**IAFS 4500-002: The Post Cold War World – Global Security**

Spring, 2024

Monday, Wednesday: 3:35-4:50

Ketchum 1B84

**Contact Information**

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Ketchum 212

Office Hours: MWF 2:30-3:30

**Class Description**

This course is designed to serve as the capstone of your international affairs degree. As such, the main focus of this course is less on specific facts or knowledge, but rather developing your analytic and research skills. In particular, we will look at how to apply what you have learned in previous courses to understand and address real world policy issues.

In the first half of the course, we will discuss various aspects of making policy. We will start by thinking about the ideal policy making process, and what you should consider. Then, we will discuss how to evaluate a situation, determine your goals, and think about various options to meet those goals. We will then consider various possible tools a country can use to achieve its goals, such as diplomacy, military force, and economic sanctions. Finally, we will discuss how to evaluate the available options and choose the best option for that situation.

We will then apply these in discussions of a couple major current major, developing your ability to apply this knowledge and skills.

Finally, you will write a substantial policy paper on a contemporary issue of your choice. Through this paper, and associated class discussions, you will learn how to effectively research and analyze major international issues. I expect you to devote substantial effort to this paper, as it is in essence your senior thesis.

**Learning objectives**

* Understand an idealized process for determining the best policy in international security issues.
* Understand major tools that can be used to address international security issues, as well as the strengths and weaknesses of these tools.
* Be able to apply these processes and knowledge to effectively determine and advocate for policy related to contemporary international security issues.

**Texts and Readings**

All required reading will either have website links provided or be placed on Canvas. You are expected to complete all assigned readings before the relevant class

**Course Requirements and Grades**

Your grade will be determined by the following assignments:

* Course research paper (40%)
* Situation analysis and meeting (5%)
* Options analysis and meeting (5%)
* Paper presentation (10%)
* 3 Discussion papers (10% each)
* Attendance and participation (10%)

*Research / policy paper (due December 18)*

The core requirement of the course is to write a major policy paper (15-20 pages). This is in essence a mini-senior thesis. You may choose the topic to write on, as long as it is broadly relevant to international security. In this paper, you will choose a contemporary issue related to international security, analyze the issue, propose and analyze various policy responses, and argue for adopting one of those policy responses. Further details about how to accomplish these steps will be provided throughout the course. You will be required to follow the overall format and other requirements that I lay out.

*Situation analysis and meeting (due September 30)*

To help you develop an effective analysis, there are two preliminary assignments. Each will have a number of questions about your topic that you will be required to answer. The first of these assignments will pose various questions about the overall situation and what goals you want to achieve. You will then be required to meet with me in person to go over these elements.

*Options analysis and meeting (due November 4)*

The second preliminary assignment will be similar to the first. In this, you will be required to identify several possible policy responses to your situation, and evaluate these responses. Again, you will then be required to meet in person to go over the assignment.

*Paper presentation*

During the last two weeks of class, each student will present their paper to the class of about 10 minutes. We will then have about five minutes of questions and discussion. This is both an opportunity to share your research with the rest of the class, and get feedback before writing your final paper.

*Discussion papers*

In addition to your overall project, you will be required to write short three discussion (about three pages) or response papers throughout the semester. The first of these will respond to the overall policy making process. The second will discuss the various tools available to address international issues. The final paper will discuss one of the current international issues that we deal with in class. Further details and a specific prompt will be provided later. The discussion papers will be due on September 23, October 21, December 2.

*Attendance and participation*

You are required to attend all scheduled classes and relevant small group meetings and participate fully. You are allowed two unexcused absences, and then each further absence will result in losing 1 of your 10 attendance points. I reserve the right to reduce this grade further if you are consistently not participating (i.e. just sitting in the back playing on your computer).

