [Coll, Steve. 2013. Remote Control: Our Drone Delusion. \*The New Yorker\*. May 6.](#)
- Listen: [Kaste, Martin. 2013. Will Bureaucracy Keep the U.S. Drone Industry Grounded? \*NPR\*. April 30.](#)
- Listen: “Debate: Should the President Be Able to Order Citizens Killed Abroad?” (Intelligence Squared U.S.)

*Friday, April 18: Targeted Killings and Drones*

*Final draft of paper due. Hard copies due at the start of class.*

Required:

- Shane, Scott. 2012. The Moral Case for Drones. *The New York Times*. July 14.
- Kaag, John and Sarah Kreps. 2012. The Moral Hazard of Drones. *The New York Times*. July 22.
- Kaag, John. 2013. Drones, Ethics, and the Armchair Soldier. *The New York Times*. March 17.

Recommended:

- Roth, Marco. 2013. The Drone Philosopher. *n+1*. August 7.

## V. APPRAISING US NATIONAL SECURITY

*Monday, April 21: The Way of the Knife*

Required:

- Pages 1-113.

*Wednesday, April 23: The Way of the Knife*

Required:

- Pages 115-211.

*Friday, April 25: The Way of the Knife*

Required:

- Pages 213-327.

*Monday, April 28: Synthesis and Review*

Required:

- Bring your four-column charts from Friday as well as any questions or thoughts you have about the final exam.
- Brooks, Stephen G., G. John Ikenberry, and William C. Wohlforth. 2013. Lean Forward. *Foreign Affairs* 92 (1): 130-142.
- Posen, Barry R. 2013. Pull Back. *Foreign Affairs* 92 (1): 116-128.

Recommended:

- Brzezinski, Zbigniew. 2012. After America. *Foreign Policy* (191): 1-4.

*Wednesday, April 30: Final Exam for 11:15am Section, 12:00-3:00pm*

*Friday, May 2: Final Exam for 9:05am Section, 8:00-11am*

**11. Sample Syllabus:**

# GLOBAL SECURITY POLICY

UNIVERSITY OF GEORGIA

JUNE 2014

BALDWIN 307, 8:00-10:15 AM

**Instructor: Kayce Mobley**

**Office Hours: By Appointment, Candler B02**

**E-mail: [kayce@uga.edu](mailto:kayce@uga.edu) / [kaycemobley@gmail.com](mailto:kaycemobley@gmail.com)**

**Course Website: <http://globalsecurity14.wordpress.com/>**

*“We have slain a large dragon. But we live now in a jungle filled with a bewildering variety of poisonous snakes. And, in many ways, the dragon was easier to keep track of.”*

-James Woosley, Director of the CIA (1993)

## COURSE DESCRIPTION & OBJECTIVES

Sitting at the crossroads of conflict, international institutions, globalization, and human rights is the study of global security policy. This course will challenge you to define security from a transnational perspective and to analyze how states, international organizations, and other actors influence global security through policy decisions. Throughout the term, the major theories of international relations will guide discussions of various topics in global security, including proliferation, invasion, intervention, terrorism, cyberwar, and human security.

## COURSE MATERIALS

No textbooks are required for this course. Instead, all readings will be available from the UGA library's web site, elsewhere on the internet, or via the class website. You are expected to read, question, and understand every article/chapter.

For the most current schedule of readings, visit the course website, <http://globalsecurity14.wordpress.com/>.

## COURSE REQUIREMENTS AND GRADES

<b>15%</b>	<b>Attendance and Participation</b>	Attendance and engagement in daily discussion and activities.
<b>15%</b>	<b>Quizzes</b>	Short reading quizzes and assignments. Lowest grade will be dropped.
<b>20%</b>	<b>Treaty Presentation and Report</b>	More information will be given in class.
<b>25%</b>	<b>Midterm</b>	Midterm on Friday, July 18.
<b>25%</b>	<b>Final Exam</b>	Final exam on Thursday, July 31.

## COURSE POLICIES

### Attendance

Attendance and participation make up 15% of your grade. You are allowed **two unexcused absences** for the duration of this course. In addition, I grant excused absences for university-sanctioned events (sports/conference), a documented medical excuse (you must have a note from a doctor or the health center), or proof of the death of a direct relative. **Hard copies of these excuses must be submitted within two days of your return to class.** Unexcused absences beyond the two freebies will automatically deduct points off your attendance and participation grade.

You may **not** make up quizzes if you are absent without excuse. If your absence is excused, I will simply not calculate that grade in your quiz score.

Missing a test requires advance notice (at least 48 hours in advance). Unless you are violently ill and can document this illness, you should be present for the test.

