

PIA 2303: Introduction to Security and Intelligence Studies

Fall 2026

Wednesdays, 6:00-8:50pm

Posvar 3907

Professor: Ryan Grauer

Office: None!

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Course Description, Rationale, and Learning Outcomes:

Many argue that the 21st century security environment is fundamentally different from and more dangerous than that which existed in previous eras. There is some evidence to suggest this claim might be true; the security challenges absorbing the majority of states' time, money, and military efforts since the end of the Cold War—and especially since 9/11—are notably different from those of the past and, at times, they seem more pervasive. However, it does not necessarily follow that such proximate differences are symptomatic of a deeper shift in the nature of the inherently dangerous international arena. This course explores the nature of the international security environment—past and present—and considers whether and to what degree the logics for coping with security challenges have changed over time. In doing so, the course will introduce students to the arguments and debates in the academic literature on security and intelligence matters and teach them to apply the frameworks to contemporary challenges; this knowledge will serve as a foundation for both other Security and Intelligence Studies coursework in the School of Public and International Affairs and employment in the International Affairs sector.

We will spend the first third of the semester examining foundational security studies concepts and issues like war, coercion, effectiveness in nuclear and conventional warfighting, and the effects of regime type on security policies and achievements. The second third will be dedicated to considering the utility of foundational concepts in understanding the nature of and strategically preferable responses to security challenges pervasive in the current international arena like nuclear proliferation, irregular warfare, terrorism, space and cyber warfare, climate change, and infectious disease. The last third of the course will address the nuts and bolts of the United States national security apparatus to better understand how theory is (or should be) transformed into policy. We will conclude by considering the costs and benefits of different American grand strategies moving forward.

A few caveats:

1. This course, as an introductory survey of the academic security studies literature, is reading intensive. The average weekly reading load is approximately 166 pages. Because you will be expected to know the material covered in the readings, planning ahead is necessary to both ensure completion of assigned work and facilitate success in the course. To help you in this endeavor, the total number of pages required for each meeting is presented in brackets after the session title.

2. Our goal in this course is not to become expert in all aspects of national and international security. Rather, we seek to understand the logic driving security policy decision making and the ways in which several key disparate security concerns are linked and combine to form a comprehensive set of challenges that the United States must navigate in the coming years. As a consequence, and because the security and intelligence studies literature is vast and growing rapidly, this course cannot cover every topic in as much detail as you (or I) might like. Indeed, there are some security topics, like the international arms trade, drug wars, transnational organized crime, and private security actors, that we will not be able to cover at all. Fortunately, there are several courses on offer at SPIA that enable you to pursue topics we cover in more detail and others focusing exclusively on those that we do not address. Similarly, we will focus disproportionately on security studies issues because there are several excellent classes on intelligence on offer in SPIA. I encourage you to seek them out.
3. As a further consequence of the growing nature of the security studies field and the tendency of scholars, policymakers, and public intellectuals to “securitize” ever more policy challenges, our limited time together in this course will be used to focus almost exclusively on those threats to national security that involve at least the possibility of resolution through the threat or use of military force. This is not because phenomena like population migration, climate change, pollution and deforestation, and infectious disease that are not amenable to military solutions do not constitute viable threats to national security (indeed, we are not long-removed from first-hand experience with how a pandemic can create an array of national security problems!). We will be touching upon such issues in Week 9. Our focus that week, however, will be like that of many other weeks in that we will consider the ways in which more traditional concepts in the security studies literature do or do not help us understand the threats posed by and possible policy responses to such challenges. This approach will, at the very least, provide you with the conceptual tools necessary to critically assess the claims made about these challenges in other venues.

By the end of the course, students will:

- Have a firm understanding of the basic outlines of the field of security and intelligence studies,
- Understand how the American national security establishment is structured and works to turn theory into practice,
- Be prepared to intelligently engage in national security debates, and
- Have improved written and oral communication skills, gained through practice in a variety of modalities

Course Expectations:

Of me, you can expect:

1. Punctuality in arriving to, beginning, and ending our meetings.
2. A prepared and thought-out lesson plan that will (with your cooperation and diligent work) facilitate both understanding of the material and success in the course.