**Schedule**

* Week 1 – What is security?
  + Aug 26
    - Galtung, J. (1969). Violence, Peace, and Peace Research. *Journal of Peace Research*, 6(3), 167–191. <http://www.jstor.org/stable/422690>
    - Nyman, J. (2016). What is the value of security? Contextualising the negative/positive debate. *Review of International Studies*, 42(5), 821–839. <https://www.jstor.org/stable/26618691>
  + Aug 28
    - Burrough, Bryan, Evgenia Peretz, David Rose, and David Wise. 2004. “The Path to War.’ *Vanity Fair.* May 2004. <http://www.vanityfair.com/news/2004/05/path-to-war200405>.
    - Stieb, Joseph. 2023. “Why Did the United States Invade Iraq? The Debate at 20 Years.” Texas National Security Review. 6(3): 11-28. <https://tnsr.org/2023/06/why-did-the-united-states-invade-iraq-the-debate-at-20-years/>
* Week 2 – Policy making overview
  + Sept 2 (Labor day – no class)
  + Sept 4
    - Jann W. & Wegrich, K. (2006). Theories of the Policy Cycle. F., & Miller, G. J. (eds.) Handbook of Public Policy Analysis (pp. 43-59). Taylor & Francis Group.
    - Betts, R. K. (2000). Is Strategy an Illusion? International Security, 25(2), 5–50. <http://www.jstor.org/stable/2626752>
* Week 3 – Evaluating situations
  + Sept 9
    - CIA. 2009. “A Tradecraft Primer: Structured Analytic Techniques for Improving Intelligence Analysis.” <https://www.cia.gov/resources/csi/static/Tradecraft-Primer-apr09.pdf>
    - Betts, R. K. (2007). Two Faces of Intelligence Failure: September 11 and Iraq’s Missing WMD. Political Science Quarterly, 122(4), 585–606. <http://www.jstor.org/stable/20202928>
    - UN. “UN Peacekeeping-Intelligence.” <https://peacekeeping.un.org/en/un-peacekeeping-intelligence>
    - Phythian, M. (2009). Intelligence Analysis Today and Tomorrow. Security Challenges, 5(1), 67–83. <http://www.jstor.org/stable/26459162> (recommended)
  + Sept 11
    - Lake, A. (1981). Defining the National Interest. Proceedings of the Academy of Political Science, 34(2), 202–213. <https://doi.org/10.2307/1173801>
    - Nincic, M. (1999). The National Interest and Its Interpretation. The Review of Politics, 61(1), 29–55. <http://www.jstor.org/stable/1408647>
    - Nye, Joseph S. 2019. “What Is a Moral Foreign Policy?”. Texas National Security Review. <https://tnsr.org/2019/11/what-is-a-moral-foreign-policy/>
    - Poushter, Jacob and Laura Clancy. 2024. “What Are Americans’ Top Foreign Policy Priorities?” Pew Research. <https://www.pewresearch.org/global/2024/04/23/what-are-americans-top-foreign-policy-priorities/>
* Week 4 – Tools pt. 1: overview of possible tools
  + Sept 16
    - Avey, Paul C., Jonathan N Markowitz, and Robert J. Reardon. “Disentangling Grand Strategy: International Relations Theory and U.S. Grand Strategy.” Texas National Security Review. <https://tnsr.org/2018/11/disentangling-grand-strategy-international-relations-theory-and-u-s-grand-strategy/>
    - US National Security Strategy. <https://www.whitehouse.gov/wp-content/uploads/2022/10/Biden-Harris-Administrations-National-Security-Strategy-10.2022.pdf>
  + Sept 18
    - Biddle, Tami Davis. 2020. “Coercion Theory: A Basic Introduction for Practitioners.” Texas National Security Review. <https://tnsr.org/2020/02/coercion-theory-a-basic-introduction-for-practitioners/>
    - Martin, L. L. (1992). Interests, Power, and Multilateralism. International Organization, 46(4), 765–792. <http://www.jstor.org/stable/2706874> (on canvas)
    - Beard, Steven. 2022. “Explaining Coercive Success: Commitment Devices, Socially Constructed Beliefs, and Time Horizons.” Working paper. (skim – get main point / logic. on canvas )
* Week 5 – Tools pt. 2: diplomacy
  + Sept 23
    - **Discussion Paper 1 due**
    - Paul Kreutzer. 2024. “Ten Principles of Operational Diplomacy: A Framework.” Association for Diplomatic Studies and Training <https://adst.org/ten-principles-of-operational-diplomacy-a-framework/>
    - Fendrick, Reed J. 2010. "Chapter 12: Diplomacy as an instrument of national power." In J Boone Bartholomees Jr (ed). *The U.S. Army War College Guide to National Security Issues, 4th ed., vol. 1*: *Theory of War and Strategy*. Strategic Studies Institute. (on Canvas)
