**PACS 3800-001 – Security Studies**

Fall, 2022

Monday, Wednesday: 5:05-6:20

HALE 240

**Contact Information**

Steven Beard, (Steven.Beard@Colorado.edu)

Office: TBD

Office Hours: Monday, Wednesday: 4:00-4:50 and by appointment

**Class Description**

Provides an introduction to the academic field of "Security Studies". Focuses on motives, institutions and processes associated with societal defense against threats posed to cherished possessions and the pursuit of stable, autonomous and prosperous existence. Reviews related theoretical traditions associated with militarism, war and conflict. Covers key concerns of (in-)security in post 9/11 global society, including surveillance, terrorism, genocide and insurgency. May be repeated up to 6 total credit hours. Similar to PSCI 3123.

**Course Learning Outcomes**

Upon completion of this class, successful students will be able to:

* Understand different definitions and approaches of security, including national security, international security, and human security
* Discuss the value of these different definitions and approaches
* Identify different threats to national, international and human security, ranging from conventional war to hunger and environmental degradation
* Understand various approaches to dealing with these threats
* Apply this knowledge to understand real world scenarios

**Required Texts**

* Neack, Laura. 2017. *National, International and Human Security: A Comparative Introduction. 2nd Edition.* New York: Rowman and Littlefield.
	+ Neack on schedule
* Hough, Peter, Andrew Moran, Bruce Pilbeam, and Wendy Stokes. 2021. *International Security Studies: Theory and Practice. 2nd Edition.* New York: Routledge.
	+ HPMS on schedule

**Course Requirements and grades**

Your grade will be based on the following elements:

* 3 essays (30% each)
* Weekly discussion posts (10%)

*Essays (30% each)*

Throughout the course, you will write three essays (about five pages each), applying the course concepts to a conflict of your choosing. The first essay (due October 3) will identify national security issues in the conflict, and propose a policy to address these issues. The second (due October 31) will identify international security issues and possible solutions. The final essay (due December 7) will identify and propose solutions to human security issues in the conflict. Each essay should deal with the same conflict, so that you can see it from different angles. Further details about the assignments will be provided later.

*Weekly Discussion Posts (10% total)*

There will be a discussion board for each week, in which I will create a prompt for further discussion. You will be required to make one post for each week, of about 1 paragraph (about 4-5 sentences). Discussion posts will be due on the Monday following the relevant week. You are encouraged to respond to each other’s posts, as well as simply responding to the prompt. Both responses and original posts will count towards the requirement. Posting on 80% (12/15) of the discussion boards will get full credit for this component, while fewer posts will reduce your grade proportionately.