### Participation

If you attend every class, but never say a word, you can expect to get a poor participation grade. Participation entails **thoughtfully** asking questions, answering questions, providing feedback to classmates' questions, etc.



**Classroom Etiquette**

Silence your cell phone when in class. I reserve the right to ban laptops from the classroom, but I generally do not have a problem with students who use laptops in class. If you use a laptop, use it for taking notes or viewing class material, not surfing YouTube or Facebook, however great the temptation might be.

The purpose of this course is to see every side of each issue, a goal achieved through civil, informed debate and discussion. We will discuss relatively controversial subjects throughout the course. Despite trespassing on some “hot button” topics, you must remain respectful of your classmates’ thoughts and opinions.

**Academic Honesty**

When you matriculated to the University of Georgia, you signed and agreed to abide by the University’s academic honesty policy, “A Culture of Honesty,” and the Student Honor Code. Your work must meet all requirements outlined in those documents which can be found at [www.uga.edu/honesty](http://www.uga.edu/honesty). If you were unaware of breaking the honor code, I will still hold you accountable for the violation. If you have any questions or concerns about the academic honesty policy, please direct them to the instructor.

**Disability Resource Center**

If you have a documented disability and need special accommodation, let me know during the first week of the semester. We will work with the Disability Resource Center to accommodate your needs.

**Communicating with the Instructor**

The best way to contact me is to talk with me before and after class. Also, you can contact me via email at [kaycemobley@gmail.com](mailto:kaycemobley@gmail.com) or [kayce@uga.edu](mailto:kayce@uga.edu) (though the UGA address will simply forward to my gmail). In addition, I will be available for office hours in Candler B02 by appointment. Feel free to stop by with any questions or concerns you have.

**The Fine Print**

This syllabus is a general plan; it is possible that some deviations will occur. As such, it is crucial that you check your UGA email regularly and keep updated via the class web site.

**COURSE READINGS**Thursday, July 3: NO CLASS**UNIT I: GLOBAL SECURITY POLICY AND INTERNATIONAL RELATIONS**Monday, July 7: Course Introduction & Defining Security

Required:

- Ikenberry, G. John. 2013. Global Security Cooperation in the Twenty-First Century. In *The Quest for Security*. Ed. Joseph E. Stiglitz and Mary Kaldor. Columbia University Press: New York. 94-114.
- [Brooks, David. 2014. Saving the System. \*The New York Times\*. April 28.](#)
- [Brooks, David. 2014. The Republic of Fear. \*The New York Times\*. March 24.](#)

Tuesday, July 8: Global Security, IR Theory, and International Organizations

Required:

- Mead, Walter Russell. 2014. The Return of Geopolitics: The Revenge of the Revisionist Powers. *Foreign Affairs* 93(3): 69-79.
- Ikenberry, G. John. 2014. The Illusion of Geopolitics: The Enduring Power of the Liberal Order. *Foreign Affairs* 93(3): 80-91.
- [Mitter, Siddhartha. 2014. Does Conflict Produce Winners and Losers? Or Just Survivors? \*The Atlantic\*. March 21.](#)

Recommended:

- Snyder, Jack. 2004. One World, Rival Theories. *Foreign Policy* (145): 52-62.
- Patrick, Stewart. 2014. The Unruled World: The Case for Good Enough Global Governance. *Foreign Affairs* 93(2): 58-73.
- [Mearsheimer, John J. 2006. China's Unpeaceful Rise. \*Current History\* 105\(690\): 160-162.](#)
- [Walt, Stephen M. 2012. What If Realists Were in Charge of U.S. Foreign Policy? \*Foreign Policy\*. April 30.](#)
- Ferguson, Yale H. 2003. Illusions of Superpower. *Asian Journal of Political Science* 11(2): 21-36.
- [Roasa, Dustin. 2012. China's Soft Power Surge. \*Foreign Policy\*. November 18.](#)
- Listen/read: [Greene, David. 2012. The Art of Diplomacy Has Its Rules. \*NPR\*. July 8.](#)
- Listen/read: [Shapiro, Ari. 2013. Sunnylands: Where Movies Stars and Presidents Play \(And Work\). \*NPR\*. July 6.](#)
- Jones, Lee. 2007. ASEAN Intervention in Cambodia: From Cold War to Conditionality. *Pacific Review* 20(4): 523-550.
- Mearsheimer, John. 1995. The False Promise of International Institutions. *International Security* 19(3): 5-49.

Wednesday, July 9: Global Security and Decision Making, Agency, and Ethics

## Required:

- Woods, Kevin, James Lacey and Williamson Murray. 2006. Saddam's Delusions: The View from the Inside. *Foreign Affairs* 85(3): 2-26.
- Doyle, Michael W. 2011. International Ethics and the Responsibility to Protect. *International Studies Review* 13 (1): 72-84.

