

Colloquium on Problems in International Security

Barnard College POLS BC3118y

Mondays, 2:10-4pm

Spring 2007

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Office hours: Tues. 2:30-4:30pm

Course Description

In recent years there have been many new threats to international security. While we cannot explore all of them in a single semester, in this class we will begin to address the arguments that have arisen over the causes and consequences of some of these problems, and we will examine particular case-studies to see how the debates play out in the real world of international politics. We will examine the rise of China; the implications of nuclear proliferation, with special attention to India and Pakistan; the effectiveness of economic sanctions, including when the US acts unilaterally; the reasons why states sometimes choose to intervene abroad (such as the US and NATO in Kosovo), and sometimes choose not to intervene very much (as in the cases of Rwanda and Darfur); and the debates surrounding US counterinsurgency policy in Iraq.

In addition to our class discussions, students will each write an independent research paper exploring the causes and/or consequences of any international security issue they choose (in consultation with the professor).

Students should leave the course with an in-depth understanding of selected international security problems in today's world. Their analytical skills and understanding of important international relations theories should be honed by class debates as well as by written assignments, and the major paper assignment should build students' research, analysis, and writing skills. The major focus of the class will be to enhance students' ability to use, criticize, and create causal arguments.

Course Requirements and Grading

Students are expected to **participate regularly in class discussions**, and to demonstrate through this participation that they have completed the assigned readings before class is held. **By the Sunday noon before each Monday class meeting, each student will post a brief comment or question provoked by the readings to the Columbia Courseworks discussion page** for the class; students are expected to have looked at each other's postings before class, and to come prepared to talk about the issues that are raised in them. (The regularity and quality of email postings will be included in the student's course participation grade.)

Three times during the semester, each student will write a **short (3 to 5-page) essay** on the assigned weekly reading, due at the start of class on the assigned day. Every student must write on the Kagan reading, due **Jan. 29**; students will each choose two additional topics from the syllabus, and on the chosen days will be responsible for introducing the class discussion about those sets of readings, summarizing the major arguments involved. Students will also write a **longer research paper of approximately 25-30 pages** on a topic chosen in consultation with the instructor; this paper will be due at the instructor's office on the last class day of class, **April 30**. Students will turn in a carefully written, well thought-out **topic statement** (1-2 pages) for this longer paper at the start of class on **Feb. 12**, and an **annotated draft bibliography** (of at least 15 sources) for this paper at the start of class on **March 19**. A **detailed, 2 to 3-page draft outline** of the paper is due in class on **April 9**.

Participation (including email postings): 20%

Three short papers: 10% each (30% total)

Research Paper: 50% total

Topic statement: 5%

Annotated bibliography: 5%

Detailed outline: 5%

Final paper: 35%

For each written assignment, **including weekly email postings**, late turn-ins will be significantly penalized. Extensions will only be given in the case of illness or family emergency, and you must contact Prof. Marten about the extension before the assignment is due. **If you must miss particular class meetings** because of illness, family emergency, or a religious holiday that forbids work, you will be expected to inform Prof. Marten beforehand, and to turn in a brief essay in response to one of the assigned discussion questions for that day to make up for your missed class participation.

Barnard Honor Code

All assignments in this class are to be completed in accordance with the Barnard Honor Code. Students affirm that all work turned in is their own, and that they have fully and accurately cited every written source, including web-based sources, used in their writing. **Students are encouraged to consult with each other to get feedback as they are writing their major research papers, but no collaboration is allowed when writing the short papers on the assigned readings.**

Required Readings

Each of the books has been ordered at Labyrinth Books, 536 West 112th Street. Each has also been put on reserve at the Barnard College Library. In addition to the required readings from books, there are also a variety of online sources that are required reading.

Michael Barnett. *Eyewitness to a Genocide: The United Nations and Rwanda*. Ithaca: Cornell University Press, 2002.

Ivo H. Daalder and Michael E. O'Hanlon. *Winning Ugly: NATO's War to Save Kosovo*. Washington, DC: Brookings, 2000.

Martha Finnemore. *The Purpose of Intervention: Changing Beliefs about the Use of Force*. Ithaca: Cornell University Press, 2004.