**Schedule**

* Week 1 - Introduction
	+ August 22 - Intro
	+ August 24 - What is security? Case study - Afghanistan
		- Neack Ch. 1
		- International Crisis Group. 2022. “Afghanistan’s Security Challenges under the Taliban.” <https://www.crisisgroup.org/asia/south-asia/afghanistan/326-afghanistans-security-challenges-under-taliban>
* Week 2 - National security
	+ August 29 - What is national security? / National security goals
		- Neack Ch. 2
		- Neack Ch. 4
	+ August 31 – War and conflict
		- HMPS Ch. 7
		- HMPS Ch. 8
* Week 3 - National security – military defense
	+ September 5 (No class – labor day)
	+ September 7 – Military security
		- Lykke, Arthur. 2001. “Toward and Understanding of Military Strategy.” in Joseph Cerami and James Holcomb (eds) *U.S. Army War College Guide to Strategy.* (on Canvas)
		- Biddle, Stephen. 2004. *Military Power: Explaining Military Victory and Defeat in Modern Battle*. Princeton: Princeton University Press. (Ch. 2 on Canvas).
		- Mueller, Karl P. 2010. “Air Power.” RAND. <https://www.rand.org/content/dam/rand/pubs/reprints/2010/RAND_RP1412.pdf>
* Week 4 - National security
	+ September 12 – Alliances etc
		- Neack Ch. 5
		- HPMS Ch 24
	+ September 14 – intelligence and cyber security
		- HPMS Ch. 13
		- HPMS Ch. 22
* Week 5 - National security – internal security and regime security
	+ September 19 - Internal threats, regime security, terrorism
		- Neack Ch. 3
		- HMPS Ch. 11
		- Ryan, Curtis R. 2015. “Regime Security and Shifting Alliances in the Middle East.” Project of Middle East Political Science. <https://pomeps.org/regime-security-and-shifting-alliances-in-the-middle-east>
		- <https://www.northkoreanreview.net/single-post/2020/03/31/north-korea-s-regime-security-and-coup-proofing-politics>
	+ September 21 – Case study – Ukraine
		- Center for Preventive Action, Council on Foreign Relations. 2022. “Conflict in Ukraine.” <https://www.cfr.org/global-conflict-tracker/conflict/conflict-ukraine>
		- Doyle, Gerry, Simon Scarr, Dea Bankova, and Prasanta Kumar Dutta. 2022. “The Road to Stalemate.” Reuters. <https://graphics.reuters.com/UKRAINE-CRISIS/CONTROL/gdpzygorxvw/>
		- Roblin, Sebastien. 2022. “Russia Finally Has Its Artillery War In Ukraine. But Can It Win?”. 1945. <https://www.19fortyfive.com/2022/06/russian-tactics-artillery-ukraine/>
		- Institute for the Study of War. 2022. “Ukraine Conflict Updates.” <https://www.understandingwar.org/backgrounder/ukraine-conflict-updates> (recommended, just the last one or two)
		- Pietrucha, Mike. 2022. “Amateur Hour Part II: Failing the Air Campaign.” War on the Rocks. <https://warontherocks.com/2022/08/amateur-hour-part-ii-failing-the-air-campaign/> (recommended)
		- Watling, Jack and Nick Reynolds. 2022. “Ukraine at War Paving the Road from Survival to Victory.” Royal United Services Institute. <https://ik.imagekit.io/po8th4g4eqj/prod/special-report-202207-ukraine-final-web.pdf> (recommended?)
* Week 6 - International security – conflict resolution and collective security, arms control
	+ September 26 - International security intro, conflict resolution
		- Neack Ch. 6
		- De Carvalho Gustavo and Adriana Erthal Abdenur. 2017. “Can the UN Security Council help prevent conflicts?” Institute for Security Studies. , <https://igarape.org.br/wp-content/uploads/2017/06/aitwr-1.pdf>
	+ September 28 – Arms Control
		- HPMS Ch. 9
		- HPMS Ch. 10
* Week 7 - International security – peacekeeping and peace enforcement
	+ October 3 - Peacekeeping and peace enforcement
		- **Essay 1 due**
		- Neack Ch. 7
		- United Nations. 2008. “United Nations Peacekeeping Operations: Principles and Guidelines.” <https://peacekeeping.un.org/sites/default/files/peacekeeping/en/capstone_eng.pdf> (selected pages)
	+ October 5 – Case study – Congo
		- “United Nations Organization Mission in the Democratic Republic of the Congo (MONUC) / United Nations Organization Stabilization Mission in the Democratic Republic of the Congo (MONUSCO) Short Missions Brief.” 2017. World Peace Foundation. <https://sites.tufts.edu/wpf/files/2017/07/Democratic-Republic-of-Congo-brief.pdf>
		- Nagel, Robert U, Kate Fin, and Julia Maenze. 2021. “United Nations Organization Stabilization Mission in the Democratic Republic of the Congo (MONUSCO).” Gergetown Institute for Women, Peace, and Security. <https://giwps.georgetown.edu/wp-content/uploads/2021/05/MONUSCO-Case-Study.pdf>
		- Novosselof, Alexandra, Adriana Erthal Abdenur, Thomas Mandrup, and Aaron Pangburn. 2019. “Assessing the Effectiveness of the UN Missions in the DRC. Executive Summary” Norwegian Institute of International Affairs. <https://effectivepeaceops.net/wp-content/uploads/2019/09/EPON-MONUSCO-Report-Exec-Summary.pdf>
		- Novosselof, Alexandra, Adriana Erthal Abdenur, Thomas Mandrup, and Aaron Pangburn. 2019. “Assessing the Effectiveness of the UN Missions in the DRC. Full report” Norwegian Institute of International Affairs. <https://effectivepeaceops.net/wp-content/uploads/2019/06/EPON-MONUSCO-LowRes.pdf> (recommended - long)
* Week 8 – responsibility to protect and humanitarian intervention