3. Reasonably prompt responses to email inquiries (usually within a few hours, excepting the times at which most people are asleep).
4. Accessibility during office hours or in other scheduled meetings.

Of you, I expect:

1. Attendance. More than two absences will, without my prior approval, result in a zero for the class participation portion of your grade. Consistent tardiness will also negatively impact your participation grade.
2. Completion of all readings and arrival in class prepared to discuss the topic assigned for the week. I realize that not everyone is comfortable speaking in front of a group, but keep in mind that I value quality over quantity. That said, failure to participate on a regular basis will have a negative effect on your participation grade.
3. Timely completion of assignments. Without prior explicit permission for a delay, work turned in after the designated time will be docked one full letter grade for each day—or portion thereof—that it is late.
4. Cognitive focus. If you use your laptop to take notes, avoid visiting websites and using apps that are unrelated to classroom activities. Do not use your phone. Concentrate on what your colleagues say and engage with their thoughts.
5. Adherence to the University of Pittsburgh's Policy on Academic Integrity. Failure to cite external sources of ideas, concepts, and facts in written work will be penalized. Plagiarism will result in automatic failure of the assignment and particularly egregious instances of plagiarism may result in failure of the course. Further, any student suspected of violating the Policy on Academic Integrity for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. For Pitt's written guidelines on academic integrity, consult the [Policy on Academic Integrity](#). For SPIA's policies on academic integrity, consult the School's [Handbook of Academic Policies and Procedures](#).
6. Respect for your fellow classmates, the ideas and opinions discussed during meetings, and the material we are considering.

Assignments and Grading:

This course will be run as a combined lecture and seminar. Our meetings will feature a mixture of activities, including lectures to present material not covered or highlighting salient points contained in the readings, discussions of the assigned material (as a class and in small groups), and interactive exercises. Some weeks, students will make presentations and lead group discussions.

Your grade will be based on the following four elements:

1. A **take-home midterm**, which will be distributed *at the end of class* on Wednesday, 16 September, and turned in *via email by 6:00pm* on Wednesday, 23 September. The exam will

consist of a critical assessment of an argument made about a core national security challenge. (25% of the total)

2. A **policy memo** of no more than five pages based on original, independent research, due *via email by 6:00pm* on Wednesday, 11 November. Further details regarding appropriate topics, formatting, and content will be discussed in class on Wednesday, 23 September. (25% of the total)
3. A **final**, which will comprise two parts. The first is a written take-home assessment, which will be distributed *at the end class* on Wednesday, 18 November, and turned in *via email by 6:00pm* on SATURDAY, 5 December. The written exam will consist of two essays, one of approximately 800 words and one of no more than five pages. The second part is an oral exam in which you will meet individually with the instructor and defend and/or expand upon the details of your written exam. (30% of the total)
4. **Class participation.** There are two parts to this aspect of your grade.
 - a. The first is **attendance and participation** in class discussions. Showing up to class is only part of this requirement; you must also do the readings and be prepared to discuss them in large- and small-group settings. Additionally, you are expected to be engaged and ask questions during your colleagues' presentations in Weeks 5-10. (10% of the total)
 - b. The second is that, for one meeting between 23 September and 28 October, inclusive, each student will participate in a **group presentation** of the readings and submit a two-page **critical assessment** of the material covered for the week. More details about this requirement will be circulated in class on Wednesday, 2 September. (10% of the total)

Your final grade will be assigned on the following scale:

A	=	93-100	B+	=	87-89	C+	=	77-79	D+	=	67-69
A-	=	90-92	B	=	83-86	C	=	73-76	D	=	65-66
			B-	=	80-82	C-	=	70-72	F	=	Below 65

Required Books:

The following books are required for the course. They are available in some form from Hillman Library and they have been ordered and are available at The Book Center. They can also be purchased (usually for less) online. If you are interested in supporting a local bookstore, I would recommend White Whale Bookstore in Bloomfield: <https://bookshop.org/shop/whitewhale>. Alternatively, you could use The Tiny Bookstore, a Black woman-owned bookstore in Ross Township: <https://bookshop.org/shop/tinybookspgh>. If you purchase used copies of the books, please make sure that you get the 3rd edition of the Sagan and Waltz book and the 4th edition of the Sapolsky et al. book.

