

**The George Washington University  
Elliott School of International Affairs**

**PSC 6349: International Security Politics, Spring 2017**

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### **Course Description**

Welcome to the profession, practice and study of International Security. It is an honor to teach you. This course will give you a firm foundation regarding the theories, politics, policies, history, debates and future topics that comprise the field. The course will also help you choose your specialized career fields, skill development courses and electives required for the Masters of Arts in Security Policy Studies at the Elliott School. Examples of session topics include traditional approaches to security, grand strategy, the rise of great powers, terrorism, transnational threats, counterinsurgency and human security. We will also discuss how the nature of warfare is changing and how emerging threats have evolved.

One of the intellectual themes of the course is the idea that we have moved into a new era of global conflict, in which the “Trinity of Warfare,” set forth by strategist Carl von Clausewitz, has been modified. The trinity, comprised of the people, the military and their political leaders, no longer has a clear division. We will study the implications of this new era and examine the types of security threats the world is facing, the nature of the enemy and the strategies and tactics that must be employed.

The other major development we will be considering is the alleged decline of the state as a source of security (and in some cases, becoming a source of insecurity). As we will discuss, depending on which region – and even which state – you are examining, this claim of increasing state influence may seem to have been over-stated. We will also study how some states still rely on and cling to traditional power politics to formulate their international security policy.

An important aim of the course is to consider not just Western world views and security priorities, but also those found in other regions of the world. This will be partly achieved through the group oral presentation assignment, along with course readings and discussions.

The course will additionally enable you to begin forming your own philosophy, views and principles concerning military intervention and the use of force.

### **Course Objectives**

- Mastering oral presentation skills. Each student is required to make a positive contribution to every class. This includes responding to the reading assignments by articulating analytical

viewpoints and critiques. Students will also be assigned a group presentation in order to develop peer collaboration, oral delivery, briefing and public speaking abilities.

- Sharpening concise writing skills. Writing in a professional policy environment is a critical skill regularly sought from Elliott School graduates. Each student is required to write academic papers that showcase effective written exposition.
- Improving research and analysis. Writing analytical content for a wider academic audience is a somewhat different skill and a major asset for graduating students. Each student will conduct research and compose analyses, and receive two rounds of professor feedback for medium and long-form essays on international security topics expected by practitioners of the field.

### Course Requirements and Grade Computation

#### *Class Participation (20%)*

Class participation is not just attendance; it is about what you contribute and how you respond to the week's readings. Participation is not just about how much you speak, but about the quality of the contributions and how your words help move the discussion forward. Thus, asking a good question is of equal value to bringing some new information to our collective attention. I keep a written record of each time you contribute to the discussion and I notate the quality of your comments or questions. To calculate your final participation grade, I will aggregate and average your score for each session.

#### *Midterm Paper (20%)*

For the midterm paper, students will be assigned one of two questions. **Choose between: "How has warfare changed in the post-Cold War period?" or "What are the unchanging elements of warfare in the post-Cold War period?"** The paper should not be **less than eight, nor more than ten pages in length**, (excluding the works cited or bibliography). It should be well-edited, double-spaced and 12-point-type in Times New Roman. The substance of the paper should show evidence that you have read the required books and relevant articles. Grading will be based on the rubrics in the appendix of the syllabus. The paper must be submitted to me at the beginning of class on **Thursday, March 2**. Please do not email your paper to me; bring it to class.

#### *Group Oral Presentation (20%)*

Students will be working in groups to present on a particular region or country and its security issues. **Oral presentations will be held on Thursday, April 20**. There will be four groups of four or five students. Presentations will be time-limited to 20 to 25 minutes excluding audience questions. The format for your presentations will be based on an acronym known as "DIME-P." This stands for Diplomacy, Intelligence, Military, Economics and Politics. DIME-P is used by many international security professionals and members of the military to analyze, critique, question and formulate strategy and foreign policy. Groups will select a region or country. Group members will then choose a single dimension of DIME-P for their presentation. Your briefing will not be focused on the United States; it will be analysis conducted from the point of view of governments in your chosen country or region. Grades will be based on the presentation rubrics in the appendix.