	+ October 10 - Responsibility to protect / humanitarian intervention overview
		- HPMS Ch. 23
		- O’Hanlon, Michael E. 2000. “Doing It Right: The Future of Humanitarian Intervention.” Brookings. <https://www.brookings.edu/articles/doing-it-right-the-future-of-humanitarian-intervention/>
	+ October 12 – Case study – Somalia
		- “Restoring Hope: The Real Lessons of Somalia for the Future of Intervention.” 1995. United States Institute for Peace. <https://www.usip.org/sites/default/files/sr950000.pdf>
* Week 9 – human security
	+ October 17 - What is human security?
		- Neack Ch. 8
		- HMPS Ch. 5
	+ October 19 – Human costs of war, law of armed conflict
		- Moore, Sarah. 2021. “The Impacts of War on Global Health.” News Medical. <https://www.news-medical.net/health/The-Impacts-of-War-on-Global-Health.aspx>
		- United Nations. 2001. “Armed Conflict.” <https://www.un.org/esa/socdev/rwss/docs/2001/15%20Armed%20Conflict.pdf>
		- Alexander, Amanda. 2015. “A Short History of International Humanitarian Law.” *European Journal of International Law.* 26(1): 109-138. <https://academic.oup.com/ejil/article/26/1/109/497489> (also on Canvas)
* Week 10 - Human security during war / conflict
	+ October 24 - Refugees and humanitarian assistance
		- HPMS ch. 21
		- HPMS ch. 20
	+ October 26 – Case study – Central America
		- Cheatham, Amelia and Diana Roy. 2022. “Backgrounder: Central America’s Turbulent Northern Triangle.” Council on Foreign Relations. <https://www.cfr.org/backgrounder/central-americas-turbulent-northern-triangle>
		- “No Way Out: The Humanitarian Crics for Migrants and Asylum Seekers Trapped Between the United States, Mexico and the Northern Triangle of Central America” 2020. Doctors Without Borders. <https://www.doctorswithoutborders.org/sites/default/files/documents/Doctors%20Without%20Borders_No%20Way%20Out%20Report.pdf>
* Week 11 - Human security against violence outside conflict
	+ October 31 - Human security and crime
		- **Essay 2 due**
		- HPMS Ch. 16
		- Marais, C.W. 1991. “Policing Styles.” Acta Criminologica. <https://journals.co.za/doi/pdf/10.10520/AJA10128093_124>
		- Kocak, Deniz. 2018. “Situating Community Policing in Contemporary Approaches to Public Order.” In *Rethinking Community Policing in International Police Reform: Examples from Asia* (Vol. 17, pp. 11–16). Ubiquity Press. <https://www.jstor.org/stable/j.ctv6zdc57.9>
		- Boddie, Elise C. 2022. “Racially Territorial Policing in Black Neighborhoods.” University of Chicago Law Review. 89(2). <https://lawreview.uchicago.edu/publication/racially-territorial-policing-black-neighborhoods> (recommended)
	+ November 2 – can words be a security threat?
		- Litman-Navarro, Kevin. 2017. “Wittgenstein on Whether Speech Is Violence.” <https://daily.jstor.org/wittgenstein-whether-speech-violence/>
		- Amman, Molly, & J. Reid Meloy. 2021. “Stochastic Terrorism: A Linguistic and Psychological Analysis.” *Perspectives on Terrorism*. 15(5): 2–13. <https://www.universiteitleiden.nl/binaries/content/assets/customsites/perspectives-on-terrorism/2021/issue-5/amman-and-meloy.pdf>
* Week 12 - Feminist and post-colonial approaches to security
	+ November 7 – Critical and post-colonial approaches
		- HMPS Ch. 3
		- Machold, Rhys and Catherine, Chiniara Charrett. 2021. “Beyond ambivalence: Locating the whiteness of security.” *Security Dialoggue.* 52(S): 38-48. <https://journals.sagepub.com/doi/pdf/10.1177/09670106211031044> (also on Canvas.)
	+ November 9 - Feminist approaches
		- HMPS Ch. 4
		- Morrison, Andrew, Mary Ellsberg, and Sarah Bott. 2007. “Addressing Gender-Based Violence: A Critical Review of Interventions.” *The World Bank Research Observer*. 22(1): 25–51. <https://www.jstor.org/stable/40282335> (on Canvas)
		- Carpenter, R. Charli. 2006. “Recognizing Gender-Based Violence Against Civilian Men and Boys in Conflict Situations.” *Security Dialogue.* 37(1): 83–103. <https://www.jstor.org/stable/26299474> (recommended/skim, on Canvas)
* Week 13 - Health / economic / environment security
	+ November 14 – Health and food security
		- HMPS Ch. 18, 19
	+ November 16 - Environmental security
		- HMPS Ch. 15
		- Soest, Christian von. 2020. “A Heated Debate: Climate Change and Conflict in Africa.” German Institute of Global and Area Studies (GIGA), <https://www.jstor.org/stable/resrep24787> (on Canvas)
		- Raleigh, Clionadh. 2010. “Political Marginalization, Climate Change, and Conflict in African Sahel States.” *International Studies Review.* 12(1): 69–86. <https://www.jstor.org/stable/40730710> (on Canvas)
* November 21-25 – Thanksgiving break
* Week 14 – Securitization
	+ November 28 – Securitization
		- HMPS Ch. 6
		- Wæver Ole. 2011. “Politics, Security, Theory.” *Security Dialogue*. 42(4-5): 465-480. <https://journals.sagepub.com/doi/10.1177/0967010611418718>
	+ November 30 – Securitization case study - LGBT community in Uganda
		- HPMS Ch. 17
* Week 15 - Wrap up – student selected case studies
	+ December 5
		- Readings TBD
	+ December 7
		- **Essay 3 due**
		- Readings TBD