    - Sending, O. J., Pouliot, V., & Neumann, I. B. (2011). The future of diplomacy: Changing practices, evolving relationships. International Journal, 66(3), 527–542. <http://www.jstor.org/stable/23104366> (on Canvas)
    - Spector, Bertram I. 2022*. The Dynamics of International Negotiation: Essays on Theory and Practice (1st ed.).* Routledge. <https://doi-org.colorado.idm.oclc.org/10.4324/9781003314400>
      * Ch 1, Ch. 5, Ch. 7 (on Canvas)
  + Sept 25
    - Finnemore, Martha and Kathryn Sikkink. 1998. “International Norm Dynamics and Political Change.” International Organization. 52(4): 887-917
    - Martin, L. L., & Simmons, B. A. (1998). Theories and Empirical Studies of International Institutions. International Organization, 52(4), 729–757. <http://www.jstor.org/stable/2601356>
    - Fearon, J. D. (1998). Bargaining, Enforcement, and International Cooperation. International Organization, 52(2), 269–305. <http://www.jstor.org/stable/2601276> (skim - just get main idea)
* Week 6 – Tools pt. 3: economic sanctions, deterrence
  + Sept 30
    - **Situation Analysis due**
    - <https://www.cfr.org/backgrounder/what-are-economic-sanctions>
    - Morgan, T. C., Syropoulos, C., & Yotov, Y. V. (2023). Economic Sanctions: Evolution, Consequences, and Challenges. The Journal of Economic Perspectives, 37(1), 3–30. <https://www.jstor.org/stable/27192407>
    - Drezner, Daniel W. 2024. “Global Economic Sanctions.” Annual Review of Political Science. 27: 9-24. <https://www.annualreviews.org/content/journals/10.1146/annurev-polisci-041322-032240>
  + Oct 2
    - Henry Farrell, Abraham L. Newman; Weaponized Interdependence: How Global Economic Networks Shape State Coercion. International Security 2019; 44 (1): 42–79. doi: <https://doi.org/10.1162/isec_a_00351>
    - Drezner, D. W. (2011). Sanctions Sometimes Smart: Targeted Sanctions in Theory and Practice. International Studies Review, 13(1), 96–108. <http://www.jstor.org/stable/23016144> (skim)
    - Dreher, A., Nunnenkamp, P. & Thiele, R. Does US aid buy UN general assembly votes? A disaggregated analysis. Public Choice 136, 139–164 (2008). <https://doi.org/10.1007/s11127-008-9286-x> (skim)
* Week 7 – Tools pt. 4: military force
  + Oct 7
    - Biddle, Stephen. 2007. Strategy in War. PS: Political Science and Politics, 40(3), 461–466. <http://www.jstor.org/stable/20451997>
    - Troxell, John F. 2014. “Military Power and the Use of Force.” In Bartholomees, J. Boone, (ed) U.S. Army War College Guide ot National Security Policy and Strategy. (pp. 187–210). Strategic Studies Institute, US Army War College. [http://www.jstor.org/stable/resrep12023.18 \](http://www.jstor.org/stable/resrep12023.18%20\)
    - Biddle, Stephen. 2004. *Military Power: Explaining Military Victory and Defeat in Modern Battle.* Princeton: Princeton University Press. (Ch. 3 on Canvas).
  + Oct 9
    - Lake, Daniel. 2009. “The Limits of Coercive Airpower: NATO’s ‘Victory’ in Kosovo Revisited.” *International Security*. 34(1): 83-112.
    - Biddle, Stephen. 2005. “Allies, Airpower and Modern Warfare: The Afghan Model in Afghanistan and Iraq.” *International Security.* 30(3): 161-176.
* Week 8 – Determining options
  + Oct 14
    - Marlowe, Ann. 2009. “The Picture Awaits: The Birth of Modern Counterinsurgency.” *World Affairs.* 172(1): 64-73.
    - <https://mwi.usma.edu/not-your-grandfathers-counterinsurgency-the-united-states-must-prepare-for-radically-new-forms-of-nonstate-violence/>
  + Oct 16
* Week 9 – Evaluating options
  + Oct 21
    - **Discussion Paper 2 due**
    - <https://tnsr.org/2020/07/applying-method-to-madness-a-users-guide-to-causal-inference-in-policy-analysis/> ??
  + Oct 23
* Week 10 – Case study 1 (TBD)
  + Oct 28
  + Oct 30
* Week 11 – Case study 1 (TBD)
  + Nov 4
  + Nov 6
* Week 12 – Case study 2 (TBD)
  + Nov 11
    - **Options analysis due**
  + Nov 13
* Week 13 – Case study 2 (TBD)
  + Nov 18
  + Nov 20
* Fall break (Nov 25-29)
* Week 14 – Presentations 1
  + Dec 2
    - **Discussion paper 3 due**
  + Dec 4
* Week 15 – Presentations 2
  + Dec 9
  + Dec 11
* Final exam (Wednesday, December 18)
  + **Final paper due**