#### *Final Research Paper (40%)*

The final paper is a research paper on a topic of your choice relating to an aspect or theme of the course. **It is due to me on Thursday, May 11, by 6p**. Please deliver it to me in person at Elliott 303 and do not email it. The topic will be approved by me beforehand. The paper should answer a research question, and should involve you making critical analysis, and include some policy

prescriptions and recommendations depending on your topic. Your paper should reflect on more extensive reading than what is expected in preparation for the seminars. There is a style guide at the end of the syllabus that will help you find a good research question. The final paper **should not be less than 14 or more than 16 pages** (excluding works cited and bibliography). It should be well-edited, double-spaced and 12-point typed in Times New Roman. The substance of the paper should show evidence that you have read the required book chapters and relevant articles.

Students will submit a written proposal with your topic, research question and short outline (one to two pages) to me at the beginning of class on **Thursday, March 23**. I will then email you my approval plus comments and questions so you can begin work.

## Course Policies

### *Attendance*

This course only meets once per week for 14 weeks so attendance at all seminars is mandatory for all students. The only exception is for a religious holiday (with prior notice), a documented medical emergency, or documented death of a close family member. **An excused or unexcused absence will require you to submit a five-page overview of the readings for that session due within seven days of the missed class.**

### *Deadlines*

Late papers will be penalized one-third of the grade per day (from A to A-, from A- to B+, etc.). Incompletes will not be allowed, except in the case of truly dire emergencies. Do not email me papers.

### *Plagiarism and Academic Integrity*

According to the university's Code of Academic Integrity, "Academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information." For the rest of the code, see <http://studentconduct.gwu.edu/code-academic-integrity>. In general, I expect that you will not lie, cheat, steal, or otherwise conduct yourselves dishonorably. I also expect that you will report to me if you observe others engaging in such conduct. All work you submit for this course must be your own. I will not tolerate any form of academic dishonesty. Suspected cases will be referred to the Office of Academic Integrity.

### *In-class Behavior*

Please exhibit a professional demeanor and always show respect for your classmates during our sessions. Do not use foul language or engage in other types of disruptions. Laptop and notebook users should aim for only a minimal amount of Internet usage during class. However, use of software tools such as Evernote and OneNote are encouraged. Project management applications can also help you with meeting deadlines in graduate school.

### *Getting Help and Counseling*

The University Counseling Center offers 24/7 assistance for students' personal, social, career, and study skills problems. Services for students include crisis and emergency mental health consultations, confidential assessment, counseling services (individual and small group), and referrals (see <http://counselingcenter.gwu.edu/access-counseling-services>).

### *Emergency Preparedness Information*

- Sign up for GW alerts through text and on your desktop computer: go to [https://www.gwu.edu/~gwalert/pages/03\\_emergency\\_communications/](https://www.gwu.edu/~gwalert/pages/03_emergency_communications/) or call the GW Information Line at 202-994-5050.
- Call GW Police Department at (202) 994-6111. If the line is unavailable dial 911.
- Option #1 Shelter in Place. Your first reaction in an emergency should be to stay where you are. Evacuate only if you hear the fire alarm or someone instructs you to evacuate. Shelter-in-place in an interior room, above ground level, and with the fewest windows.
- Option #2 Evacuation. We will always evacuate if the fire alarm sounds or the building becomes unsafe. Do not use the elevator.

### *Disability*

Any student who may need an accommodation based on the potential impact of a disability should contact the Disability Support Services office at (202) 994-8250 in the Marvin Center, Suite 242, to establish eligibility and to coordinate reasonable accommodations. For additional information please refer to: <http://disabilitysupport.gwu.edu/>.

### *Amount of Time Required for the Course*

Graduate Students are expected to spend 120 minutes of direct or guided interaction in class each course session and 180 minutes of independent learning (homework) each week.

### **Readings**

All journal articles are available online in databases accessible through the George Washington University Gelman Library. From the library website (<http://www.library.gwu.edu/>) you have two options:

1. Click the “ArticlesPlus” tab and simply type the article title and author last name. It often helps to put the exact article title in quotation marks.
2. Click the “Journals” tab, search for the desired journal title, and navigate to the correct volume and issue for the specific article in question.

Be sure to try both options if any troubles arise. If you are accessing the library website from off campus, you will need to enter your last name and your GWID to obtain access. For some sessions, readings are from book sections and chapters, along with a few articles. **These will be scanned and uploaded to the course Blackboard website under “Electronic Reserves.”**

As an international security professional, you are expected to keep current by reading daily analyses of world events. Potential sources of this content will be discussed on the first day of class.

