

SYLLABUS

V550 – Global Security Governance in the 21st Century

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Course Overview

Following the ouster of the Barre dictatorship in 1991, the small East African country of Somalia was thrown into total chaos as warring factions seized control of different parts of the country. Hundreds of thousands of civilians were pushed to the brink of starvation as the civil war was accompanied by widespread famine and malnutrition. While Somalia has managed to reestablish political order and a functioning economy, 21, 000 African Union peacekeepers are still deployed in the country. Thousands of human lives are still being lost as a result of conflict and draught-induced famine (over 200, 000 in 2011-2012). More than one million Somalis are internally displaced while almost one million are refugees in neighboring Uganda and Kenya. Additionally, Somalia is home to the al Qaeda-linked terrorist group, al-Shabaab, which has carried out attacks in Uganda and Kenya and is considered as a threat to the United States because of its success in using radical Islamist propaganda to recruit Somali Americans. In many ways, Somalia is a microcosm of the complexity of the contemporary global security environment. The quality of life in Somalia is diminished by the ever present danger of military and non-military sources of insecurity.

Against this backdrop, ***V550 Global Security Governance in the 21st Century*** is informed by a holistic conception of security. While students will be exposed to theoretical literature and case studies that shed light on the dynamics of war or armed conflict as the primary threat to international security, class discussions will also focus on non-traditional sources of insecurity such as terrorism, poverty, climate change, transnational criminal gangs, illegal arms trafficking, the HIV/AIDS pandemic, and recent outbreak of Ebola in West Africa. Notably, as illustrated by

the cases considered in this class, globalization has substantially neutralized the protections previously provided by geographical barriers against distant threats to the security of nations. Therefore, the course is expected to help students to gain strong appreciation for the intersection on national and international security in the 21st century. Among other things, this course will expose students to the following conceptual and substantive themes:

- Competing theories of international politics and how they shape academic discourse on the subject of war and peace, national and international security policies and strategies.
- Evolution of the global security environment as a function of the twin phenomena of globalization and interdependence coupled with parallel changes in the global distribution of economic and military power.
- The role of global and regional security governance institutions, international alliances, deterrence, arms control and disarmament, balance of power, great power concert, and hegemonic states in fostering international peace and stability.
- The complex relationship between traditional (state-centric) security and mass atrocity crimes, ethnic conflict, climate change, communicable diseases, international arms trade, transnational organized crimes, population movements and other non-traditional threats.
- The contributions of state and non-state actors such as NGOs and the epistemic community to preventive diplomacy, arms control and disarmament, third-party mediation, peacekeeping, peace enforcement, humanitarian intervention, and peacebuilding.
- The concept of cybersecurity, rising threats of cyberwar, national and international solutions to cybersecurity problems.

The online version of Global Security Governance in the 21ST Century is designed for self-motivated students who are capable of working independently while participating in group activities. Therefore, it is critical that each participant make out time to cover the readings, review the instructor's lecture notes, videos, participate in online discussions as well as complete written assignments in the course of the semester. Introductory lectures will be given at the beginning of each module and, as needed, at other times. In other words, students are encouraged to take full advantage of the discussion sessions to ask questions while enriching each other's learning experience through their participation in the discussion sessions.

REQUIRED TEXTS:

Paul D. Williams, ***Security Studies: An Introduction***, 2nd Edition, New York: Routledge, 2013.

Patrick M. Morgan, ***International Security: Problems and Solutions***, Washington, D.C.: CQ Press, 2006

P.W. Singer & Allan Friedman, ***Cybersecurity and Cyberwar: What Everyone Needs to Know***, New York: Oxford University Press, 2014.

Supplemental Readings (Current Affairs) – Available on CANVAS [TBA]

RECOMMENDED TEXTS:

Sean Kay, ***Global Security in the Twenty-First Century: The Quest for Power and the Search for Peace***, New York: Rowman & Littlefield Publishers, Inc., 2012.

Ramash Thakur, ***The United Nations, Peace and Security***, New York: Cambridge University Press, 2006.

Kofi Anan, ***Interventions: A Life in War and Peace***, New York: The Penguin Press, 2012.

Kofi Anan, ***We the Peoples: A UN for the 21st Century***, New York: Paradigm

Publishers, 2014.