Scott Sagan and Kenneth Waltz, *The Spread of Nuclear Weapons: An Enduring Debate* 3rd ed. (New York: Norton, 2012).

* On Course Reserve at Hillman Library

Harvey M. Sapolsky, Eugene Gholz, and Caitlin Talmadge, *US Defense Politics: The Origins of Security Policy* 4th ed. (New York: Routledge, 2021).

* E-book available through Hillman Library

The other required readings for the course are available, or linked, on Canvas. Reading questions to help guide you through the readings for the first four weeks will also be posted on Canvas.

In addition to completing the required readings for this course, you are expected to keep up with current events. Though much of our discussion will focus on the theoretical issues raised by the readings, we will often apply the academic insights to questions about current security policy challenges like Iran, North Korea, Somalia, Yemen, Russia, Ukraine, Venezuela, and China. For this purpose, you should peruse a daily newspaper like *The New York Times*, the *Wall Street Journal*, or the *Financial Times*. The weekly magazine *The Economist* is also an excellent source of news and analysis. For daily digital updates on a variety of foreign policy and security topics, albeit with a strong Department of Defense focus, I highly recommend signing up for *The Military Times'* Early Bird Brief (<https://www.militarytimes.com/ebb/>).

Disability Services:

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both the instructor and [Disability Resources and Services](#) (DRS), 140 William Pitt Union, (412) 648-7890, drsrecep@pitt.edu, (412) 228-5347 for P3 ASL users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodation for this course.

Accessibility:

The University of Pittsburgh is committed to providing equal access by making all electronic and information technology accessible to all users. This includes instructional materials and the [Canvas LMS platform](#). If you experience accessibility issues regarding course-specific material, please reach out to the instructor. If you experience a University-wide or other large-scale accessibility issue, please [report the digital accessibility barrier](#) to the Digital Accessibility Coordinator. If you are registered with [Disability Resources and Services](#) and experience issues with approved accommodations, you may contact Disability Resources and Services (DRS), 140 William Pitt Union, 412-648-7890, drsrecep@pitt.edu.

Religious Observances:

The observance of religious holidays (activities observed by a religious group of which a student is a member) and cultural practices are an important reflection of diversity. I am committed to providing equivalent educational opportunities to students of all belief systems. At the beginning of the semester, you should review the course requirements to identify foreseeable conflicts with assignments, exams, or other required attendance. If at all possible, please contact me within the first

two weeks of the first class meeting to allow time for us to discuss and make fair and reasonable adjustments to the schedule and/or tasks.

Copyright Notice:

Materials described in this syllabus may be protected by copyright. United States copyright law, 17 USC section 101, et seq., in addition to University policy and procedures, prohibits unauthorized duplication or retransmission of course materials. See the [Library of Congress Copyright Office](#) and the [University Copyright Policy](#) for further information on copyright restrictions.

Classroom Recording:

To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion, and/or activities without the advance written permission of the instructor. Any such recording properly approved in advance can be retained solely for the student's own private use.

Health Considerations:

Happily, we are on the other side of the global coronavirus pandemic. However, the virus is still in circulation, as are many others. To that end, if you are not feeling well (whether you believe it is COVID or not), please stay home. Contact me via email before class to alert me to the situation and get class notes from a colleague. It is better to be safe than sorry.