### **Course Schedule**

#### **Session One: Thursday, January 19** **What Is Security?**

**Security has a myriad of broad and narrow definitions. How is security pursued and achieved by governments and non-state actors? Why have their strategies and tactics changed over time? How are non-Western perspectives on security emerging and evolving? How do we know when security has been attained?**

Rothschild, Emma. 1995. “What Is Security?” *Daedalus*. Vol. 124: No. 3, July 1, pp. 53–98.

Mathews, Jessica Tuchman. 1989. "Redefining Security." *Foreign Affairs*. Vol. 68: No. 2 (Spring), pp. 162-178.

Lutes, Charles D., M.E. Bunn and Stephen J. Flanagan. 2008. "The Emerging Global Security Environment." *Strategic Challenges*. Eds. Stephen A. Flanagan and James A. Schear. Dulles, VA: NDU Press and Potomac Books, pp. 1-19.

Campbell, John. 2011. "Salvation in the South Atlantic." Chapter 13. *The Iron Lady: Margaret Thatcher, from Grocer's Daughter to Prime Minister*. New York: Penguin Books, pp. 184-206.

Do, Thuy T. 2015. "China's Rise and the 'Chinese Dream' in International Relations Theory." *Global Change, Peace and Security*. Vol. 27: No. 1, pp. 21-38.

Tsyngankov, Andrei. 2015. "Vladimir Putin's Last Stand: The Sources of Russia's Ukraine Policy." *Post-Soviet Affairs*. Vol. 31: No. 4, pp. 279-303.

### **Session Two: Thursday, January 26**

#### **The Clausewitzian Trinity of War and Grand Strategy**

**What is military strategist Carl von Clausewitz's view of warfare? Why is he analyzing politics and policy and their influence on how armies engage in combat? What is grand strategy? How have Sun Tzu and Machiavelli influenced grand strategy?**

Von Clausewitz, Carl. 1976. *On War*. Edited and Translated by Michael Howard and Peter Paret. Princeton, NJ: Princeton University Press. Chapter One, Book One. "What Is War?" pp. 75-89.

Howard, Sir Michael. 1976. "The Influence of Clausewitz." *On War*. Edited and Translated by Michael Howard and Peter Paret. Princeton, NJ: Princeton University Press, pp. 27-44.

Paret, Peter. 1986. "Clausewitz." Ed. Peter Paret. *The Makers of Modern Strategy: From Machiavelli to the Nuclear Age*. Princeton, NJ: Princeton University Press, pp. 186-213.

Tzu, Sun. 2002. *The Art of War*. Translated by Lionel Giles. Chapters One, Two and Three. Mineola, NY: Dover Publications, pp. 40-51.

Machiavelli, Niccolo. 2003. *The Prince*. Translated by Daniel Donno. Chapters Nine, Ten and Twelve. New York: Bantam Dell, pp. 43-55.

Miller, Paul D. 2016. "On Strategy, Grand and Mundane." *Orbis*. Vol. 60: Issue 2, pp. 237-247.

Martel, William C. 2010. "Grand Strategy of 'Restraint.'" *Orbis*. Vol. 54: Issue 3, pp. 356-373.

### **Session Three: Thursday, February 2**

#### **The State: Traditional Approaches to Security and Realism**

**Are realist principles such as the state, sovereignty, anarchy, power projection, balance of power or national interest still relevant in international security analysis?**

Waltz, Kenneth N. 1988. "The Origins of War in Neorealist Theory." *Journal of Interdisciplinary History*. Vol. 18: No. 4, pp. 615–628.

Mearsheimer, John J. 2001. "Anarchy and the Struggle for Power." *The Tragedy of Great Power Politics*. New York: W.W. Norton. pp. 29-54.

Rosato, Sebastian. 2015. "The Inscrutable Intentions of Great Powers." *International Security*. Vol. 39: No. 3, pp. 48-88.

Mead, Walter Russell. 2014. "The Return of Geopolitics: The Revenge of the Revisionist Powers." *Foreign Affairs*. Vol. 93: May/June, pp. 69-79.