Margaret P. Karns, Karen A. Mingst & Kendall W. Stilles, *International Organizations: The Politics and Processes of Global Governance*, Boulder: Lynne Rienner Publishers, 2015.

James F. Hoge, Jr. & Gideon Rose, *American Foreign Policy: Cases and Choices*, New York: Council on Foreign Relations, 2003.

James Risen, *Pay Any Price: Greed, Power, and Endless War*, New York: Houghton Mifflin Harcourt, 2014.

Andrew J. Bacevich, *The New American Militarism: How Americans are seduced by War*, New York: Oxford University Press, 2005.

Robert I. Rotberg, *State Failure and State Weakness in a Time of Terror*, Washington, D.C.: Brookings Institution Press, 2003.

Jared Genser & Irwin Cotler, *The Responsibility to Protect: The Promise of Stopping Mass Atrocities in our Time*, New York: Oxford University Press, 2012.

Omolade Adunbi, *Oil Wealth and Insecurity in Nigeria*, Bloomington: Indiana University Press, 2015.

James Howard Kunstler, *The Long Emergency: Surviving the End of Oil, Climate Change, and Other Converging Catastrophes of the Twenty-First Century*, New York: Grove Press, 2005.

Raymond C. Taras & Rajat Ganguly, *Understanding Ethnic Conflict: The International Dimension*, New York: Longman, 2002.

Thomas Jaye, Dauda Garuba & Stella Amadi, *ECOWAS and the Dynamics of Conflict and Peace-building*, Dakar: CODESRIA, 2011.

Peter Brookes, *A Devil's Triangle: Terrorism, Weapons of Mass Destruction, and Rogue States*, New York: Rowman & Littlefield Publishers, 2005.

Walter Enders & Todd Sandler, *The Political Economy of Terrorism*, New York: Cambridge University Press, 2006.

Michael T. Klare, *Resource Wars: The New Landscape of Global Conflict*, New York: Henry Hold and Company, 2002.

Walter C. Soderlund, E. Donald Briggs, Tom Pierre Najem & Blake C. Roberts, *Africa's Deadliest Conflict*, Ontario, Canada: Wilfrid Laurier University Press, 2012.

Amy Chua, *World on Fire: How Exporting Free Market and Democracy Breeds Ethnic Hatred and Global Conflict*, New York: Anchor Books, 2004.

Joshua Cooper Ramo, *The Age of the Unthinkable: Why the New World Disorder Constantly Surprises Us and What We Can Do About It*, New York: Little Brown & Company, 2009.

Students are encouraged to read articles in major periodicals such as The Washington Post, The New York Times, US News and World Report, Foreign Policy, Foreign Affairs, International Organization, Newsweek as well as publications by NGOs such as Human Rights Watch, Amnesty International, Green Peace, Jubilee International, etc. These and similar publications are very useful in keeping abreast of international issues that may be relevant to topics discussed in class.

STATEMENT ON ACADEMIC DISHONESTY

Plagiarism is the practice of using the work of other people (including fellow students) without giving proper credit to the original sources of the ideas, words, sentences, paragraphs, entire articles, music, or pictures. Plagiarism is a form of cheating and is considered by the University as a serious offense. Proven cases of plagiarism are subject to severe punishment. When a student is suspected of plagiarism, he/she will be informed of the charge. Such a student has the right to respond to the allegations. Procedures outlined in the IU "Student Rights and Responsibilities" statement will be followed if a student is charged with plagiarism. Students have the right to appeal any charge to the Academic Affairs Committee. For additional information on academic dishonesty, see IU SPEA's website. For a useful discussion on plagiarism, see "Avoiding Plagiarism" at: <http://sja.ucdavis.edu/avoid.htm>.