**Policies**

*Late policy*

Assignments may be turned in late, provided you let me know. If you need to turn these in late, you MUST e-mail that is will be late (you do not need to provide a reason) AND provide a date by which you will have it completed. While they will be granted, extensions on the final paper must be limited in order to allow me to finish grading everything on time.

*Communication*

I will use both e-mail and Canvas to communicate important announcements. You are expected to check both regularly. The best way to contact me is through e-mail. I will do my best to respond reasonably promptly, but please be patient. For more complex issues or substantive questions I will probably suggest setting up an appointment to meet.

You may also come in to scheduled office hours at any time without an appointment. Office hours are times we have set aside to be available to meet with students. You are welcome to come in and discuss anything relevant to the course.

*Grading Grievances*

Objectively assigning grades is a tough business, and mistakes do happen. We are happy to go over the assignment and explain why we assigned the given grade during office hours. In general, you should first contact your TA for an explanation. If you wish to appeal a grade, you must submit *in writing* an explanation detailing where (i.e. what question) and why you think that you received insufficient credit for your answer. You should submit your appeal to both me and your TA. Be forewarned: I will not accept explanations arguing that because you worked really hard on a paper, your overall grade was just not high enough. You need to be able to show specific grading errors on my part.

*Classroom Behavior*

Students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote, or online. Failure to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, marital status, political affiliation, or political philosophy.  
  
For more information, see the [classroom behavior policy](http://www.colorado.edu/policies/student-classroom-and-course-related-behavior), the[Student Code of Conduct](https://www.colorado.edu/sccr/media/230), and the [Office of Institutional Equity and Compliance](https://www.colorado.edu/oiec/).

*Requirements for Covid-19*

Members of the CU Boulder community and visitors to campus must follow university, department, and building health and safety requirements and all public health orders to reduce the risk of spreading infectious diseases.

The CU Boulder campus is currently mask optional. However, if masks are again required in classrooms, students who fail to adhere to masking requirements will be asked to leave class. Students who do not leave class when asked or who refuse to comply with these requirements will be referred to Student Conduct & Conflict Resolution. Students who require accommodation because a disability prevents them from fulfilling safety measures related to infectious disease will be asked to follow the steps in the “Accommodation for Disabilities” statement on this syllabus.

For those who feel ill and think you might have COVID-19 or if you have tested positive for COVID-19, please stay home and follow the further guidance of the Public Health Office. For those who have been in close contact with someone who has COVID-19 but do not have any symptoms and have not tested positive for COVID-19, you do not need to stay home. See <https://www.colorado.edu/healthcenter/coronavirus-updates/symptoms-and-what-do-if-you-feel-sick> for further information about what to do.

*Accommodation for Disabilities*

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed.  Disability Services determines accommodations based on documented disabilities in the academic environment.  Information on requesting accommodations is located on the [Disability Services website](https://www.colorado.edu/disabilityservices/). Contact Disability Services at 303-492-8671 or [DSinfo@colorado.edu](mailto:DSinfo@colorado.edu)  for further assistance.