Byun, See-Won. 2016. "China's Major-Powers Discourse in the Xi Jinping Era: Tragedy of Great Power Politics Revisited?" *Asian Perspective*. Volume 40: No. 3, pp. 493-522.

#### **Session Four: Thursday, February 9**

##### **Post-Cold War World: Expectations and Realities**

**How has the world view of leading policy makers, analysts and subject matter experts changed after the Cold War? Have historical predictions of the post-Cold War world proved accurate?**

Fukuyama, Francis. 1989. "The End of History?" *The National Interest*. No. 16: Summer, pp 3-18.

Huntington, Samuel. 1993. "The Clash of Civilizations?" *Foreign Affairs*. Vol. 72: No. 3, Summer, pp. 22-49.

Mearsheimer, John J. 1990. "Why We Will Soon Miss the Cold War." *The Atlantic Monthly*. Vol. 266: No. 2, August, pp. 35-42.

Nye, Joseph. 2008. "Security and Smart Power." *American Behavioral Scientist*. Vol. 51: No. 9, pp. 1351-1356.

Weis, Charles. 2015. "How Do Science and Technology Affect International Affairs?" *Minerva*. Vol. 53: November, pp. 411-430.

Simon, Luis. 2015. "Europe, the Rise of Asia and the Future of the Transatlantic Relationship." *International Affairs*. Vol. 91: Issue 5, pp. 969-989.

#### **Session Five: Thursday, February 16**

##### **When and How to Intervene? The Philosophy and Politics of the Use of Force**

**Which theories or philosophies on the use of force do you agree with or disagree with and why? How have resurgent theories such as neo-isolationism and strategies of restraint currently affected military intervention in various conflicts around the world?**

Keohane, Robert O. and Joseph S. Nye. 1985. "Two Cheers for Multilateralism." *Foreign Policy*. No. 60: Autumn, pp. 148-167.

Russett, Bruce. 1993. "Why Democratic Peace?" *Debating the Democratic Peace*. Ed. Michael E. Brown *et al.* Cambridge, MA: The MIT Press, pp. 82-115.

Finnemore, Martha. 1996. "Constructing Norms of Humanitarian Intervention." *The Culture of National Security*. Ed. Peter Katzenstein. New York: Columbia University Press, pp. 309-321. (Blackboard).

Kagan, Robert. 2003. *Of Paradise and Power: America and Europe in the New World Order*. New York: Alfred A. Knopf, pp. 1-11.

Nau, Henry R. 2013. "What is Conservative Internationalism?" *Conservative Internationalism: Armed Diplomacy Under Jefferson, Polk, Truman and Reagan*. Princeton, NJ: Princeton University Press, pp. 11-38.

Biddle, Stephen. 2014. "Afghanistan's Legacy: Emerging Lessons of an Ongoing War." *The Washington Quarterly*. Vol. 37: No. 2, pp. 73-86.

**OPTIONAL:** Biddle, Stephen and Ivan Oelrich. 2016. "Future Warfare in the Western Pacific: Chinese Antiaccess/ Area Denial, U.S. AirSea Battle, and Command of the Commons in East Asia." *International Security*. Vol. 41: No. 1, pp. 7-48.

### **Session Six: Thursday, February 23**

#### **Non-State Actors and Post-Heroic Warfare**

##### **What dilemmas are posed by fighting against non-traditional forces?**

Holsti, Kalevi J. 1996. *The State, War, and the State of War*. "Wars of the Third Kind." Cambridge: Cambridge University Press, pp. 19-40.

Creveld, Martin Van. 1991. *On Future War*. Chapter Two: "By Whom War is Fought." London: Brassey's, pp. 33-62.

Ignatieff, Michael. 2000. *Virtual War: Kosovo and Beyond*. Chapter: "Enemies and Friends." New York: Metropolitan Books, pp. 137-157.

Smith, Rupert. 2006. *The Utility of Force: The Art of War in the Modern World*. "Introduction." New York: Penguin, pp. 3-30.

Mulford, Joshua P. 2016. "Non-State Actors in the Russo-Ukrainian War." *Connections: The Quarterly Journal*. Spring, Vol. 15: No. 2, pp. 89-107.