## Recommended:

- [Bueno de Mesquita, Bruce. 2009. Recipe for Failure. \*Foreign Policy\*. November/December.](#)
- [Singh, Michael. 2012. Is the Iranian Regime Rational? \*Foreign Policy\*. February 23.](#)
- McDermott, Rose. 1992. Prospect Theory in International Relations: The Iranian Hostage Rescue Mission. *Political Psychology* 13 (2): 237-263.
- Weiss, Thomas. 2014. Military Humanitarianism: Syria Hasn't Killed It. *The Washington Quarterly* 37(1): 7-20.

**UNIT II: DRAGONS**Thursday, July 10: Traditional Military Security and Warfare

## Required:

- Johnson, Dominic D.P. and Monica Duffy Toft. 2013/14. Grounds for War: The Evolution of Territorial Conflict. *International Security* 38(3): 7-38.

## Recommended:

- [Kaplan, Robert D. 2005. How We Would Fight China. \*The Atlantic\*.](#)
- Kroenig, Matthew. 2012. Time to Attack Iran. *Foreign Affairs* 91 (1): 76-86.
- Adams, Gordon and Matthew Leatherman. 2011. A Leaner and Meaner Defense. *Foreign Affairs* 90(1): 139-152.
- Listen/read: [Abramson, Larry. Defense Contractors See Their Futures in Developing World. \*NPR\*. July 6.](#)

Friday, July 11: Nuclear Weapons

## Required:

- [Sagan, Scott D. 1996-7. Why Do States Build Nuclear Weapons?: Three Models in Search of a Bomb. \*International Security\* 21\(3\): 54-86.](#)
- [Langewiesche, William. 2006. How to Get a Nuclear Bomb. \*The Atlantic\*. Dec. 1.](#)

## Recommended:

- [Langweiesche, William. 2005. The Wrath of Khan. \*The Atlantic\*. November.](#)
- Lieber, Keir. 2013. Why States Won't Give Nuclear Weapons to Terrorists. *International Security* 38(1): 80-104.
- Kemp, R. Scott. 2014. The Nonproliferation Emperor Has No Clothes: The Gas Centrifuge, Supply-Side Controls, and the Future of Nuclear Proliferation. *International Security* 38(4): 39-78.

Monday, July 14: Other Weapons

## Required:

- Price, Richard. 1995. A Genealogy of the Chemical Weapons Taboo. *International Organization* 49(1): 73-103.
- Acton, James. 2014. Target:?. *Foreign Policy* 206: 52-57.

## Recommended:

- Price, Richard. 1998. Reversing the Gun Sights: Transnational Civil Society Targets Land Mines. *International Organization* 52(3): 613-644.
- Listen/read: [Beardsley, Eleanor. 2013. European Aviation Firms Spotlited at Paris Air Show. \*NPR\*. June 18.](#)
- [Hurlburt, Heather. 2013. Living up to the Statute. \*Foreign Policy\*. April 3.](#)

Tuesday, July 15: US and Global Security

## Required:

- Pollack, Kenneth and Ray Takeyh. 2014. Near Eastern Promises: Why Washington Should Focus on the Middle East. *Foreign Affairs* 93(3): 92-105.
- Campbell, Kurt and Ely Ratner. 2014. Far Eastern Promises: Why Washington Should Focus on Asia. *Foreign Affairs* 93(3): 106-116.
- [Griswold, Eliza. 2014. Can General Linder's Special Operations Forces Stop the Next Terrorist Threat? \*The New York Times Magazine\*. June 13.](#)

## Recommended:

- Montgomery, Evan Braden. 2014. Contested Primacy in the Western Pacific: China's Rise and the Future of U.S. Power Projection. *International Security* 38(4): 115-149.
- [Tlili, Mustapha. 2014. The Mirage of Political Islam. \*The New York Times\*. June 3.](#)
- [Adams, Gordon. 2014. Blame America: The United States tried to build a stable state in Iraq. We should've known better. \*Foreign Policy\*. June 13.](#)

Wednesday, July 16: China and Global Security

## Required:

- [Kaplan, Robert D. 2011. The South China Sea Is the Future of Conflict. \*Foreign Policy\*. September/October.](#)
- Nathan, Andrew and Andrew Scobell. 2012. How China Sees America. *Foreign Affairs* 91(5): 32-47.
- Verhoeven, Harry. 2014. Is Beijing's Non-Interference Policy History? How Africa is Changing China. *The Washington Quarterly* 37(2): 55-70.

