

Global Studies 471: Strategies for Realizing Security in Global Contexts
Fall 2013

Lectures: Tuesday and Thursday, 2:00-3:15pm

Classroom: Curtin 372

Course Website: <http://d21.uwm.edu/>

Instructor: Prof. Oriol Miroso

Office: Northwest Quadrant - Building B, Room 7483

Office Hours: Tuesday, 11:00am-12:00pm and 3:30-4:30pm

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The concept of ‘security’ has experienced a remarkable development in the last two decades. From a narrow focus on military relationships among states it has come to refer to a broad range of threats that affect a number of actors around the world, from the environment and poverty to communicable diseases and cyberterrorism. This is not merely an issue of semantics. The proponents of such a shift in meaning attempt to capture a global reality that is the product of globalization. Global threats are no longer limited to armed conflict, and they are often not easily dealt with by individual or groups of states. This means that new ways of facing these threats need to be devised and implemented, which presents an enormous challenge given the scope of the problems and the amount of interests and actors at play. How can we fight global terrorist threats at the same time that we deal with shortages of potable water and manage growing international migration? The main goal of this course is to explore actual and possible strategies to deal with global threats to security, to evaluate them critically, to consider their viability and compatibility, and to acquire the capacity to formulate strategies for current and new global threats.

Class organization

In order to achieve this goal, this class will consist of a mixture of lectures, case studies, debates, and group work prepared to give you the tools necessary to do your own analysis of global security issues. Student participation will, then, be a central element of the course. You will have to evaluate and question different strategies, research global threats, and propose and defend your own plans to achieve security. This requires a willingness to engage in conversation and prior preparation to ensure that you are able to participate meaningfully. I intend to make the class an open and inviting environment in which everyone feels comfortable speaking up, and you should think of the classroom as a safe space in which you develop your own thoughts. I don’t expect students to have all the right answers in class, but I need you to be engaged and active in order to figure out those answers together.

Assignments

I have designed a grading scheme aimed at encouraging critical thinking and the use of the knowledge that you will acquire in class to develop security strategies. These are the different components through which I will evaluate you:

Debates: there will be three debates through the course of the semester. In each one of them, you will be assigned to one of two teams, who will discuss a question that I will have given you beforehand. You will have to do the readings and any other kind of preparation that you see fit, and we will spend one full session debating. The role of the debates is to get you thinking about a global threat and possible strategies to tackle it. Each debate will be worth 7 points, which will be assigned to the team as a whole. I will provide more information about the debates as we get closer to them.

Exam: we will have only one exam this semester, on November 19th, which will cover all the material seen in the semester up to that point. The exam will be worth 30 points.

Final project: The weeks after the exam will be devoted to your final projects, which you will prepare in groups (how big the groups will be will depend on how many students end up taking the class). You will have to choose one security threat, critically discuss the strategies currently in place and historically adopted to deal with it, and present your own proposal to address it in the future. Each group will prepare a presentation for the class, which will be followed by a discussion. The group will then submit a (short) final report, which should incorporate the feedback and lessons from the class discussion. The final project will be worth 40 points (20 for the presentation and 20 for the report). Everyone in the group will receive the same grade.

Participation and attendance: I am a big fan of class discussion. For that reason, 9 points of your grade will be devoted to participation in our discussions. To be able to participate, however, you have to be in class. That is why I will be taking attendance in each and every class (besides, it will help me to learn your names). You will not be penalized for up to 4 unexcused absences, but each subsequent absence will reduce your participation grade by 2 points. Notice that this means that no matter how much you have participated in class, if you miss 5 sessions (after the first 4) your participation grade will be 0 points. And just to be clear: attending a class implies being there for all (or most) of the class and being ‘active and engaged’. Showing up late or leaving early without reason will be counted as an absence. In the same way, sleeping in class or not paying any attention to me or your classmates when they speak will also be counted as an absence, and I will be the only judge of whether you are ‘active and engaged’.