### **Session Seven: Thursday, March 2**

#### **Terrorism (Midterm Paper Due at Beginning of Class)**

**Some governments and militaries have been fighting terrorism in a "stand-off" manner with drones and special operations forces. Other states only deploy personnel that serve in rear-echelon or support roles. Has this been effective? What happens when terrorist groups not only hold territory, but create caliphates and nation states with tax revenue, paid combatants and elements of social welfare services?**

Kydd, Andrew H. and Barbara F. Walter. 2006. "The Strategies of Terrorism." *International Security*. Vol. 31: No. 1, Summer, pp. 49-80.

Cronin, Audrey Kurth. 2010. "The Evolution of Counterterrorism: Will Tactics Trump Strategy?" *International Affairs*. Vol. 86: No. 4, pp. 837-856.

Jordan, Jenna. 2014. "Attacking the Leader, Missing the Mark: Why Terrorist Groups Survive Decapitation Strikes." *International Security*. Vol. 38: Spring, pp. 7-38.

Wood, Graeme. 2015. "What ISIS Really Wants." *The Atlantic Monthly*. Vol. 315: Issue 2, pp. 78-90.

Gearson, John and Hugo Rosemont. 2015. "CONTEST as Strategy: Reassessing Britain's Counterterrorism Approach." *Studies in Conflict and Terrorism*. Vol. 38: No. 12, pp. 1038-1064.

Bergen, Peter L. and Daniel Rothenberg. 2015. "Decade of the Drone: Analyzing CIA Drone Attacks, Casualties and Policy." Chapter Two: pp. 12-31. *Drone Wars: Transforming Conflict, Law and Policy*. New York: Cambridge University Press.

### **Session Eight: Thursday, March 9**

**Editing Class and Group Presentation Prep Work (*Oral Presentation Assignment Sheet; Form Group and Pick Presentation Topics; Complete In-Class Editing Exercise*).**

### **No Class – Spring Break, Thursday, March 16**

### **Session Nine: Thursday, March 23**

**Transnationalism and Human Security (*Final Paper Topic, Research Question and Outline Due in Class*).**

**International crime syndicates, drug cartels, arms traders, human traffickers and money launderers are threats to security. How have these transnational actors evolved and how have they adversely affected the beneficial aspects of globalization? What does the human security approach entail and how has it applied to Iraq, Afghanistan and Africa?**

Adamson, Fiona. 2006. "Crossing Borders: International Migration and National Security." *International Security*. Vol. 31: No. 1, Summer, pp. 165-199.

Avant, Deborah and Virginia Haufler. 2012. "Transnational Organizations and Security." *Global Crime*. Vol. 13: No. 4, pp. 254-275.

Shirk, David and Joel Wallman. 2015. "Understanding Mexico's Drug Violence." *Journal of Conflict Resolution*. Vol. 59: No. 8, pp.1348-1376.

King, Gary and Christopher Murray. 2002. "Rethinking Human Security." *Political Studies Quarterly*. Vol. 116: No. 4, pp. 585-610.

Ogata, Sadako and Johan Cels. 2003. "Human Security-Protecting and Empowering the People." *Global Governance*. Vol. 9: No. 3, pp. 273-282.



**Session Ten: Thursday, March 30**  
**Counterinsurgency and Private Security**

**What makes up a successful counterinsurgency campaign? Why do these efforts fail? Are private security firms harmful or helpful?**

Spear, Joanna. 2008. "Counterinsurgency." *Security Studies: An Introduction*. Ed., Paul D. Williams. Oxford: Routledge, pp. 389-406.

Nagl, John A. and Brian M. Burton. 2010. "Thinking Globally and Acting Locally: Counterinsurgency Lessons from Modern Wars." *Journal of Strategic Studies*. Vol. 33: No. 1, pp. 123-138.

Hammes, Thomas X. 2005. "War Evolves into the Fourth Generation." *Contemporary Security Policy*. Vol. 2: August, pp. 189-221. (Blackboard).

Chivvis, Christopher S. 2016. "France, Mali and African Jihad." Chapter One: pp. 1-19. *The French War on Al Qaeda in Africa*. New York: Cambridge University Press.

Singer, P.W. 2003. *Corporate Warriors: The Rise of the Privatized Military Industry*. Chapter 4: "Why Security Has Been Privatized?" Ithaca, NY: Cornell University Press, pp. 49-72.