## Recommended:

- Ikenberry, John G. 2008. The Rise of China and the Future of the West. *Foreign Affairs* 87(1): 23-37.
- Etzioni, Amitai. 2011. Changing the Rules. *Foreign Affairs* 90 (6): 172-175.
- [Himmelman, Jeff. 2013. A Game of Shark and Minnow. \*The New York Times Magazine\*. October 27.](#)
- Friedberg, Aaron. 2012. Bucking Beijing. *Foreign Affairs* 91(5): 48-58.
- [Reed, John. 2013. Africa's Big Brother Lives in Beijing. \*Foreign Policy\*. July 30.](#)
- Taylor, Brendan. 2014. The South China Sea Is Not a Flashpoint. *The Washington Quarterly* 37(1): 99-111.

Thursday, July 17: Russia and Global Security

## Required:

- Mankoff, Jeffrey. 2014. Russia's Latest Land Grab: How Putin Won Crimea and Lost Ukraine. *Foreign Affairs* 93(3): 60-68.
- [Galeotti, M. S. and Mark Bowen. 2014. Putin's Empire of the Mind. \*Foreign Policy\* 206: 16-19. May.](#)
- [Nye, Joseph. 2013. What China and Russia Don't Get About Soft Power. \*Foreign Policy\*. April 29.](#)

## Recommended:

- [Meek, James. 2014. Putin's Counter Revolution. \*London Review of Books\* 36\(6\): 3-9.](#)

Friday, July 18: Midterm

**UNIT III: SNAKES**Monday, July 21: Introduction to Third-World Security, State Capacity, and Organized Crime

## Required:

- Rapley, John. 2006. The New Middle Ages. *Foreign Affairs*. 85(3): 95-103.
- Naim, Moises. Mafia States. 2012. *Foreign Affairs* 91(3):100-111.
- [Andreas, Peter. 2013. Gangster's Paradise: The Untold History of the United States and International Crime. \*Foreign Affairs\* 92: 22-28.](#)

## Recommended:

- Thomas, Raju G. C. 2003. What Is Third World Security? *Annual Review of Political Science* 6 (1): 205-232.
- [Bremmer, Ian. 2011. Searching the World for Good Governance. \*The New York Times\*. November 27.](#)
- [Mehta, Suketu. 2013. In the Violent Favelas of Brazil. \*The New York Review of Books\*. August 15.](#)
- Glenny, Misha. 2013. Recent Developments in Global Criminal Industries. In *The Quest for Security*. Ed. Joseph E. Stiglitz and Mary Kaldor. Columbia University Press: New York. 143-154.
- Kapstein, Ethan. 2006. The New Global Slave Trade. *Foreign Affairs* 85(6): 103-115.
- Pritchard, Melissa. 2014. [Still God Helps You. \*The Wilson Quarterly\*.](#)

Tuesday, July 22: Civil War and Government-Sponsored Violence

## Required:

- Hehir, Aidan. 2013. The Permanence of Inconsistency: Libya, the Security Council, and the Responsibility to Protect. *International Security* 38(1): 137-159.
- Gettleman, Jeffrey. 2013. [The Global Elite's Favorite Strongman. \*The New York Times Magazine\*. September 4.](#)

## Recommended:

- King, Charles and Rajan Menon. 2010. Prisoners of the Caucasus. *Foreign Affairs* 89(4):20-34.
- [Gettleman, Jeffrey. 2010. Africa's Forever Wars. \*Foreign Policy\*. March/April.](#)
- [Lynch, Colum. 2012. The U.N. War Over Calling Syria a "Civil War." \*Foreign Policy\*. June 13.](#)
- Kuperman, Alan. 2013. A Model Humanitarian Intervention? Reassessing NATO's Libya Campaign. *International Security* 38(1): 105-136.
- [Van Tets, Fernande. 2013. The Art of Civil War. \*Foreign Policy\*.](#)
- Filkins, Dexter. 2013. [The Shadow Commander. \*The New Yorker\*. September 30.](#)

Wednesday, July 23: Targeted Killings and Terrorism

## Required:

- [Brooks, Rosa. 2013. Hate Obama's Drone War? \*Foreign Policy\*. February 14.](#)
- Jordan, Jenna. 2014. Attacking the Leader, Missing the Mark: Why Terrorist Groups Survive Decapitation Strikes. *International Security* 38(4): 7-38.

## Recommended:

- Byman, Daniel. 2006. Do Targeted Killings Work? *Foreign Affairs* 85(2): 95-111.
- Chenoweth, Erica. 2013. Terrorism and Democracy. *Annual Review of Political Science* 16: 355-378.
- [Charbonneau, Louis. 2013. U.S. Drone Strikes Violate Pakistan's Sovereignty: UN. \*Reuters\*. March 15.](#)
- [Lombrozo, Tania. 2013. Death by Drone: The Moral Way to Go? \*NPR\*. March 18.](#)

Thursday, July 24: Cybersecurity

## Required:

- Gartzke, Erik. 2013. The Myth of Cyberwar: Bringing War in Cyberspace Back Down to Earth. *International Security* 38(2): 41-73.