Sumit Ganguly and Devin T. Haggerty. *Fearful Symmetry: India-Pakistan Crises in the Shadow of Nuclear Weapons*. Seattle: University of Washington Press, 2006.

Robert Kagan. *Of Paradise and Power: America and Europe in the New World Order*. New York: Random House, 2004 (paperback reprint edition).

Kimberly Marten. *Enforcing the Peace: Learning from the Imperial Past*. New York: Columbia University Press, 2004.

Meghan L. O'Sullivan. *Shrewd Sanctions: Statecraft and State Sponsors of Terrorism*. Washington, DC: Brookings, 2003.

Scott D. Sagan and Kenneth N. Waltz. *The Spread of Nuclear Weapons: A Debate Renewed* (New York: W.W. Norton, 2003). Note: the earlier edition is not a good substitute.

Class Schedule

Jan. 22. Introduction

(In addition to talking about the subject and procedures of this course, we will also talk about how to choose a topic and a research design for the major course paper.)

TOPIC 1. INTERNATIONAL SECURITY AND REALISM TODAY

Jan. 29. The U.S. and Europe

Kagan: entire (pp. 3-158).

Note: short paper on Kagan reading due from all students today.

Assigned topic: How does Kagan's argument (keeping in mind that it was made before the 2003 Iraq invasion) fit into the debate between what scholars would call the realist and liberal theories of international politics? Do you agree or disagree with Kagan's approach and conclusions? Some have pointed out that Europe today is a different place from what it was in 2003 when this book was going to press. Since then, there were splits within Europe over the war in Iraq (France and Germany criticized the US invasion, while Poland, Spain and Italy sent troops afterwards). NATO peace enforcement forces are now in Afghanistan, where their mission includes fighting the Taliban. Major terrorist attacks occurred in Madrid and London. Ethnic tensions have roiled the Paris suburbs. What are the resulting implications for the relevance of realism and liberalism in helping us to understand the world today? (The purpose of this assignment is to make sure all students have a basic understanding of IR theory from 1601, and also for Prof. Marten to gain a sense of students' causal reasoning and argumentative writing skills at the start of the semester. That way feedback can be given early, to help make sure the final paper is successful.)

Note: We will plan tentatively to meet on the 2nd floor of the Barnard Library today, for an hour-long introduction to electronic library resources.

Feb. 5. The implications of the rise of China

Articles, available online through the Columbia Library Web:

Alastair Iain Johnston, "Is China a Status-Quo Power?" *International Security* 27, no. 4 (Spring 2003): 5-56.

Aaron L. Friedberg, "The Future of U.S.-China Relations: Is Conflict Inevitable?," *International Security* 30, no. 2 (Fall 2005): 7-45.

Thomas J. Christensen, "Fostering Stability or Creating a Monster? The Rise of China and U.S. Policy toward East Asia," *International Security* 31, no. 1 (Summer 2006): 81-126.

TOPIC 2: NUCLEAR PROLIFERATION

Feb. 12. The effects of nuclear proliferation: contending theories.

Sagan and Waltz: entire (pp. 3-184).

Note: by office hours after class today, students should each have consulted with Prof. Marten about their proposed major research paper topic.

Feb. 19. The India/Pakistan case.

Ganguly and Haggerty: entire (pp. 1-209).

Note: Research topic statement due today at the start of class.

TOPIC 3: ECONOMIC SANCTIONS

Feb. 26. The effects of economic sanctions: contending theories.

Articles, available online through the Columbia Library Web:

Robert A. Pape, "Why Economic Sanctions Do Not Work," *International Security* 22, no. 2 (Fall 1997): 90-136.

David A. Baldwin, "The Sanctions Debate and the Logic of Choice," *International Security* 24, no. 3 (Winter 1999/2000): 80-107.

Daniel W. Drezner, "Bargaining, Enforcement, and Multilateral Sanctions: When Is Cooperation Counterproductive?" *International Organization* 54, no. 1 (Winter 2000): 73-102. (Feel free to ignore the statistical section, pp. 89-97; for the purposes of our discussion, we will assume his methods are sound.)