Avant, Deborah. 2004. "Mercenaries." *Foreign Policy*. Vol. 143: July/Aug., pp. 20-28.

**Session Eleven: Thursday, April 6**  
**Peacekeeping, Stability, and Reconstruction**

**Why do states hosting civil conflicts sometimes succeed in disarming and enfranchising competing combatants for a durable peace, while others descend into recurring conflict? What economic and security dynamics influence the success of post-conflict reconstruction programs?**

Spear, Joanna. 1999. "The Disarmament and Demobilization of Warring Factions in the Aftermath of Civil Wars: Key Implementation Issues." *Civil Wars*. Vol. 2: No. 22, pp. 1-22.

Natsios, Andrew S. 2005. "The Nine Principles of Reconstruction and Development." *Parameters*. Vol. 35: No. 3, pp. 4-19.

Englebert, Pierre and Denis M. Tull. 2008. "Postconflict Reconstruction in Africa: Flawed Ideas About Failed States." *International Security*. Vol. 32: No. 4, Spring, pp. 106-139.

Bellamy, Alex J. and Charles T. Hunt. 2015. "21<sup>st</sup> Century UN Peace Operations: Protection, Force and the Changing Security Environment." *International Affairs*. Vol. 91: No. 6, pp. 1277-1298.

Singh, Bhubhindar. 2016. "Japan Embraces Internationalism: Explaining Japanese Security Policy Expansion through an Identity-Regime Approach." *Japanese Journal of Political Science*. Vol. 17: No. 4, pp. 589-613.

**Session Twelve: Thursday, April 13**  
**21<sup>st</sup> Century Nuclear Strategy**

**Are nuclear weapons becoming less or more relevant in a post-Trinitarian world? How do they fit into a countries' security strategy? Have nuclear non-proliferation efforts been successful since the Cold War and 9/11?**

Gavin, Francis J. 2015. "Strategies of Inhibition: U.S. Grand Strategy, the Nuclear Revolution, and Nonproliferation." *International Security*. Vol. 40: No. 1, Summer, pp. 9-46.

Zagorski, Andrei. 2011. "Tactical Nuclear Weapons." *Security and Human Rights*. Vol. 22: Issue 4, pp. 399-409.

Doyle, James E. 2013. "Why Eliminate Nuclear Weapons?" *Survival*. Vol. 55: No. 1, pp. 7-34.

Cordesman, Anthony H. 2015. "The Iran Nuclear Agreement: The Need for a Full U.S. Implementation Plan." *Center for Strategic and International Studies*. August 24: pp. 1-13. (Blackboard)

Wiitala, Joshua D. 2016. "Challenging Minimum Deterrence: Articulating the Contemporary Relevance of Nuclear Weapons." *Air and Space Power Journal*. Vol. 30: No. 1, Spring, pp. 16-29.

**Session Thirteen: Thursday, April 20**  
**(Oral Presentations Are Given)**

**Session Fourteen: Thursday, April 27**  
**New Trends and the Future of Security: Special Topics Lecture by Dr. Eastwood**

- What Will Cybersecurity Look Like in 2030?
- You've Heard of 3D Printing, But 4D Printing is Coming to a Defense Contractor Near You
- Game-Theoretic Mathematical Modeling of International Affairs
- Automated Geopolitical Risk and Open Source Intelligence with Machine Learning
- Analyzing Terrorist Social Media with Data Science

**Final Paper Due, Thursday, May 11, by 6p to me in Elliott School 303 (not emailed).**

**Appendix One: Suggestions and Tips on Writing**

**(Adapted from Material by Dr. Joanna Spear)**

Sources

Please use a mix of sources for your paper: books, articles, original documents (where available) and online sources. You should always approach sources as a critical reader. Make your own judgment about the credibility of what they say and critically evaluate the sources they use and whether the empirical evidence justifies the conclusions that they reach. Also, please *do not* use Wikipedia as a source; it lacks key academic features such as clear authorship, stable text, etc. Internet sources can be suspect (anyone can put materials up on the web) so please approach these cautiously.

Sources should be cited in parenthetical notation with a “Works Cited” bibliography at the end. The proper style for footnotes or endnotes and bibliography is indicated in *The Chicago Manual of Style* and Kate L. Turabian, *Manual for Writers of Term Papers, Theses, and Dissertations*.