The grading scheme, therefore, will be the following:

3 debates	x	7 points each	=	21 possible points
1 exam	x	30 points	=	30 possible points
1 presentation	x	20 points	=	20 possible points
1 final report	x	20 points	=	20 possible points
Participation			=	9 possible points
TOTAL			=	100 possible points

The final letter grades will be applied over the total possible 100 points for the class in the following way:

A	93-100
A-	90-92.9
B+	87-89.9
B	83-86.9
B-	80-82.9
C+	77-79.9

C	73-76.9
C-	70-72.9
D+	67-69.9
D	63-66.9
D-	60-62.9
F	0-59.9

This scheme will be strict. If you get 92.9 points your grade is A-, not A. You are warned from the very beginning so if you want a higher grade work harder and take advantage of the different opportunities available to improve your grades. Complaints of the “but I am so close!”-type at the end of the semester will not have any effect. A further comment on ‘complaints’ about grades: I am happy to discuss with you any concerns you might have about how you are evaluated and about your grades. However, I will only make changes to your grades if I made an obvious mistake. My main concern when I evaluate you is to make sure that I am fair to everyone in relation to each other. If somebody comes to see me and ‘convinces’ me to increase his or her grade, that puts those who just accept their grade and do not come to see me at a disadvantage, and therefore as a policy I do not change grades.

Credit hours and workload

Following university guidelines, this course requires at least 9 hours of work outside of the classroom every week. You should expect to spend about 3.5 hours doing the readings, 1 hour preparing for the debates, 2 hours reviewing and studying, and 1.5 hours working on your projects (of course, these are averages – you will be spending more time preparing debates when these are due, and most of the time working on your projects towards the end of the semester).

A note on participation in class discussion

As I mentioned above, your active participation will be a key element of the learning experience in this class, so I want to make sure that what I mean by that is clear: participating properly in class is not a function of speaking a lot or of making only brilliant points. My main criterion for evaluating participation is: is this contribution bringing the conversation forward? This can happen by asking a very simple question of clarification, or by saying something that is completely wrong yet allows us to confront an issue that we had not considered before. Someone who speaks non-stop or who shuts other people off is in fact stifling debate, and that is the exact opposite of what I am looking for. As I said before, I want to encourage you all to participate, but I do ask you to be mindful: you are part of a group, and our goal is to move forward and learn together. Using participation to disrupt the conversation or to put someone else down is not acceptable and I will be strict about that.

Office hours, email

I will hold office hours every Tuesday for an hour in the mornings (from 11am to 12noon), and then again for another hour in the afternoon after our class (from 3:30 to 4:30pm), and I am

happy to see you by appointment at other times if you cannot make the office hours. You should see this as a resource to which you have access in order to seek clarification, to discuss issues both with the material and the functioning of the class, or simply to make your views known about specific topics and readings. Please use them!

You can also contact me by email at any point during the semester. I will try to reply to your messages promptly. However, you should always allow 24-72 hours for my replies. Therefore, you should not wait until the last minute to ask me important questions. Plan ahead!

Required texts

All of the readings that we will use this semester are available as electronic reserves, which you can find on the 'Content' tab of D2L.

Desire2Learn

I have set up a class website on Desire2Learn (<http://d2l.uwm.edu>). There you will be able to follow your grades and attendance for the class, submit the final projects on the 'Dropbox' tab, and download the different class materials. I will be posting the class slides to the website's 'Content' tab after each session.

Calendar of sessions and readings

Tue 9/3 The Syllabus (no reading)

Thu 9/5 Introduction to Global Security (i): Classic Approaches to Security

Buzan, Barry and Lene Hansen. 2009. *The Evolution of International Security Studies*. Cambridge: Cambridge University Press. Pp.8-20 (Ch.1: Defining International Security Studies).

Wyn Jones, Richard. 1999. *Security, Strategy, and Critical Theory*. Boulder, CO: Lynne Rienner. Pp.93-124 (Ch.4: Theory: Reconceptualizing Security).

Tue 9/10 Introduction to Global Security (ii): Human Security

World Economic Forum. 2013. *Global Risks Report*. Geneva: World Economic Forum. Pp.4-6, 13 (review and understand the graphs).