Student Wellness:

Your well-being plays an important role in your ability to learn, engage, and succeed academically, and seeking support when needed is a normal and healthy part of the academic experience. Visit the [Student Wellness resources site](#) to learn more about available resources, schedule appointments, and connect with support services. Mental health support is also available 24/7 through the University Counseling Center at 412-648-7930. You can also call or text 988 to reach the Suicide & Crisis Lifeline, or text HOME to 741741 to connect with the Crisis Text Line. If there is a risk of harm to yourself or others, contact University of Pittsburgh Police at 412-624-2121 or dial 911.

Pitt Concern Connection:

The University of Pittsburgh strives to build and maintain a positive and healthy working, learning, and living environment. Reporting concerns and asking questions can minimize the potential negative impact of inappropriate conduct on the University and our employees, faculty, and students. Reporting can help improve our culture and operations by identifying issues that require attention. The [Pitt Concern Connection](#) is a dedicated reporting system where University members can elevate irregular or troublesome workplace, campus, and other issues so that they can be reviewed, addressed, and resolved. Report an issue or ask a question online, by telephone, or via text message. The Pitt Concern Connection is not an emergency service. Immediate, life-threatening safety concerns should be reported to 911 or by contacting your local University police or security department.

Severe Weather Events:

The [University-wide Closure and Class Cancellation Policy](#) urges faculty and students “to use their own discretion in deciding whether they can safely commute to the University.” If a weather event arises that results in the closure of the University, I will contact you with information about next steps. If a weather event arises that will prevent me from arriving safely at campus in time for our scheduled meeting, I will alert you as early as possible to the fact and provide instructions about any rescheduled meeting. If a weather event arises that will prevent you from arriving safely at campus in time for our scheduled meeting, please let me know as early as possible via email (grauer@pitt.edu).

On AI Use and Plagiarism in This Course:

Artificial intelligence tools are rapidly improving and becoming more ubiquitous throughout society. The rate of change is such that any specific rules about use laid out here would likely be out of date before the end of the semester. The assignments for this course have been designed to minimize the utility of such software, but ultimately the choice to rely on artificial intelligence rests with the student. One factor students should consider when contemplating whether and how to use artificial intelligence software when composing essays is that, in this course, turning in AI-generated material as original work product will be treated as plagiarism; it is not work that is original to the student. From a broader perspective, the use of such software to complete assignments for this course is antithetical to the educational objectives. The ultimate goal of this course is to help students learn a) how to think about security and intelligence problems, and b) what they think about security and intelligence problems. Reliance on AI software, which providing algorithm-driven predictive language on topics, undermines both goals and, in that regard, performs a disservice for students. It is disrespectful to both others in the course and the instructor, who invest their time and energy into their work as part of the collaborative learning effort. Also, while the problem of hallucination is getting better, in many instances, the software simply [makes things up](#). For all of these reasons, I ask that you refrain from relying on such tools in composing your assignments for this course.

Course Schedule

Foundational Topics in Security Studies

Week 1 (August 26): Security, Strategy, War, and Coercion [171 pages]

Carl von Clausewitz, *On War*, Michael Howard and Peter Paret, ed. and trans. (Princeton: Princeton University Press, 1984): Selections from Book 1 (pp. 75-99, 119-121)

Thomas Schelling, *Arms and Influence* (New Haven: Yale University Press, 2008 [1966]): 1-141.

- Note: This text is available to download or read online in e-book format through Hillman Library; the link is available in the Week 1 module on Canvas.

Avery Goldstein, *Deterrence and Security in the 21st Century* (Stanford: Stanford University Press, 2002): 26-33.

Week 2 (September 2): Nuclear Warfighting [159 pages]

Albert Wohlstetter, "The Delicate Balance of Terror," *Foreign Affairs* 37, no. 2 (January, 1959): 211-234.

Robert Jervis, "Why Nuclear Superiority Doesn't Matter," *Political Science Quarterly* 94, no. 4 (Winter, 1979/1980): 617-633.

Keir Lieber and Daryl Press, *The Myth of the Nuclear Revolution* (Ithaca: Cornell University Press, 2020): Chapters 2, 4 (pp. 31-65, 94-119).