**You should use at least 10 sources for your Midterm Paper and at least 20 sources for your Final Paper.**

### Focus Your Paper

A common structural problem with student papers is that they lack sufficient focus. There are some easy ways to avoid this problem. The first and best is to give yourself a *very specific question* (this is surprisingly hard to do well) and then structure your paper to address it.

**Worst Approach.** The worst case is a paper where you do not have a research question. Thus, it may have a general title like “The Ukrainian Crisis” and it may contain a lot of facts, but it includes no clear analytical structure. There will be no explanation of why the facts matter and no explanation for why events transpired as they did rather than some other way. In short, the paper will be an unstructured discursive wander around the issues. You may show some research skills in answering in this fashion, but you will not necessarily show any structuring or analytical skills. These are essential in both academic and policy writing.

**Better approach.** Where you have a research question, but it allows you to give a narrative answer only. For example, “What roles could NATO have played in the Ukrainian crisis?” This at least suggests a structure for the paper and could be used to establish some categories (for example, political role, military role, peacemaking role, reconstruction role). While answering this, you would certainly display some research skills, but not the analytical skills that bring you closer to a grade of ‘A.’

**Best approach:** The question is focused and forces you to make judgments about causality and event significance. For example, “Why did NATO have limited involvement in the Ukrainian crisis?” This type of a research question will have a number of contending answers, so you really have to think about what you include, how you approach it, what you argue and how persuasive that argument is. This type of question also encourages a more sophisticated structure than merely a narrative. Thus, in answering this, your paper could be structured to summarize the event, explain its significance, and make your own critical analysis and interpretation. You would use course material, your own research, and your own judgment to justify your conclusions about what really mattered.

### Showcase Your Skills

The best papers showcase the following skills:

- Your understanding of the course materials (not just your original research)
- Your ability to conduct broad and deep original research
- Your ability to comprehend and use different kinds of documents (scholarly; policy-focused; primary government)
- Your ability to place your knowledge in a broader context (historical; academic discipline)
- Your ability to draw insights from interesting, creative places (from other disciplines or expertise areas; from other historical eras; or from other domains in international security)
- Your ability to make judgments about correlation and causality
- Your ability to present work in a suitable academic format, for example, to write a paper with a strong introduction and conclusion, to effectively footnote to providing an accurate “paper trail,” and an alphabetized bibliography.
- Your ability to edit your work effectively.

### Twenty Basic Rules

These are derived from Stephen Van Evera, *Guide to Methods for Students of Political Science* (Ithaca: Cornell University Press, 1997, pp. 123-128), and Wayne C. Booth, Gregory G. Colomb and Joseph M. Williams, *The Craft of Research* (Chicago: University of Chicago Press, 1995).

#### *Selecting a Topic, Making an Argument and Organizing Your Work*

1. Pick an important topic
2. Pick a manageable topic
3. Say something new and important
4. Concentrate on making a single set of arguments
5. Do not over-state or under-state your claims
6. Acknowledge other viewpoints and treat them with respect
7. Anticipate and pre-empt counter-arguments
8. Outline everything before writing anything
9. Start with a proper introduction and end with a proper conclusion
10. Use headings and sub-headings to provide structure and to convey your main points

#### *Writing*

1. Identify in your head – and write to – your audience
2. Get to the point
3. Stick to the point
4. Stay out of the weeds
5. Be precise
6. Be concise
7. Avoid jargon
8. Always write second and third drafts
9. Never plagiarize
10. Proofread every single word

## **Appendix Two: Grading Rubrics**

### **Rubrics**

Rubrics are common standards by which to judge performance. They enable you to understand what professors are looking for in your work. Rubrics also enable you to assess your own performance and decide where you might need to focus your efforts at improvement.

When completing all your written assignments and the group presentation for this course, please keep in mind these rubrics below. They are designed to help you understand what is required in your written work and presentations. They show what standards you should aim towards. I will be grading your work on the basis of these rubrics.

#### ***An A Grade writing performance:***

<b>Context of and Purpose for Writing</b>
Demonstrates a thorough understanding of context, audience, and purpose in keeping with the assignment and focuses all elements of the work. Shows an ability to situate work in the wider discipline. Stays on topic.

