

PO8055 International Security Cooperation

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Course Description: International security cooperation and assistance is an increasingly important part international politics. Major and minor powers, democracies and autocracies use security cooperation as tool of their foreign policy. This module aims to understand why they do so and what its effects are. It explores both the goals of security cooperation and its unintended consequences for the politics of recipient states. We will examine the motivations for giving and accepting security assistance, its effectiveness, its consequences for political violence and civil military relations. The module also compares western and non-western forms of security assistance.

Assessment

Participation 15%

Student participation and discussion is a central aspect of the seminar. This means that it is necessary to do the readings. Students should come prepared with topics of discussion and questions. The assessment of participation will be based on the quality of input into class discussions. To prepare for discussion you should: identify the theory or argument of the readings; identify the method used by the authors in the readings to test their arguments, and evaluate the strength of these method for testing the authors' argument; and you should think of possible extensions or alternatives to the arguments put forward in the readings.

Response Papers (800 words each) 20%

Students are required to submit two 800-word response papers each worth 10% of the student's total mark. Students must submit one paper during the first 3 weeks and one from the remaining two weeks. These response papers should critically evaluate the readings. This means identifying a weakness or limitation in the articles and offering suggestions on how to improve the research. The critical evaluation may focus on the empirical or theoretical aspects of the readings or both.

Presentation 15%

Each student will be required to provide a 5 minute presentation on one of the readings. These presentations are intended to stimulate discussion. To this end, the presentation should provide a brief over view of the reading, highlighting the main points. Students should emphasise potential questions for discussion and, critically, why these questions are of interest. There should be no or minimal summary of the readings. Grading will be based on the quality of content and presentation of the argument. A sign up list for the presentations will be distributed in the first week of term.

Research Design Paper (2500 words) 50%, Due March 11 2020

The research design paper focuses on a potential research project related to the military and politics. Based on the course materials or other knowledge related to the topic, students should identify a question of interest or puzzle that they do not feel is adequately answered in the literature. Students should define their research question, outlining the variation they hope to explain, develop a preliminary theory to explain the variation, then detail the methods they would use to test the theory. When outlining the methods students should pay close attention to issues such as how they conceptualise their key variables (both independent and dependent variables) and the data they would use to measure them and how the methods they propose can be used to falsify their theory.

Academic Honesty and Plagiarism Policy

Plagiarism is a serious matter and must be avoided. Students should be familiar with what constitutes plagiarism. Please see <http://www.tcd.ie/undergraduate-studies/general-regulations/plagiarism.php> for further information regarding plagiarism and the university's policy regarding it.

Course Outline

The weekly coverage might change as it depends on the progress of the class.

Week 1: Why do states engage in security cooperation?

Required Reading:

- O'Mahony, A., Blum, I., Armenta, G., Burger, N., Mendelsohn, J., McNERNEY, M. J., Popper, S. W., Marquis, J. P., and Szayna, T. S. (2018). Assessing, monitoring, and evaluating army security cooperation: A framework for implementation. Technical report, RAND Corporation Santa Monica United States
- McManus, R. W. and Nieman, M. D. (2019). Identifying the level of major power support signaled for protégés: A latent measure approach. *Journal of Peace Research*, 56(3):364–378
- Scharpf, Adam. n.d. “Why Governments Have Their Troops Trained Abroad: Evidence from Latin America.” *International Studies Quarterly* Forthcoming.

Week 2: Effectiveness

Required Reading:

- Biddle, S., Macdonald, J., and Baker, R. (2018). Small footprint, small payoff: The military effectiveness of security force assistance. *Journal of Strategic Studies*, 41(1-2):89–142
- Ladwig III, W. C. (2008). Supporting allies in counterinsurgency: Britain and the dhofar rebellion. *Small Wars & Insurgencies*, 19(1):62–88
- Hazelton, J. L. (2018). The client gets a vote: counterinsurgency warfare and the us military advisory mission in south vietnam, 1954-1965. *Journal of Strategic Studies*, pages 1–28

Week 3: Violence

Required Reading:

- Boutton, A. (2019). Military aid, regime vulnerability and the escalation of political violence. *British Journal of Political Science*, pages 1–19
- Bapat, N. A. (2011). Transnational terrorism, us military aid, and the incentive to misrepresent. *Journal of Peace Research*, 48(3):303–318
- Dube, O. and Naidu, S. (2015). Bases, bullets, and ballots: The effect of us military aid on political conflict in colombia. *The Journal of Politics*, 77(1):249–267

Week 4: Civil military relations

Required Reading:

- Maniruzzaman, T. (1992). Arms transfers, military coups, and military rule in developing states. *Journal of Conflict Resolution*, 36(4):733–755
- Savage, J. D. and Caverley, J. D. (2017). When human capital threatens the capitol: Foreign aid in the form of military training and coups. *Journal of Peace Research*, 54(4):542–557
- Ruby, T. Z. and Gibler, D. (2010). Us professional military education and democratization abroad. *European Journal of International Relations*, 16(3):339–364

Week 5: Autocratic security cooperation

Required Reading:

- De Soysa, I. and Midford, P. (2012). Enter the dragon! an empirical analysis of chinese versus us arms transfers to autocrats and violators of human rights, 1989–2006. *International Studies Quarterly*, 56(4):843–856
- Song, W. and Wright, J. (2018). The north korean autocracy in comparative perspective. *Journal of East Asian Studies*, 18(2):157–180
- Li, X. (2019). *Building Ho's Army: Chinese Military Assistance to North Vietnam*. University Press of Kentucky, Chap 1-2