

POLI_V 369H H_001 2024W2 Topics in International Security - Issues in International Security

Instructor: Barnard Choi, PhD
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Office Hours: Fri at 2:00 PM - 3:00 PM in Buchanan C 311 or by appointment

Course Description:

This course examines the determinants and processes of military innovations - broadly defined as the technological and organizational breakthroughs in the methods of warfare - and their effects on the international system. In studying this topic, we will consider the geopolitical, strategic, organizational, fiscal, economic and cultural factors that may influence how states address military innovations, whether proactively as initiators or reactively as adaptors. To accompany this theoretical approach, the course will examine a number of major military innovations that have profoundly affected the international balance of power, from the Napoleonic levée en masse, the Prussian General Staff corps, and the Blitzkrieg, to carrier warfare, nuclear weapons, and network-centric warfare.

Course Objectives:

1. Gain an overview of the academic and policy debates around the concept of military innovation and its implications for international politics
2. Examine the variables that influence the pace, scope, and scale of military innovation within and across states, including competitive pressures from the external environment, domestic organizational, fiscal, and cultural factors.
3. Analyze the critical importance of military innovation as the one of the central variables that impact the ability of states to survive and to extend their influence under international anarchy.

4. Identify some of the most important military innovations during the last two centuries and gain an understanding of the organizational processes attendant to their development and deployment on the battlefield.
5. Hone the ability to write effectively on the subject matter through the accurate recall and creative synthesis of relevant facts and concepts from the course.

Course TA:

Max Bogpene

bogpene@student.ubc.ca

Course Format:

The format of the course will be 3 lectures a week.

Required Texts:

All readings are available on the course canvas site.

Course Assignments, Due Dates and Grading:

Students are responsible for material covered in lectures and class discussions as well as in the assigned readings. Regular attendance in class is required.

Grades will be determined based on the following:

Participation (Attendance)	10%
In-Class Midterm #1 (Feb 3)	25%
In-Class Midterm #2 (Mar 10)	25%
In-Class Final Exam (TBA)	<u>40%</u>
	100%

Top Hat is a classroom response software that works with your smartphones, tablets and laptops. Top Hat usually requires a paid subscription but that is being waived thanks to UBC, so there will be no cost to you for using Top Hat; please do not pay for a subscription as students who purchase subscriptions cannot be refunded. To sign up:

1. Go to <https://tophat.com/>
2. [Links to an external site.](#)
3. Click on **Login** if you have an existing account or **Sign-up > Student sign-up**
4. Follow the prompts; look for POLI 369H (Course Name: Military Innovation).
5. Join Code is 869577.

Late assignments will be penalized 2% for each 24-hour period late. To be considered for extensions for papers, exams, and/or being excused for an absence (and thus missing Top Hat responses or tutorial participation), Arts Students must contact Arts Advising (Buchanan D111) as soon as you are aware you may need an in-term concession. Please review their website for concession criteria as well as process to follow. Students in other Faculties should contact their faculty advising office for direction. Re-grading of marked work by the teaching assistant will only take place if accompanied by a one-page memo indicating in detail the grounds for re-grading; students should note that a re-grading of a paper or exam may result in the lowering of grade upon further review. If this procedure does not resolve the matter, it may be appealed to the professor, who, again, may raise or lower the grade upon further review.

Acknowledgement

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the Musqueam people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site.

General Academic Policies

Regular attendance in lectures and tutorials and participation (in tutorials) is expected. All assignments must be completed and handed in. Students who do not attend regularly or fail to hand in an assignment may be disallowed from writing the final exam.

Read the university calendar so that you are aware of no-penalty drop dates, requirements for medical authorization (to defer an exam, for example) and other procedures that may affect you.

Students who wish to appeal grades assigned to their academic work may do so. The initial appeal should be made to the TA or course instructor. If the student remains unsatisfied with this process, he/she may proceed to the head of the department or further to a formal committee established in accordance with University policies.

Religious holidays – UBC permits students who are scheduled to attend classes or write examinations on holy days of their religions to notify their instructor in advance of these days and their wish to observe them by absenting themselves from class or examination. Instructors provide opportunity for students to make up work or examinations missed without penalty. (Policy # 65.)