If you have a temporary medical condition, see [Temporary Medical Conditions](https://www.colorado.edu/disabilityservices/students/temporary-medical-conditions) on the Disability Services website.

If you have a temporary illness, injury or required medical isolation for which you require adjustment, please contact me and your TA when you are able so we can work out appropriate accommodations.

*Preferred Names and Pronouns*

CU Boulder recognizes that students' legal information doesn't always align with how they identify. Students may update their preferred names and pronouns via the student portal; those preferred names and pronouns are listed on instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name.

If you would like me to use a name or pronoun other than that listed, please let me know and I will happily do so.

*Honor Code*

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the[Honor Code](https://www.colorado.edu/sccr/media/229). Violations of the Honor Code may include but are not limited to: plagiarism (including use of paper writing services or technology [such as essay bots]), cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. Understanding the course's syllabus is a vital part in adhering to the Honor Code.

All incidents of academic misconduct will be reported to Student Conduct & Conflict Resolution: [StudentConduct@colorado.edu](mailto:StudentConduct@colorado.edu). Students found responsible for violating the[Honor Code](https://www.colorado.edu/sccr/media/229) will be assigned resolution outcomes from the Student Conduct & Conflict Resolution as well as be subject to academic sanctions from the faculty member. Visit [Honor Code](https://www.colorado.edu/sccr/media/229) for more information on the academic integrity policy.

My policy is that I will report all suspected violations to the honor code office. If the honor code office finds that you did violate the honor code, you will receive a zero on the affected assignment. Subsequent violations will result in automatically failing the course.

*Use of AI or similar tools*

Students are **not** allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2) on any assignment for this course. Each student is expected to complete each assignment without assistance from AI. Use of AI will be treated as a form of academic dishonesty akin to plagiarism or cheating.

*Sexual Misconduct, Discrimination, Harassment, and/or Related Retaliation*

CU Boulder is committed to fostering an inclusive and welcoming learning, working, and living environment. University policy prohibits [protected-class](https://www.colorado.edu/oiec/policies/discrimination-harassment-policy/protected-class-definitions) discrimination and harassment, sexual misconduct (harassment, exploitation, and assault), intimate partner abuse (dating or domestic violence), stalking, and related retaliation by or against members of our community on- and off-campus. The Office of Institutional Equity and Compliance (OIEC) addresses these concerns, and individuals who have been subjected to misconduct can contact OIEC at 303-492-2127 or email [CUreport@colorado.edu](mailto:CUreport@colorado.edu). Information about university policies, [reporting options](https://www.colorado.edu/oiec/reporting-resolutions/making-report), and [support resources](https://www.colorado.edu/oiec/support-resources) including confidential services can be found on the [OIEC website](http://www.colorado.edu/institutionalequity/).

Please know that faculty and graduate instructors must inform OIEC when they are made aware of incidents related to these policies regardless of when or where something occurred. This is to ensure that individuals impacted receive outreach from OIEC about resolution options and support resources. To learn more about reporting and support for a variety of concerns, visit the [Don’t Ignore It](https://www.colorado.edu/dontignoreit/) page.

*Religious Holidays*

Campus policy requires faculty to provide reasonable accommodations for students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. Please communicate the need for a religious accommodation in a timely manner. In this class, if religious observances affect any graded assignment, let us know and we will work out alternate arrangements.

See the [campus policy regarding religious observances](http://www.colorado.edu/policies/observance-religious-holidays-and-absences-classes-andor-exams) for full details.

*Mental Health and Wellness*

The University of Colorado Boulder is committed to the well-being of all students. If you are struggling with personal stressors, mental health or substance use concerns that are impacting academic or daily life, please contact [Counseling and Psychiatric Services (CAPS)](https://www.colorado.edu/counseling/) located in C4C or call (303) 492-2277, 24/7.   
  
Free and unlimited telehealth is also available through [Academic Live Care](https://www.colorado.edu/health/academiclivecare). The [Academic Live Care](https://www.colorado.edu/health/academiclivecare) site also provides information about additional wellness services on campus that are available to students.