COURSE REQUIREMENTS

Discussion Sessions: Students are required to participate actively in their own learning and that of their colleagues by reading all the assigned materials, maintaining regular attendance at virtual class meetings, and taking part in class discussions. Discussion topics will be posted at appropriate intervals, with specifications on time frame allowed for students to post their contributions, ask questions and/or post their reactions to other students' contribution, etc. Each discussion session will last between one to three weeks, depending on the nature of the topic. Each session will be carefully monitored by the instructor to maintain focus and direction. **(20 percent)**

Weekly Summaries and Reflections: Students will be required to submit one-page summary of class readings at the end of each week. The modality of this requirement will be discussed at the beginning of the summer session. **(20 percent)**

Response Papers: Students will be given one week at a time to write four critical essays on issues related to the course material. A detailed written instruction/prompt will be provided for each essay assignment. **(60 percent)**

GRADING SCALE:

97-100 = A+	87-89 = B+	77-79 = C+	67-69 = D+	0-59 = F
94-96 = A	84-83 = B	74-76 = C	64-66 = D	
90-93 = A-	80-83 = B-	70-73 = C-	60-63 = D-	

SCHEDULE OF CLASS ACTIVITIES

WEEKS 1-2
<u>MODULE ONE:</u> <ul style="list-style-type: none">▪ Definitions & Introduction of Security Studies▪ Theoretical Frameworks▪ Strategic and Structural Solutions
Overview <ul style="list-style-type: none">▪ Dimensions of Security Studies▪ National & International Security

- The Global Security Environment
- Theoretical Approaches
- Dimensions of National Power
- Global Distribution of Power
- Arms Control
- Deterrence
- Great Power Concert
- Balance of Power
- Scoring Cheap Victories

▪ **Unit #1- Definitions and Introduction to Security Studies**

READINGS:

Paul D. Williams, Security Studies: An Introduction, in Williams, *SECURITY STUDIES*, Chapter 1

Peter Lawler, Peace Studies, in Williams, *SECURITY STUDIES*, Chapter 6.

Patrick Morgan, *International Security*, Chapter 2

P.W. Singer & Allan Friedman, *Cybersecurity and Cyberwar*, Introduction.

Videos: TBN

▪ **Unit #2 – Theoretical Frameworks**

READINGS:

Morgan, *International Security*, Chapter 1

Colin Elman & Michael Jensen, Realisms, in Williams, *SECURITY STUDIES*, Chapter 2

Cornelia Navari, Liberalisms, in Williams, *SECURITY STUDIES*, Chapter 3

Matt McDonald, Constructivisms, in Williams, *SECURITY STUDIES*, Chapter 4

Sandra Whitworth, Feminisms, in Williams, *SECURITY STUDIES*, Chapter 8

DISCUSSION SESSION #1 [The necessity for multiple theories]: TBA

Unit #3 – Strategic and Structural Solutions

READINGS:

Appropriate Distribution of Power, Morgan, *International Security*, Chapter 3

Seeking Cheap Victories, Morgan, *International Security*, Chapter 4.

Deterrence and Arms Control, *Morgan, International Security*, Chapter 5

The Great Power Concert, Morgan, *International Security*, Chapter 6

Videos – TBA

DISCUSSION SESSION #2 [A Deterrence Strategy for Terrorism]: TBA

RESPONSE ESSAY ASSIGNMENT #1:TBA

WEEKS 3-4

MODULE TWO:

- Security Governance Institutions
- Tactical and Practical Solutions I

Overview

- Balance of power
- International Alliances
- Regional Security Institutions
- Private Security Organizations
- Collective Security
- The United Nations & UN Security Council
- European Union & Regional Integration
- Third Party Mediation
- Peacekeeping Operations
- The Responsibility to Protect & Humanitarian Intervention
- Peacebuilding in Post-conflict Societies

▪ **Unit#1- Institutional Mechanisms – Part I**

READINGS:

John Duffield, Alliances, in Williams, *SECURITY STUDIES*, Chapter 23

Louise Fawcett, Regional Institutions, in Williams, *SECURITY STUDIES*, Chapter 24

Wahguru Pal Singh Sidhu, The Nuclear Disarmament and Non-proliferation Regime, in Williams *SECURITY STUDIES*, Chapter 27

Deborah Avant, Private Security, in Williams, *SECURITY STUDIES*, Chapter 28

Videos -TBA

▪ **Unit#2 – Institutional Mechanisms – Part II**

READINGS:

Great Power Concert, Morgan, *International Security*, Chapter 6

Wilsonian Collective Security, Morgan, *International Security*, Chapter 7

Complex Multilateralism and Integration, Morgan, *International Security*, Chapter 8

Thomas Weis & Danielle Zach, United Nations, in Williams, *SECURITY STUDIES*, Chapter 25