Scott D. Sagan and Benjamin A. Valentino, "Revisiting Hiroshima in Iran: What Americans Really Think about Using Nuclear Weapons and Killing Noncombatants," *International Security* 42, no. 1 (Summer, 2017): 41-79.

Anthony Lake and Steven Andreasen, "The Nuclear Brain Trust," *Foreign Affairs*, 24 October 2024.

Rose Gottemoeller, "The Strange Defeat of Nuclear Deterrence," *Foreign Affairs* 105, no. 4 (July/August 2026): 65-75.

Week 3 (September 9): Conventional Warfighting [179 pages]

Allan Millett, Williamson Murray, and Kenneth Watman, "The Effectiveness of Military Organizations," in *Military Effectiveness*, vol. 1, Allan Millett and Williamson Murray, eds. (Boston: Unwin Hyman, 1988): Chapter 1 (pp. 1-30).

John Mearsheimer, "Why the Soviets Can't Win Quickly in Central Europe," *International Security* 7 no. 1 (Summer, 1982): 3-39.

Michael Beckley, "Economic Development and Military Effectiveness," *Journal of Strategic Studies* 33, no. 1 (February, 2010): 43-79.

Ryan Grauer and Michael Horowitz, "What Determines Military Victory? Testing the Modern System," *Security Studies* 21, no. 1 (March, 2012): 83-112

Ryan Grauer and Stephen Quackenbush, "Initiative and Military Effectiveness: Evidence from the Yom Kippur War," *Journal of Global Security Studies* 6, no. 2 (June, 2021): ogaa018.

Robert Levine, "Military Analysis: Peering over the Hill," in *The CIA Intelligence Analyst: Views from the Inside*, eds. Roger Z. George and Robert Levine (Washington, DC: Georgetown University Press, 2024): Chapter 3 (pp. 44-70).

Week 4 (September 16): Democratic Peace? [165 pages]

John Owen, "How Liberalism Produces Democratic Peace," *International Security* 19, no. 2 (Fall, 1994): 87-125.

Dan Reiter and Allan Stam, *Democracies at War* (Princeton: Princeton University Press, 2003): Chapter 2 (pp. 10-51).

Alexander Downes, "How Smart and Tough are Democracies? Reassessing Theories of Democratic Victory in War," *International Security* 33, no. 4 (April, 2009): 9-51.

Edward Mansfield and Jack Snyder, "Prone to Violence: The Paradox of the Democratic Peace," *The National Interest* 82 (Winter, 2005/2006): 39-45.

Ryan Grauer and Dominic Tierney, "The Democratic Embargo: Regime Type and Proxy War," *European Journal of International Relations* 28, no. 2 (June, 2022): 444-470.

Michael Doyle, "Why They Don't Fight," *Foreign Affairs* 103, no. 4 (July/August 2024): 135-141.

Contemporary Issues in Security Studies

Week 5 (September 23): Nuclear Proliferation [184 pages]

Scott Sagan and Kenneth Waltz, *The Spread of Nuclear Weapons: An Enduring Debate* 3rd ed. (New York: Norton, 2012): Chapters 1-4 (pp. 3-134).

Rachel Whitlark, "Nuclear Beliefs: A Leader-Focused Theory of Counter-Proliferation," *Security Studies* 26, no. 4 (September, 2017): 545-574.

Jane P. Fletcher, "Science, Technology, and Weapons Analysis: Leveraging Science for National Security," in *The CIA Intelligence Analyst: Views from the Inside*, eds. Roger Z. George and Robert Levine (Washington, DC: Georgetown University Press, 2024): Chapter 5 (pp. 86-108).

Week 6 (September 30): Irregular Warfare [155 pages]

Andrew Mack, "Why Big Nations Lose Small Wars: The Politics of Asymmetric Conflict," *World Politics* 27, no. 2 (January, 1975): 175-200.