<b>Content Development</b>
Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying deep understanding, and shaping the whole work. Organizes the work appropriately and through that shows analytical rigor.
<b>Disciplinary Conventions</b>
Demonstrates detailed attention to and successful execution of a wide range of conventions particular to the International Affairs discipline. Content remains specific to the writing tasks including organization, presentation, footnotes and bibliography, formatting and stylistic choices.
<b>Sources and Evidence</b>
Demonstrates skillful use of high-quality, credible and relevant sources to develop ideas that are appropriate for International Affairs scholarship and the specific type of writing. Identifies causality effectively.
<b>Control of Syntax and Mechanics</b>
Uses graceful language that skillfully communicates meaning to readers with clarity and fluency. The paper is virtually error-free.

*A B Grade writing performance:*

<b>Context of and Purpose for Writing</b>
Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assignment, but sometimes wanders off topic or fails to sufficiently integrate arguments into the essay.
<b>Content Development</b>
Uses appropriate, relevant and compelling content to explore ideas within the context of the International Affairs discipline, but misses some key arguments or literatures. Work is not optimally organized and therefore does not show much analysis.
<b>Disciplinary Conventions</b>
Demonstrates consistent use of important conventions particular to the International Affairs discipline and to the writing tasks, including organization, footnotes and bibliography, content, presentation and stylistic choices
<b>Sources and Evidence</b>
Demonstrates consistent use of credible and relevant sources to support ideas that are situated within the International Affairs discipline and the specific type of writing. Makes some mention of causality, but does not develop it sufficiently.
<b>Control of Syntax and Mechanics</b>
Uses straightforward language that generally conveys meaning to readers. The language in the essay or memorandum has few errors.

*A C grade performance:*

<b>Context of and Purpose for Writing</b>
Demonstrates some awareness of context, audience and purpose of the assignment (i.e., begins to show awareness of audience's perceptions and assumptions).
Uses appropriate and relevant content to develop and explore ideas through most of the work. Lacks sufficient focus, argument and organization. By choice of content makes some judgment about what is important. Does not move beyond narrative.
<b>Disciplinary Conventions</b>
Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, footnoting and bibliography, content and presentation.
<b>Sources and Evidence</b>

Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the International Affairs discipline and the specific type of writing.
<b>Control of Syntax and Mechanics</b>
Uses language that generally conveys meaning to readers with clarity, although writing may include some errors. In the worst case, uses language that sometimes impedes meaning because of errors in usage.

In terms of your **Group Presentations**, you will be assessed on the basis of the following rubrics:

*An A grade oral presentation performance:*

<b>Delivery</b>
The team's delivery captures and holds the attention of the audience. Speakers make eye contact with the audience and do not look at their notes often. Body language is appropriate and positive. The vocalizations are engaging, appropriately varied and maintain the interest of the audience.
<b>Content and Organization</b>
Impressive and appropriate content, condensed to the right degree (neither too short nor too long). Shows analytical rigor in organization. Arguments are supported by appropriate examples or data. The team is able to answer audience questions fully and well.
<b>Interest and Audience Awareness</b>
The team demonstrates real and consistent interest in the issues covered in the presentation. The audiences' understanding and knowledge of the topic is increased by the team's presentation. Arguments are convincing and the case for the importance of the topic is effectively made.

*A B grade oral presentation performance:*

<b>Delivery</b>
The team's performance is reasonably interesting. Team members make some eye contact with the audience, but they return to notes a lot. The vocalizations are satisfactorily varied and of the right volume.
<b>Content and Organization</b>
The team has a reasonably clear approach to organization of the presentation and supports arguments and points with some facts, examples and data. They are able to answer the questions but without much elaboration.
<b>Interest and Audience Awareness</b>
Some of the team shows enthusiasm for the topic. The presentation raises audience understanding and awareness of most of the issues and points covered.

*A C grade oral presentation performance:*

<b>Delivery</b>
Team's performance is not engaging. Little passion is exhibited. Team spends most of the time reading from notes and members make little eye contact with the audience. The vocalization is monotonous, sometimes not at the right volume and with little or no inflection. Body language is either overstated or very defensive.
<b>Content and Organization</b>
Attempts to lay out the purpose and subject and make some arguments. Points made are not adequately supported by appropriate evidence. Thin data or evidence. In answering questions, the team is not at ease with the information and can answer only in a rudimentary way.