Videos - TBA

DISCUSSION SESSION #3 [UN Security Council in Syria]: TBA

Unit#3 -Tactical and Practical Solutions

READINGS:

Negotiation and Mediation, Morgan, *International Security*, Chapter 9

Peacekeeping, Morgan, *International Security*, Chapter 10

Peace Enforcement and Peace Imposition, Morgan, *International Security*, Chapter 11

Peace Building, Morgan, *International Security*, Chapter 12

Michael Pugh, Peace Operations, in Williams, *SECURITY STUDIES*, Chapter 26

Videos –TBA

DISCUSSION SESSION #4 [Timeliness of Mediation]: TBA

RESPONSE ESSAY ASSIGNMENT #2: TBA

WEEKS 5-6

<u>MODULE THREE:</u>

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| <ul style="list-style-type: none">▪ Contemporary Security Challenges – Part I▪ Contemporary Security Challenges – Part II▪ Introduction to Cybersecurity |
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Overview

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| <ul style="list-style-type: none">▪ Terrorism/Insurgency▪ Global Poverty▪ Mass Atrocity Crimes▪ Ethnic Conflict▪ Climate Change and Environmental Security▪ Health/Communicable Diseases▪ International Arms Trade▪ Transnational Organized Crime▪ Population Movements▪ Energy Security |
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Unit#1- Contemporary Security Challenges – Part I

READINGS:

William Hartung, The International Arms Trade, in Williams, *SECURITY STUDIES*, Chapter 29

Paul Pillar, Counterterrorism, in Williams, *SECURITY STUDIES*, Chapter 30

Phil Williams, Transnational Organized Crime, in Williams, *SECURITY STUDIES*, Chapter 33

Alex Bellamy, The Responsibility to Protect, in Williams, *SECURITY STUDIES*, Chapter 32

Videos-TBA

DISCUSSION SESSION #5: [Terrorism as mass atrocity crime]: TBA

▪ **Unit#2- Contemporary Security Challenges – Part II**

READINGS:

Sita Bali, Population Movements, in Williams, *SECURITY STUDIES*, Chapter 34

Michael Klare, Energy Security, in Williams, *SECURITY STUDIES*, Chapter 35

Caroline Thomas, Poverty, in Williams, *SECURITY STUDIES*, Chapter 20

Stuart Kaufman, Ethnic Conflict, in Williams, *SECURITY STUDIES*, Chapter 18

Videos -TBA

▪ **Unit#3: How Does Cybersecurity Work?**

READINGS:

P.W. Singer & Allan Friedman, *Cybersecurity and Cyberwar, Part I, pp.12-66*

RESPONSE ESSAY ASSIGNMENT #3: TBA

WEEKS 7-8

MODULE FOUR:

- **Why We Should We Worry about Cybersecurity?**
- **Dimensions of Cybersecurity**
- **Solutions to Cybersecurity Problems**
- **Conclusion: The Future of Security Studies**

Overview

- Closing the Cybersecurity Knowledge Gap
- The Internet and Cybersecurity
- The State of Internet Governance
- National and transnational Dimensions of Cybersecurity
- Criminalization of the Cyberspace
- Cyberspace and Cyberwar
- The Military and Cyberwar
- Solutions to Cybersecurity Concerns
- International Cooperation against Cybercrime

▪ **Unit#1- Why We Should be Concerned about Cybersecurity**

READINGS:

P.W. Singer & Allan Friedman, *Cybersecurity and Cyberwar*, Part II, pp. 67-165.

Videos: TBA

▪ **Unit#2- Solutions to Cybersecurity Problems**

READINGS:

P.W. Singer & Allan Friedman, *Cybersecurity and Cyberwar*, Part III, pp. 166-246.

DISCUSSION SESSION #6: [The Challenges of combating Cybercrime]: TBA

Unit#3: Conclusion: The Future of Security Studies

READINGS:

Stuart Croft, What Future for Security Studies? In Williams, *SECURITY STUDIES*, Chapter 37

Morgan, *International Security*, Chapter 13

P.W. Singer & Allan Friedman, *Cybersecurity and Cyberwar*, pp. 247-256.

Videos -TBA

RESPONSE ESSAY ASSIGNMENT #4: TBA