Stephen Biddle, Jeffrey Freidman, and Jacob Shapiro, "Testing the Surge: Why Did Violence Decline in Iraq in 2007?" *International Security* 37, no. 1 (Summer, 2012): 7-40.

David Edelstein, "Occupational Hazards: Why Military Occupations Succeed or Fail," *International Security* 29, no. 1 (Summer, 2004): 49-91.

Richard Betts, "The Delusion of Impartial Intervention," *Foreign Affairs* 73, no. 6 (November/December, 1994): 20-33.

Edward Luttwak, "Give War a Chance," *Foreign Affairs* 78, no. 4 (July/August, 1999): 36-44.

Darya Pushkina, Markus B. Siewart, and Stefan Wolff, "Mission (Im)possible? UN Military Peacekeeping Operations in Civil Wars," *European Journal of International Relations* 28, no. 1 (March, 2022): 158-186.

Week 7 (October 7): Terrorism [178 pages]

Bruce Hoffman, "Defining Terrorism," in Russell Howard and Reid Sawyer, eds., *Terrorism and Counterterrorism: Understanding the New Security Environment* (Dubuque: McGraw-Hill, 2006): 3-23.

Martha Crenshaw, "The Logic of Terrorism: Terrorist Behavior as a Product of Strategic Choice," in Russell Howard and Reid Sawyer, eds., *Terrorism and Counterterrorism: Understanding the New Security Environment* (Dubuque: McGraw-Hill, 2006): 54-66.

Jenna Jordan, "Attacking the Leader, Missing the Mark: Why Terrorist Groups Survive Decapitation Strikes," *International Security* 38, no. 4 (Spring, 2014): 7-38.

Christopher Blair, et al., "The Death and Life of Terrorist Networks," *Foreign Affairs*, 5 October 2020.

Kier Lieber and Daryl Press, "Why States Won't Give Nuclear Weapons to Terrorists," *International Security* 38, no. 1 (Summer, 2013): 80-104.

Virginia Page Fortna, "Is Terrorism Really a Weapon of the Weak? Debunking Conventional Wisdom," *Journal of Conflict Resolution* 67, no. 4 (April, 2023): 642-671

John Mueller and Mark Stewart, "The Terrorism Delusion: America's Overwrought Response to September 11," *International Security* 37, no. 1 (Summer, 2012): 81-110.

Clark Shannon, "Counterterrorism Analysis: Preempting Threats," in *The CIA Intelligence Analyst: Views from the Inside*, eds. Roger Z. George and Robert Levine (Washington, DC: Georgetown University Press, 2024): Chapter 8 (pp. 156-176).

Week 8 (October 14): New Technologies in War [190 pages]

Andrew Krepinevich, "Cavalry to Computer: The Pattern of Military Revolutions," *National Interest* 37 (Fall, 1994): 30-42.

Paul Scharre, *Army of None* (New York: Norton, 2018): Chapters 1-3, 12, 19 (pp. 11-56, 189-195, 321-330)

Zachary Burdette, Karl P. Mueller, Jim Mitre, and Lily Hoak, "Six Ways AI Could Cause the Next Big War, and Why It Probably Won't," *Bulletin of the Atomic Scientists* 81, no. 4 (July 2025): 305-312.

Michael Horowitz, "Autonomous Weapons Systems: No Human-in-the-Loop Required, and Other Myths Dispelled," *War on the Rocks*, 22 May 2025.

Stephen Buono and Aaron Bateman, "A Short History of Space Security," in *The Oxford Handbook of Space Security*, eds., Saadia M. Pekkanen and P.J. Blount (New York: Oxford University Press, 2024): 22-37.

Laura Grego, "Anti-Satellite and Space Weapons: Risks and Paths to Peace," in *The Oxford Handbook of Space Security*, eds., Saadia M. Pekkanen and P.J. Blount (New York: Oxford University Press, 2024): 557-574.

Erica Borghard and Shawn Lonergan, "The Logic of Coercion in Cyberspace," *Security Studies* 26, no. 3 (July, 2017): 452-481.