UNDP. 1994. *Human Development Report: New Dimensions of Human Security*. NY: UNDP. Pp.22-40 (Ch.2: New Dimensions of Human Security).

Buzan, Barry. 2005. "The Security Dynamics of a 1 + 4 World." In: Ersel Aydinly and James N. Rosenau (eds.) *Globalization, Security, and the Nation State. Paradigms in Transition*. Albany, NY: State University of New York Press. Pp.177-197.

- Thu 9/12 Military Strategies (i): Clash of Civilizations?
- Hough, Peter. 2008. *Understanding Global Security* (2nd ed.) New York: Routledge. Pp.23-63 (Ch.2: Military Threats to Security from States).
- Tue 9/17 Military Strategies (ii): Responsibility to Protect
- Krauthammer, Charles. 2003. "American Unilateralism." *Imprimis* 1. <http://www.hillsdale.edu/news/imprimis/archive/issue.asp?year=2003&month=01>
- Mastrogiovanni, Melissa. 2010. "The Business of War: Understanding the Military-Industrial Complex and How It's Still Used Today." *ESSAI* 7(1):105-108. <http://dc.cod.edu/essai/vol7/iss1/33/>.
- Thu 9/19 Military Intervention in Syria
- Kaldor, Mary. 2007. *Human Security. Reflections on Globalization and Intervention*. Cambridge, UK: Polity Press. Pp.122-133 (Ch.4: Intervention in the Balkans: An Unfinished Learning Process).
- Tabler, Andrew J. 2013. "Syria's Collapse." *Foreign Affairs* 92(4). Pp.90-100.
- Ignatieff, Michael. 2013. "Bosnia and Syria: Intervention Then and Now." *Boston Review's Website* (15 August). <http://www.bostonreview.net/world/bosnia-and-syria-intervention-then-and-now>.
- Crocker, Ryan. 2013. "Containing the Fire in Syria." *Yale Global Online* (23 July). <http://yaleglobal.yale.edu/content/containing-fire-syria>.
- Lemmon, Gayle Tzemach. 2013. "The Best Case Scenario in Syria." *Foreign Affairs' Website* (26 August). <http://www.foreignaffairs.com/articles/137043/gayle-tzemach-lemmon/the-best-case-scenario-in-syria>.
- Wallace-Wells, Benjamin. 2013. "Syria Is the Quintessential Obama War." *Daily Intelligencer* (30 August). <http://nymag.com/daily/intelligencer/2013/08/syria-is-obamas-war.html>.
- Tue 9/24 The Fight against Global Terrorism
- Caldwell and Williams Jr. 2012. *Seeking Security in an Insecure World*. (2nd ed). Plymouth, UK: Rowman and Littlefield. Pp.81-100 (Ch.5: The Terrorist Threat).

Hough, Peter. 2008. *Understanding Global Security* (2nd ed.) New York: Routledge. Pp.65-89 (Ch.3: Military Threats to Security from Non-State Actors).

Thu 9/26

DEBATE #1

Tue 10/1

Security and Surveillance

Greenwald, Glenn. 2013. "XKeyscore: NSA Tool Collects 'Nearly Everything a User Does on the Internet'." *The Guardian's website* (31 July).

<http://www.theguardian.com/world/2013/jul/31/nsa-top-secret-program-online-data>

Greenwald, Glenn. 2013. "NSA Prism Program Taps in To User Data of Apple, Google and others." *The Guardian's website* (31 July).

<http://www.theguardian.com/world/2013/jun/06/us-tech-giants-nsa-data>

Foust, Joshua, Eric Posner and Jameel Jaffer. 2013. "Secrecy and Freedom." *New York Times' Room for Debate website* (9 June).

<http://www.nytimes.com/roomfordebate/2013/06/09/is-the-nsa-surveillance-threat-real-or-imagined>.

Firestone, David. 2013. "What Happens When the N.S.A. Gets Sloppy." *New York Times' Taking Note blog* (16 August).