## Recommended:

- Arquilla, John. 2012. Cyberwar Is Already Upon Us. *Foreign Policy* (192): 1-4.
- [Shachtman, Noah. 2012. Russia's Top Cyber Sleuth Foils US Spies, Helps Kremlin Pals. \*Wired\*. July 23.](#)
- [Gross, Michael Joseph. 2012. World War 3.0. \*Vanity Fair\*. May.](#)
- Segal, Adam. 2012. Chinese Computer Games. *Foreign Affairs* 91(2): 14-20.
- [Healey, Jason. 2013. China Is a Cybervictim, Too. \*Foreign Policy\*. April 16.](#)

Friday, July 25: Economic Security

## Required:

- Loeffler, Rachel L. 2009. Bank Shots. *Foreign Affairs* 88 (2): 101-110.
- [Nikiforuk, Andrew. 2013. Oh, Canada. \*Foreign Policy\*. July/August.](#)
- Blackwill, Robert and Meghan O'Sullivan. 2014. America's Energy Edge: The Geopolitical Consequences of the Shale Revolution. *Foreign Affairs* 93(2): 102-114.

## Recommended:

- Helleiner, Eric. 2010 A Bretton Woods Moment? The 2007-2008 Crisis and the Future of Global Finance. *International Affairs* 86(3): 619-636.
- Miller, Gregory D. 2010. The Security Costs of Energy Independence. *Washington Quarterly* 33 (2): 107-119.
- Babones, Salvatore. 2011. The Middling Kingdom. *Foreign Affairs* 90(5): 79-88.
- Sharma, Ruchir. 2012. Broken BRICs. *Foreign Affairs* 91(6): 2-7.
- [Wittmeyer, Alicia. 2014. Law & Order: Rogue States Unit. \*Foreign Policy\*. May 1.](#)

Monday, July 28: Human Security: Food, Gender, and Displacement

## Required:

- Conceicao, Petro and Ronald U. Mendoza. 2009. Anatomy of the Global Food Crisis. *Third World Quarterly* 30(6): 1159-1182.
- [Hudson, Valerie. 2012. What Sex Means for World Peace. \*Foreign Policy\*. April 24.](#)
- Guterres, António. 2008. Millions Uprooted. *Foreign Affairs* 87 (5): 90-99.

## Recommended:

- [Shute, Nancy. 2013. Outbreak Traced to Pomegranates Reveals Flaws in the Global Food Chain. \*NPR\*. July 3.](#)
- [Kahn, Carrie. 2014. With Cartels On The Run, Mexican Lime Farmers Keep More Of The Green. \*NPR\*. May 19.](#)
- [Verveer, Melanne. 2012. Why Women Are a Foreign Policy Issue. \*Foreign Policy\*. May/June.](#)
- [Gates, Melinda. 2013. Bridging the Gender Gap. \*Foreign Policy\*. July 17.](#)
- [2012. Gender and Adaptation. \*UNDP\*.](#)
- [Foust, Joshua. 2013. Displaced. \*Foreign Policy\*. April 19.](#)
- [Kenner, David. 2013. Latests Victims of Egypt's Coup: 70,000 Syrian Refugees. \*Foreign Policy\*. July 11.](#)

Tuesday, July 29: Human Security (Continued): Environment and Health

## Required:

- Eilstrup-Sangiovanni, Mette and Teale N. Phelps Bondaroff. 2014. From Advocacy to Confrontation: Direct Enforcement by Environmental NGOs. *International Studies Quarterly* 58(2): 348–361.
- Abraham, Thomas. 2011. The Chronicle of a Disease Foretold: Pandemic H1N1 and the Construction of a Global Health Security Threat. *Political Studies* 59 (4): 797-812.

## Recommended:

- Gilley, Bruce. 2012. Authoritarian Environmentalism and China's Response to Climate Change. *Environmental Politics* 21(2): 287-307.
- [Shorr, David. 2014. Think Again: Climate Treaties. \*Foreign Policy\* \(205\).](#)
- Vogel, Kathleen. 2013/14. Expert Knowledge in Intelligence Assessments: Bird Flu and Bioterrorism. *International Security* 38(3): 39-71.

Wednesday, July 30: No Class

- Prepare for the final exam on Thursday.