- Anne Neuberger, "China is Winning the Cyberwar," *Foreign Affairs* 104, no. 5 (September/October 2025): 136-147.
- Steve Stigall, "Cyber Analysis: Identifying Malicious Technology and Actors," in *The CIA Intelligence Analyst: Views from the Inside*, eds. Roger Z. George and Robert Levine (Washington, DC: Georgetown University Press, 2024): Chapter 9 (pp. 177-197).

Week 9 (October 21): Energy, the Environment, and Disease [174 pages]

- Emily Meierding, "Dismantling the Oil Wars Myth," *Security Studies* 25, no. 2 (May, 2016): 258-288.
- Daniel Yergin, Peter Orszag, and Atul Arya, "The Troubled Energy Transition," *Foreign Affairs* 104, no. 2 (March/April 2025): 106-120.
- Cody Schmidt, Bomi Lee, and Sara McLaughlin Mitchell, "Climate Bones of Contention: How Climate Variability Influences Territorial, Maritime, and River Interstate Conflicts," *Journal of Peace Research* 58, no. 1 (January, 2021): 132-150.
- Jan Selby, Omar S. Dahi, Christiane Fröhlich, and Mike Hulme, "Climate Change and the Syrian Civil War Revisited," *Political Geography* 60 (September, 2017): 232-244.
- Cullen S. Hendrix, "A Comment on 'Climate Change and the Syrian Civil War Revisited,'" *Political Geography* 60 (September, 2017): 251-252.
- Tobias Ide, "Rise or Recede? How Climate Disasters Affect Armed Conflict Intensity," *International Security* 47, no. 4 (Spring, 2023): 50-78.
- Sonia Ben Ouagrham-Gormley, "Barriers to Bioweapons: Intangible Obstacles to Proliferation," *International Security* 36, no. 4 (Spring, 2012): 80-114.
- Yval Benziman, "'Winning' the 'Battle' and 'Beating' the COVID-19 'Enemy': Leaders' Use of War Frames to Define the Pandemic," *Peace and Conflict* 26, no. 3 (2020): 247-256.
- Edward Newman, Jaideep Saikia, and Alex Waterman, "The Impact of COVID-19 on Insurgency and Rebel Governance: Lessons from India's Northeast," *Journal of Global Security Studies* 8, no. 2 (June, 2023): 1-21.

Week 10 (October 28): Security Cooperation [144 pages]

- Kenneth Oye, "Explaining Cooperation Under Anarchy: Hypotheses and Strategies," *World Politics* 38, no. 1 (October, 1985): 1-24.
- John Mearsheimer, "The False Promise of International Institutions," *International Security* 19, no. 3 (Winter, 1994/1995): 5-49.
- Robert Keohane and Lisa Martin, "The Promise of Institutional Theory," *International Security* 20, no. 1 (Summer, 1995): 39-51.
- Charles Kupchan and Clifford Kupchan, "The Promise of Collective Security," *International Security* 20, no. 1 (Summer, 1995): 52-61.
- Ian Hurd, "The Strategic Use of Liberal Internationalism: Libya and the UN Sanctions, 1992-2003," *International Organization* 59, no. 3 (Summer, 2005): 495-526.
- Daniel Krmaric, "Does the International Criminal Court Target the American Military?" *American Political Science Review* 117, no. 1 (2023): 325-331.
- Austin Carson, Rachel Metz, and Paul Poast, "Allies and Access: Implications of an American Turn Away from Alliances," *International Organization* 79, Supplement (2025): S103-S116.

Turning Theory into Practice

Week 11 (November 4): Organizing for and Managing Security [178 pages]

- Graham Allison, "Conceptual Models and the Cuban Missile Crisis," *American Political Science Review* 63, no. 3 (September, 1969): 689-718.
- Harvey M. Sapolsky, Eugene Gholz, and Caitlin Talmadge, *US Defense Politics*, Chapters 3-4, 9-10, 12 (pp. 37-86, 196-232, 252-277).
- John Rosenwasser and Michael Warner, "History of the Interagency Process for Foreign Relations in the United States: Murphy's Law?" in *The National Security Enterprise*, 2nd ed., edited by Roger George and Harvey Rishikof (Washington, DC: Georgetown University Press, 2017): 13-31.
- Marc Grossman, "The State Department: Culture as Interagency Destiny?" in *The National Security Enterprise*, 2nd ed., edited by Roger George and Harvey Rishikof (Washington, DC: Georgetown University Press, 2017): 81-96.