<http://takingnote.blogs.nytimes.com/2013/08/16/what-happens-when-the-n-s-a-gets-sloppy/>.

Bamford, James. 2013. "They Know Much More than You Think." *New York Review of Books' website* (15 August).

<http://www.nybooks.com/articles/archives/2013/aug/15/nsa-they-know-much-more-you-think/>.

Thu 10/3

Collective Security and Global Governance (i): The UN System and the Bretton Woods Institutions

Weiss, Thomas G. and Ramesh Thakur. 2010. *Global Governance and the UN. An Unfinished Journey*. Bloomington and Indianapolis: Indiana University Press. Pp.55-89 (Ch.2: The Use of Force: War, Collective Security and Peace Operations).

Tue 10/8

Collective Security and Global Governance (ii): New Forms of Governance

Avant, Deborah D., Martha Finnemore and Susan K. Sell. 2010. "Who Governs the World?" In: Deborah D. Avant, Martha Finnemore and Susan K. Sell (eds.) *Who Governs the World?* Cambridge and New York: Cambridge

University Press. Pp.1-13.

Hanefeld, Joanna. 2011. "Global Fund to Fight AIDS, Tuberculosis, and Malaria." In: Thomas Hale and David Held (eds) *Handbook of Transnational Governance. Institutions and Innovations*. Cambridge, UK and Malden, MA: Polity Press. Pp.161-166.

Thu 10/10 &
Tue 10/15

International Law and Human Rights

Burke-White, William W. 2004. "Human Rights and National Security: The Strategic Correlation." *Harvard Human Rights Journal* 17. Pp.249-280.

Thu 10/17

DEBATE #2

Tue 10/22

The International Criminal Court and the Pinochet Case

<http://www.globalissues.org/article/489/international-criminal-court-introduction>
<http://www.globalissues.org/article/490/united-states-and-the-icc>
<http://www.globalissues.org/article/493/icc-the-pinochet-case>

Thu 10/24

Extra Credit Movie

Tue 10/29

Development as a Security Strategy

Spear and Williams. 2012. "Conceptualizing the Security-Development Relationship: An Overview of the Debate." In: Spear and Williams (editors) *Security and Development in Global Politics. A Critical Comparison*. Washington, DC: Georgetown University Press. Pp.7-33.

Thu 10/31

The Millennium Development Goals as a Security Strategy

Pronk. 2005. "Globalization, Poverty and Security." In: Dodds and Pippard (editors) *Human and Environmental Security. Agenda for Change*. London: Earthscan. Pp.71-91.

Bello, Walden. 2013. "Post-2015 Development Assessment: Proposed Goals and Indicators." *Development* 56(1). Pp. 93-102.

Tue 11/5

Tackling Population Pressure (i): Population Growth and Population Structure

Goldstone. 2012. "Demography. A Security Perspective." In: Spear and Williams (editors) *Security and Development in Global Politics. A Critical Comparison*. Washington, DC: Georgetown University Press. Pp.271-290.

Thu 11/7

DEBATE #3

Tue 11/12	Tackling Population Pressure (ii): Strategies Cincotta. 2012. "Demography. A Development Perspective." In: Spear and Williams (editors) <i>Security and Development in Global Politics. A Critical Comparison</i> . Washington, DC: Georgetown University Press. Pp.291-310.
Thu 11/14	Saving the Environment: The Montreal and Kyoto Protocols Casswell-Laird, Oscar. 2008. <i>International Environmental Agreements: Does Montreal Have Lessons for Kyoto?</i> Institute of Policy Studies, Victoria University of Wellington, New Zealand. IPS Working Paper 3/2008
Tue 11/19	EXAM
Thu 11/21 & Tue 11/26	Case Study: Access to Water and the Global Water Regime No reading. Groups are working on their projects
Thu 11/28	THANKSGIVING
Tue 12/3	Workshop No reading. Groups are working on their projects
Thu 12/6	Presentations (i)
Tue 12/10	Presentations (ii)
Thu 12/12	Wrap-Up and Conclusions
Mon 12/16	Report due (at 5pm)