Thursday, July 31: Final Exam



**12. Sample Syllabus:**

**INTRODUCTION TO  
INTERNATIONAL RELATIONS  
THE UNIVERSITY OF GEORGIA  
INTL 3200  
FALL 2014**

**Instructor: Kayce Mobley**

**Office Hours: Tuesdays 9:20-11:20 am and by appointment, Candler B03**

[kayce@uga.edu](mailto:kayce@uga.edu) / [kaycemobley@gmail.com](mailto:kaycemobley@gmail.com)

<http://intro2ir.wordpress.com/>

*“All the world's a stage,  
And all the men and women merely players...”*

*-Shakespeare, As You Like It*

*“History does not repeat itself, but it sometimes rhymes.”*

*–Attributed to Mark Twain*

## **COURSE DESCRIPTION AND OBJECTIVES**

“International Relations,” or simply “IR,” is essentially the study of states’ interactions, including the fighting of wars, the conduct of trade, the signing of treaties, etc. In order to analyze these issues systematically, IR scholars develop and test theories.

As an introduction to this field of social science, this course has two primary objectives. First, it will familiarize you with the major theories of international relations and foreign policy and, in doing so, will serve as a baseline for all your future classes in the field.

Second, by the end of this course, you will be able to apply those theories and approaches to historical and contemporary issues, including the trials of ancient Greece, the struggles of modern states in the 20<sup>th</sup> century, and the current simmering tension between the US and China.

## COURSE REQUIREMENTS AND GRADES

### Evaluation

15%	Attendance & Participation	Attendance and engagement in daily discussion and activities.
15%	Reading Quizzes	Short reading quizzes and assignments. Lowest grade will be dropped.
25%	Midterm	Midterm on Tuesday, September 30.
20%	Primary Source Paper	Due on Friday, October 31 by 5 PM. Further instructions will be given in class.
25%	Final Exam	Cumulative final exam on Tuesday, December 16.

### Required Texts

- Goldstein, Joshua S. and Jon C. Pevehouse. 2013-2014. International Relations, 2013-2014 Update, 10th Edition. New York: Pearson.
  - Available via the UGA bookstore.
  - Available via online retailers such as [Amazon](#).
- Feldman, Noah. 2013. Cool War: The Future of Global Competition. New York: Random House.
  - Available via online retailers such as [Amazon](#).
- Other readings will be available online via the course website or the UGA library website.

## COURSE POLICIES

### Absences, Tardiness, and Late Work

Attendance and participation make up 15% of your grade. You are allowed **2 unexcused and unpenalized absences** for the duration of this course. In addition, I grant excused absences for university-sanctioned events (conference, athletic event, etc.), documented medical excuses (you must have a note from a doctor or the health center), or proof of the death of a direct relative. **Hard copies of these excuses must be submitted within two days of your return to class.** Unexcused absences beyond the 2 freebies will automatically deduct points off your attendance and participation grade.

Do not make a habit of coming to class late or leaving class early. This behavior is rude to your fellow students and to your instructor. Missing more than 10 minutes of any class will cause that day to be counted as an absence. If you arrive to class less than 10 minutes late, you must ask the instructor to note your attendance after class.

You may **not** make up quizzes if you are absent. If your absence is unexcused, you will receive a 0 for that quiz. (Even if you miss a quiz due to one of your 2 allotted “freebie” unexcused absences, you will receive a 0 for the missed quiz.) If your absence is excused, that grade will simply not factor into your quiz score.

Missing a test requires advanced notice (at least 48 hours). Unless you are violently ill and can document this illness, you should be present for the test. Make-up exams will not be scheduled for unexcused absences (including family trips, weddings, etc.).

Points will be deducted from late assignments. This policy includes assignments that are to be submitted electronically as well as those submitted in hard copy. Knowing whether or not an assignment has been submitted is the responsibility of the student; the instructor will not contact you regarding missing or late assignments. No assignments will be accepted for grading after the instructor’s calculation and submission of final course grades.

### **Participation**

If you attend every class, but never say a word, you can expect to earn a poor participation grade. Participation entails **thoughtfully** asking questions, answering questions, providing feedback to classmates’ questions, etc.

### **Classroom Etiquette**

Turn your cell phone off or on silent when in class, and do not use it during class. If you use a laptop, use it for taking notes or viewing class material, not surfing YouTube or Facebook, however great the temptation might be. Distracting other students or your instructor with your use of technology during class is rude.

One purpose of this course is to evaluate every side of each issue, a goal achieved through civil, informed debate and discussion. We will discuss relatively controversial subjects throughout the course. Despite trespassing on some “hot button topics,” you must remain respectful of your classmates’ thoughts and opinions.

**Academic Honesty**

When you matriculated to the University of Georgia, you signed and agreed to abide by the University's academic honesty policy, "A Culture of Honesty," and the Student Honor Code. Your work must meet all requirements outlined in those documents, which can be found at [www.uga.edu/honesty](http://www.uga.edu/honesty). If you were unaware of breaking the honor code, I will still hold you accountable for the violation. If you have any questions or concerns about the academic honesty policy, please direct them to the instructor.