Mar. 5. Some recent cases of unilateral U.S. sanctions policy.

Meghan O'Sullivan, *Shrewd Sanctions: Economic Statecraft in an Age of Global Terrorism* (Washington, DC: Brookings, 2003), pp. 24-35, 45-99 (Iran), 105-166 (Iraq), 173-230 (Libya), 233-80 (Sudan), and 284-320.

Article, available online through the Columbia Library Web:

Elisabeth Bumiller, "Adviser Has President's Ear as She Keeps Eyes on Iraq," *New York Times*, June 12, 2006.

March 12. Spring break: no class meeting.

TOPIC 4: MILITARY INTERVENTION.

Mar. 19. The causes and ethics of military intervention.

Finnemore: entire (pp. 1-161).

Note: Annotated bibliography due today at the start of class.

Mar. 26. Who intervenes and why?

Marten: entire (pp. 1-165).

Article, available online through the Columbia Library Web:

Alex J. Bellamy and Paul D. Williams, "Who's Keeping the Peace? Regionalization and Contemporary Peace Operations," *International Security* 29, no. 4 (Spring 2005): 157-95.

Apr. 2. The case of non-intervention in Rwanda, 1994.

Barnett: entire, including preface (pp. ix-181).

Apr. 9: The case of intervention in Kosovo, 1999.

Daalder and O'Hanlon: entire (pp. 1-226)

Note: detailed draft outline of research paper due today at the start of class.

Apr. 16. The case of intervention “lite” in Darfur.

Articles, available online through the Columbia Library Web:

Romeo Dallaire, “Looking at Darfur, Seeing Rwanda,” *New York Times*, Oct. 4, 2004.

Scott Anderson, “How Did Darfur Happen?” *New York Times*, Oct. 17, 2004.

Alex J. Bellamy, “Responsibility to Protect or Trojan Horse? The Crisis in Darfur and Humanitarian Intervention after Iraq,” *Ethics and International Affairs* 19, no. 2 (2005): 31-53.

James Traub, “The World According to China,” *New York Times Magazine*, Sept. 3, 2006.

Note: students will be asked to integrate previous course readings into today’s discussion: how do the rise of China, the use of economic sanctions, and the combination of interests and ethics underlying intervention decisions help explain the world’s policy towards Darfur?

TOPIC 5: IRAQ AND COUNTERINSURGENCY OPERATIONS

Apr. 23. Understanding US operations in Iraq.

Web-source:

Christopher Hitchens, “Beating a Dead Parrot: Why Iraq and Vietnam Have Nothing Whatsoever in Common,” *Slate*, Jan. 31, 2005, www.slate.com/id/2112895/.

Articles, available online through the Columbia Library Web:

Nora Bensahel, “Mission Not Accomplished: What Went Wrong with Iraqi Reconstruction,” *Journal of Strategic Studies* 29, no. 3 (June 2006): 453-73.

Larry Diamond, “What Went Wrong in Iraq,” *Foreign Affairs* 83, no. 5 (Sept/Oct. 2004): 34-56.

Andrew F. Krepinevich, “How to Win in Iraq,” *Foreign Affairs* 84, no. 5 (Sept/Oct. 2005): 87-104.

Brig. Nigel Aylwin-Foster, “Changing the Army for Counterinsurgency Operations,” *Military Review*, Nov.-Dec. 2005, pp. 2-15.

April 30. Iraq: What should the U.S. do now?

Articles, available online through the Columbia Library Web:

Edward N. Luttwak, “Iraq: The Logic of Disengagement,” *Foreign Affairs* 84, no. 1 (Jan./Feb. 2005): 26-36.

Multiple authors, “The Ethics of Exit,” *Foreign Policy* 148 (May/June 2005): 62-68.

Nir Rosen, “If America Left Iraq: The Case for Cutting and Running,” *Atlantic Monthly* 296, no. 5 (Dec. 2005).

Joel Rayburn, “The Last Exit from Iraq,” *Foreign Affairs* 85, no. 2 (March/April 2006): 29-41.

Stephen Biddle, “Seeing Baghdad, Thinking Saigon,” *Foreign Affairs* 85, no. 2 (March/April 2006): 2-14.

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