UBC is committed to the academic success of students with disabilities. UBC's policy on Academic Accommodations for students with disabilities aims to remove barriers and provide equal access to university services, ensure fair and consistent treatment of all students, and to create a welcoming environment. Students with a disability should first meet with an Centre for Accessibility advisor to determine what accommodations/services you are eligible for.

University Values and Priorities:

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available here (<https://senate.ubc.ca/policies-resources-support-student-success>)

Academic Accommodations and Concessions:

If you experience unanticipated events or circumstances that interfere with your ability to accomplish your academic coursework, you may be eligible for academic concession. For more information on concessions, please see Arts Advising:
<https://students.arts.ubc.ca/advising/academic-performance/help-academic-concession/>

If you miss marked coursework (assignment, quiz) and you are an Arts student, review the Faculty of Arts' academic concession page and then complete Arts Academic Advising's online academic concession form, so that an advisor can evaluate your concession case. If you are a

student in a different Faculty, please consult your Faculty's webpage on academic concession, and then contact me where appropriate.

If your situation is related to an experience of sexual violence, you have the option of contacting UBC's Sexual Violence Prevention and Response Office (SVPRO) (604 822 1588) who can assist you with your academic concession.

Academic Accommodation for Students with Disabilities:

UBC is committed to the academic success of students with disabilities. UBC's policy on Academic Accommodations for students with disabilities aims to remove barriers and provide equal access to UBC services, ensure fair and consistent treatment of all students, and to create a welcoming environment. Academic accommodations help students with a disability or ongoing medical condition overcome challenges that may affect their academic success. Students requiring academic accommodations must register with the Centre for Accessibility. The Centre will determine that student's eligibility for accommodations in accordance with Policy 73: Academic Accommodation for Students with Disabilities. Academic accommodations are not determined by your instructors, and instructors should not ask you about the nature of your disability or ongoing medical condition, or request copies of your disability documentation. However, your instructor may consult with the Centre for Accessibility should the accommodations affect the essential learning outcomes of a course.

Academic Accommodations for Religious or Spiritual Experiences

The University is obligated to comply with the BC Human Rights Code in accommodating students observances of sincerely held religious beliefs. If you would like to request an academic concession because of a conflict with a religious observance, please see your academic advisor. To learn more visit:

<https://students.ubc.ca/enrolment/academic-learning-resources/academic-concessions>

Academic Integrity and Responsibility

As a member of this class, you are responsible for contributing to the course objectives through your participation in class activities and your work on essays, exams, and other projects. In the process of coming into your own as an independent, responsible participant in the academic community, you are encouraged to seek advice, clarification, and guidance in your learning from your instructor and/or Teaching Assistant. If you decide to seek help beyond the resources of this course, you are responsible for ensuring that this help does not lead you to submit others' work

as your own. If an outside tutor or other person helps you, show this policy to your tutor or helper: make sure you both understand the limits of this person's permissible contribution. If you are uncertain, consult your instructor or TA.

Academic communities depend on their members' honesty and integrity in representing the sources of reasoning, claims, and wordings that appear in their work. Like any other member of the academic community, you will be held responsible for the accurate representation of your sources: how you produced the work you are submitting. If you are found to have misrepresented your sources and to have submitted others' work as your own, penalties may follow. Your case may be forwarded to the Head of the department, who may decide that you should receive zero for the assignment. The Head will report your case to the Dean's Office, where the report will remain on file. The Head may decide, in consultation with your instructor, that a greater penalty is called for, and will forward your case to the Dean's Office. After an interview in the Dean's Office, your case may be forwarded to the President's Advisory Committee on Academic Misconduct. Following a hearing in which you will be asked to account for your actions, the President may apply penalties including zero for the assignment; zero for the course; suspension from the university for a period ranging from 4 to 24 months; a notation on your permanent record. The penalty may be a combination of these.

Academic communities also depend on their members' living up to the commitments they make. By enrolling in this course, you make commitments to an academic community: you are responsible for meeting deadlines, attending class, and engaging in class activities. If you find that you cannot meet a deadline or cannot participate in a course activity, discuss your situation with your instructor or TA before the deadline or before your absence.