**Disability Resource Center**

If you have a documented disability and need special accommodation, inform your instructor during the first week of the semester. We will work with the Disability Resource Center to accommodate your needs.

**Communicating with the Instructor**

The best way to contact your instructor is via email at [kaycemoble@gmail.com](mailto:kaycemoble@gmail.com) or [kayce@uga.edu](mailto:kayce@uga.edu) (though the UGA address will simply forward to the gmail account). In addition, I will hold office hours from 9:20-11:20am on Tuesdays in Candler B03. Feel free to stop by with any questions or concerns you have. If that time does not work for you, we can schedule an appointment for another time.

**The Fine Print**

This syllabus is a general plan; some deviations will occur. As such, attending class, checking your UGA email, and keeping updated via the class website are all crucial.

## COURSE SCHEDULE

\*For the most current schedule of readings, visit the course website, <http://intro2ir.wordpress.com/>.

### I. FOUNDATIONS OF INTERNATIONAL RELATIONS

#### A. Introduction

*Tuesday, August 19: Course Introduction*

*Thursday, August 21: Introduction to IR, Theory, and Levels of Analysis*

Required:

- Read the course syllabus in full.
- [Walt, Stephen M. 2011. “Where Do Bad Ideas Come From?” \*Foreign Policy\*. January/February.](#)
- [Baker, Peter. 2014. “As World Boils, Fingers Point Obama’s Way.” \*The New York Times\*. August 15.](#)

#### B. Setting the Stage

*Tuesday, August 26: Actors: The Background and Characteristics of States*

Required:

- G&P. “Chapter 1: The Globalization of International Relations.” 1-40.

*Thursday, August 28: No Class*

*Tuesday, September 2: Actors: Filling Out the Cast of Characters*

Required:

- [2013. “Planet Money Makes a T--Shirt.” NPR.](#)
  - This is a series of short videos and text. When the videos are done, the text should automatically be brought to the front, otherwise, scroll down.
- [Yardley, Jim. 2013. “Garment Trade Wields Power in Bangladesh.” \*The New York Times\*. July 24.](#)
- [Bajaj, Vikas. 2010. “Garment Factories, Changing Women’s Roles in Poor Countries.” \*The New York Times\*. July 21.](#)

*Thursday, September 4: The Stage: Anarchy, Sovereignty, and Collective Action*

Required:

- [Hobbes, Thomas. 1651. "Chapter 13: Of the Natural Condition of Mankind as Concerning Their Felicity and Misery." \*Leviathan\*.](#)
- [Schiffman, Richard. 2014. "Are the Oceans Failed States?" \*Foreign Policy\*. July 8.](#)

### C. Consequences of Anarchy and the Goals of States

*Tuesday, September 9: Realism*

Required:

- [Thucydides. "The Melian Dialogue." \*History of the Peloponnesian War\*. 5.84-116.](#)
- G&P. "Chapter 2: Realist Theories." 42-63.

*Thursday, September 11: Realism (continued)*

Required:

- G&P. "Chapter 2: Realist Theories." 63-82.
- Feldman. "Introduction." xi-xiv.
- Feldman. "Chapter Two: Doomed to Conflict." 16-34.

*Tuesday, September 16: Liberalism*

Required:

- [Kant, Immanuel. 1795. "Perpetual Peace: A Philosophical Sketch."](#)

*Thursday, September 18: Liberalism (continued)*

Required:

- G&P. "Chapter 3: Liberal and Social Theories." 84-96.
- Feldman. "Chapter One: Bound Together." 3-15.
- [Roasa, Dustin. 2012. China's Soft Power Surge. \*Foreign Policy\*. November 18.](#)

*Tuesday, September 23: Critical Theory: Constructivism*

Required:

- G&P. "Chapter 3: Liberal and Social Theories." 96-124.
- Feldman. "Chapter Three: A One-Sided War of Ideas." 35-47.
- Feldman. "Conclusion to Part One: The Contradiction of Cool War." 48-51.

*Thursday, September 25: Other Critical Theories: Feminism and Marxism*

Required:

- G&P. "Chapter 12: The North-South Gap." 424-458.

***Tuesday, September 30: Midterm***

**D. Shifting Perspectives: Decision Making and Foreign Policy***Thursday, October 2: Rationality and Game Theory*

Required:

- Listen: [Dubner, Stephen J. 2013. “Jane Austen, Game Theorist.” \*Freakonomics Radio\*. July 4.](#)
- [Singh, Michael. 2012. \*Is the Iranian Regime Rational?\* \*Foreign Policy\*. February 23.](#)
- [Lombrozo, Tania. 2013. “The 'Prisoner's Dilemma' Tests Women In And Out Of Jail.” \*Cosmos and Culture\*. \*NPR\*. July 29.](#)

*Tuesday, October 7: Critiques of Rational Choice: Individuals*

Required:

- G&P. “Chapter 4: Foreign Policy.” 126-150.
- Feldman. “Chapter Four: A Glimpse Into the New China.” 55-70.