Week 12 (November 11): Intelligence [185 pages]

- Harvey M. Sapolsky, Eugene Gholz, and Caitlin Talmadge, *US Defense Politics*, Chapter 11 (pp. 232-251).
- John A. Gentry, "Assessing Intelligence Performance," in *The Oxford Handbook of National Security Intelligence*, ed. Loch Johnson (New York: Oxford University Press, 2010): 87-103.
- Peter Jackson, "On Uncertainty and the Limits of Intelligence," in *The Oxford Handbook of National Security Intelligence*, ed. Loch Johnson (New York: Oxford University Press, 2010): 452-471.
- Mark M. Lowenthal, "Intelligence in Transition: Analysis after September 11 and Iraq," in *Analyzing Intelligence: Origins, Obstacles, and Innovations*, Roger George and James Bruce, eds. (Washington, DC: Georgetown University Press, 2008): 226-237.
- Richard Betts, *Enemies of Intelligence: Knowledge & Power in American National Security* (New York: Columbia University Press, 2007): Chapters 2 and 3 (pp. 19-65).
- James B. Bruce and Blake W. Mobley, "Counterintelligence Analysis: Catching Spies and Countering Foes," in *The CIA Intelligence Analyst: Views from the Inside*, eds. Roger Z. George and Robert Levine (Washington, DC: Georgetown University Press, 2024): Chapter 7 (pp. 131-155).
- Roger Z. George, "National Estimates: Where Intelligence Meets Policy," in *The CIA Intelligence Analyst: Views from the Inside*, eds. Roger Z. George and Robert Levine (Washington, DC: Georgetown University Press, 2024): Chapter 10 (pp. 198-213).
- Erica Lonergan, "The Paradox of Intelligence Failures in the Age of Artificial Intelligence," *Intelligence and National Security*, Latest Articles (2026): 1-30.

Week 13 (November 18): Funding Security [132 pages]

- Harvey M. Sapolsky, Eugene Gholz, and Caitlin Talmadge, *US Defense Politics*, Chapters 7-8, 13 (pp. 143-195, 278-294)

Michael E. O'Hanlon, *Defense 101: Understanding the Military of Today and Tomorrow* (Ithaca: Cornell University Press, 2021): Chapter 1 (pp. 44-84)
Rosella Cappella Zielinski and Samuel Grestle, "Paying the Defense Bill: Financing American and Chinese Geostrategic Competition," *Texas National Security Review* 6, no. 2 (Spring, 2023): 58-78.

No Meeting November 25: Happy Thanksgiving!

Week 14 (December 2): What is to be done? [130 pages]

Harvey M. Sapolsky, Eugene Gholz, and Caitlin Talmadge, *US Defense Politics*, Chapters 2, 14 (pp. 15-36, 295-305).
Patrick Porter, "Why America's Grand Strategy Has Not Changed: Power, Habit, and the U.S. Foreign Policy Establishment," *International Security* 42, no. 4 (Spring, 2018): 9-46.
A. Wess Mitchell, "A Grand Strategy of Consolidation," *Foreign Affairs* 105, no. 3 (May/June 2026): 128-142.
Megan A. Stewart, Jonathan B. Petkun, and Mara R. Revkin, "The Progressive Case for American Power," *Foreign Affairs* 103, no. 4 (July/August 2024).
Donald J. Trump, *National Security Strategy of the United States of America*, November 2025.

SATURDAY, December 5: Written Final Due by 6:00pm!

Week 15 (December 9): Defend Your Work!