Like any academic author submitting work for review and evaluation, you are guaranteeing that the work you submit for this course has not already been submitted for credit in another course. Your submitting work from another course, without your instructor's prior agreement, may result in penalties such as those applied to the misrepresentation of sources.

Illness and Absence

If you experience medical, emotional, or personal problems that affect your attendance or academic performance, please notify Arts Academic Advising. If you are registered with Access and Diversity, you should notify your instructor at least two weeks before examination dates. If you are planning to be absent for varsity athletics, family obligations, or other commitments, you should discuss your commitments with the instructor before the drop date.

Please reach out and ask for help if needed.

University students often encounter setbacks from time to time that can impact academic performance. If you run into difficulties and need assistance, I encourage you to contact me by

email or by dropping by my office. I will do my best to support your success during the term. This includes identifying concerns I may have about your academic progress or wellbeing through Early Alert. With Early Alert, faculty members can connect you with advisors who offer student's support and assistance getting back on track to success. Only specialized UBC advisors can access any concerns I may identify, and Early Alert does not affect your academic record. For more information: <https://facultystaff.students.ubc.ca/systems-tools/early-alert>

For information about addressing mental or physical health concerns, including seeing a UBC counselor or doctor, visit: <https://students.ubc.ca/health-wellness>

Respectful University Environment

UBC recognizes that “the best possible environment for working, learning and living is one in which respect, civility, diversity, opportunity and inclusion are valued.” The full UBC Statement on Respectful Environment for Students, Faculty and Staff can be found at <http://www.hr.ubc.ca/respectful-environment/files/UBC-Statement-on-Respectful-Environment-2014.pdf>. Students should read this statement carefully and take note of both the protections and the responsibilities that it outlines for all members of the UBC community. Students should also review the Student Code of Conduct, at: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,750,0>

This course values frank discussion, healthy debate, and the free and respectful exchange of ideas. Students are welcome to voice and defend their views, which may differ from those of other students or of the instructor. However, disrespectful behavior, including bullying and harassment, will not be tolerated. The instructor and teaching assistant will be professional and respectful in all their exchanges with students, and students will exercise similar professionalism and respect in their interactions with each other, with the teaching assistant, and with the instructor.

If you have any concerns about the class environment, please raise them with the instructor. You also have the options of contacting the Head of the Political Science Department, UBC's Equity and Inclusion Office (<http://equity.ubc.ca>), or the UBC Ombudsperson for Students: <https://ombudsoffice.ubc.ca>

Equity and Harassment

UBC is committed to equity (including but not limited to gender equity) and fostering a safe learning environment for everyone. All peoples should be able to study, work, and learn in a supportive environment that is free from sexual violence, harassment, and discrimination. UBC's Policy #3 on Discrimination and Harassment defines harassment as: “unwanted and

unwelcome attention from a person who knows, or ought to know, that the behavior is unwelcome. Harassment can range from written or spoken comments to unwanted jokes, gifts, and physical assault, and may be accompanied by threats or promises regarding work or study opportunities and conditions. Harassment can be either a single incident or a series of related incidents.” Such behavior is not acceptable and will not be tolerated at UBC. If you or someone you know has encountered sexual violence or harassment, you can find confidential support and resources at the AMS Sexual Assault Support Centre, (SASC), and the Equity and Inclusion Office. The SASC is an all-genders service that serves the UBC-Vancouver campus community and is committed to creating a safer campus community, free from sexualized violence. Their work is informed by feminism, anti-oppression, and recognition of intersectionality. The Equity and Inclusion Office is committed to fostering a community in which human rights are respected and equity and diversity are integral to university life. Resources are available at:

Sexual Assault Support Centre, (SASC)

249M, Student Union Building, UBC

604-827-5180

sasc@ams.ubc.ca

<http://amssasc.ca>Links to an external site.

Equity and Inclusion Office

2306 – 1874 East Mall (Brock Hall)

604.822.6353

equity@equity.ubc.ca

<http://equity.ubc.ca>

Outline of Lectures and Readings

Week 1 (Jan 6) Defining and Conceptualizing Military Innovation

- Stephen Peter Rosen, “New Ways of War: Understanding Military Innovation,” *International Security*, Vol. 13, No. 1 (Summer 1988), pp. 134-168.