*Thursday, October 9: Critiques of Rational Choice: Groups*

Required:

- Feldman. “Chapter Five: China’s Permeable Elite.” 71-85.
- Feldman. “Chapter Six: Legitimacy Without Democracy.” 86-96.
- Feldman. “Conclusion to Part II: Governance and Conflict.” 97-98.

*Tuesday, October 14: Paper Workshop*

Required:

- **Bring 3 copies of your full rough draft to class. This task will count as 2 quiz grades.**

**II. TESTING THE THEORIES: CONFLICT***Thursday, October 16: Choosing War*

Required:

- G&P. “Chapter 5: International Conflict.” 152-190.
- [2004. “21 Rationales for War.” \*Foreign Policy\*. September 1.](#)
- [Groll, Elias. 2013. \*The Spaghettification of US Foreign Policy\*. \*Foreign Policy\*. September 9.](#)

*Tuesday, October 21: Carrying Out War*

Required:

- G&P. “Chapter 6: Military Force and Terrorism.” 192-230.
- Feldman. “Chapter Seven: The Race for Allies.” 101-116.

*Thursday, October 23: Ethics of Choosing War*

Required:

- [Thucydides. “The Mytilenian Debate.” \*History of the Peloponnesian War\*. 3.35-28 & 35-50.](#)

*Tuesday, October 28: Traditional (State) Effects of Conflict*

Required:

- [Walt, Stephen. 2013. “How Long Will China Tolerate America’s Role in Asia?” \*Foreign Policy\*. December 2.](#)
- [Byman, Daniel. 2014. “An Eye for a Tooth: Israel’s Problem with Deterrence.” \*Foreign Policy\*. July 24.](#)
- Betts, Richard K. 1994. “The Delusion of Impartial Intervention.” *Foreign Affairs* 73(6): 20-33.

*Thursday, October 30: Non-Traditional (Human) Effects of War*

Required:

- Listen: [Ashbrook, Tom. 2013. “The Once and Future Iliad.” \*NPR On Point\*. May 6.](#)
- Lake, Anthony and Roger Morris. 1971. “The Human Reality of Realpolitik.” *Foreign Policy* 4 (Autumn): 157-162.
- [Zabriskie, Phil. 2012. “You Can’t Go Home Again.” \*Foreign Policy\*. November 12.](#)

**Friday, October 31: Final Draft of Primary Source Paper Due by 5 PM.**

- **Hard copy required. Drop in box outside of Candler B03 by 5 PM.**
- **Digital copy also required. E-mail to [kayce@uga.edu](mailto:kayce@uga.edu) by 5 PM.**

### III. TESTING THE THEORIES: COOPERATION

*Tuesday, November 4: The Democratic Peace*

Required:

- G&P. “Chapter 10: International Integration.” 354-384.
- Feldman. “Chapter Eight: Managing War, Building Peace.” 117-130.

*Thursday, November 6: International Trade*

Required:

- G&P. “Chapter 8: International Trade.” 282-318.

*Tuesday, November 11: Global Finance and Business*

Required:

- G&P. “Chapter 9: Global Finance and Business.” 320-352.
- Feldman. “Chapter Nine: Corporate Cool War.” 131-146.



*Thursday, November 13: International Organization and Law*

Required:

- G&P. “Chapter 7: International Organization, Law, and Human Rights.” 232-264.

#### **IV. TRANSNATIONAL ISSUES: BLURRING THE LINES OF SOVEREIGNTY, CONFLICT, AND COOPERATION**

*Tuesday, November 18: Human Rights*

Required:

- G&P. “Chapter 7: International Organization, Law, and Human Rights.” 264-281.
- Feldman. “Chapter Ten: The Future of Human Rights.” 147-161.

*Thursday, November 20: Environment and Population*

Required:

- G&P. “Chapter 11: Environment and Population.” 386-422.

*Tuesday, November 25: No Class (Thanksgiving Break)*

*Thursday, November 27: No Class (Thanksgiving Break)*

*Tuesday, December 2: Development*

Required:

- G&P. “Chapter 13: International Development.” 460-496.

*Thursday, December 4: Conclusion*

Required:

- G&P. “Postscript.” 498-500.
- Feldman. “Conclusion: How Will It End?” 162-166.

**Tuesday, December 16: Final Exam, 8:00-11:00 AM**