- Michael Horowitz, *The Diffusion of Military Power* (Princeton, NJ: Princeton University Press, 2008), chap. 2.

Week 2 (Jan 13) The Emergence of the Modern State

- Hendrik Spruyt, "The Origins, Development, and Possible Decline of the Modern State," *Annual Review of Political Science* 5 (June 2002), pp. 127-149.

Week 3 (Jan 20) The Rise of Nationalism

- Barry R. Posen, "Nationalism, the Mass Army, and Military Power," *International Security*, Vol. 18, No. 2 (Fall 1993), pp. 80-124.
- Stephen Van Evera, "Hypotheses on Nationalism and War," *International Security*, Vol. 18, No. 4 (Spring 1994), pp. 5-39.

Week 4 (Jan 27) International Politics Among Nation States

- Robert Gilpin, *War and Change in World Politics* (Cambridge, UK: Cambridge University Press, 1981), chap. 1.
- Joseph M. Parent and Sebastian Rosato, "Balancing in Neorealism," *International Security*, Vol. 40, No. 2, pp. 51-86.

Week 5 (Feb 3) The Napoleonic Wars and the Levée en masse

- Michael Howard, *War in European History* (Oxford, UK: Oxford University Press, 2009), chaps. 4-5.

Week 6 (Feb 10) The General Staff and Germany's Wars

- Ralph N. Traxler, Jr., "A Model of Modern Administrative Organization: The German General Staff," *The Journal of the Academy of Management*, Vol.4, No. 2 (August 1961), pp. 108-114.
- Keir A. Lieber, "A New History of World War I and What It Means for International Relations Theory," *International Security*, Vol. 32, No. 2 (Fall 2007): pp. 155-191.

Week 7 (Feb 24) Innovations in Naval Warfare

- Karl Lautenschlager, "Technology and the Evolution of Naval Warfare", *International Security*, Vol. 8, No. 2, (Fall 1983), pp. 3-51.

Week 8 (Mar 3) Innovations in Airpower

- Robert Pape, *Bombing to Win* (Ithaca, NY: Cornell University Press, 1996), chap. 3.

Week 9 (Mar 10) The Advent of Nuclear Weaponry

- David Alan Rosenberg, The Origins of Overkill: Nuclear Weapons and American Strategy, 1945-1960, *International Security*, Vol. 7, No. 4 (Spring, 1983), pp. 3-71.

Week 10 Nuclear Strategy

- Albert Wohlstetter, "The Delicate Balance of Terror," *Foreign Affairs*, Vol. 37, No. 2 (January 1959), pp. 211-34.
- Austin Long and Brendan R. Green, "Stalking the Secure Second Strike: Intelligence, Counterforce, and Nuclear Strategy," *Journal of Strategic Studies*, Vol. 38, Nos. 1-2 (2015), pp. 38-73.

Week 11 Terrorism, Occupation, Counter-Insurgency and Counter-Terrorism Warfare

- Richard B. Andres, Craig Wills, and Thomas E. Griffith Jr, “Winning with Allies: The Strategic Value of the Afghan Model,” *International Security*, Vol. 30, No. 3 (Winter 2005/06), pp. 124-160.
- Stephen D. Biddle, “Airpower and Modern Warfare: The Afghan Model in Afghanistan and Iraq,” *International Security*, Vol. 30, No. 3 (Winter 2005/06), pp. 161-176.

Week 12 Cyber Warfare, AI, and the Offense-Defense Balance

- Rebecca Slayton, “What is the Cyber Offense-Defense Balance? Conceptions, Causes, and Assessment,” *International Security*, Vol. 41, No. 3 (Winter 2016/17), pp. 72-109.
- Avi Goldfarb and Jon R. Lindsay, “Prediction and Judgment: Why Artificial Intelligence Increases the Importance of Humans in War,” *International Security*, Vol. 46, No. 3 (Winter 2021/22), pp. 7-50.

Week 13 Course Review