**Policies**

*Late policy*

All three essays may be turned in late without penalty, provided you let me know. If you need to turn these in late, you MUST e-mail that is will be late (you do not need to provide a reason) and provide a date by which you will have it completed. While they will be granted, extensions on the final must be limited in order to allow me to finish grading everything on time.

The discussion board posts must completed on time in order to get credit

*Recording agreement*

To make the course accessible to students who may have to miss class, I am considering recording all class sessions and post the recordings on Canvas. By attending class, you consent to the session being recorded. By maintaining enrollment in this class, you agree not to share the recordings with anyone outside of class.

*Communication*

I will use both e-mail and Canvas to communicate important announcements. You are expected to check both regularly. The best way to contact me is through e-mail. I will do my best to respond reasonably promptly, but please be patient. For more complex issues or substantive questions I will probably suggest setting up an appointment to meet on zoom office hours. I will endeavor to check the discussion boards and respond regularly.

*Grading Grievances*

Objectively assigning grades is a tough business, and mistakes do happen. I am happy to go over the assignment and explain why I assigned the given grade during office hours. If you wish to appeal a grade, you must submit *in writing* an explanation detailing where (i.e. what question) and why you think that you received insufficient credit for your answer. Be forewarned: I will not accept explanations arguing that because you worked really hard on a paper, your overall grade was just not high enough. You need to be able to show specific grading errors on my part.

*Classroom Behavior*

Both students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote or online. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. For more information, see the policies on [classroom behavior](http://www.colorado.edu/policies/student-classroom-and-course-related-behavior) and the [Student Code of Conduct](https://www.colorado.edu/sccr/sites/default/files/attached-files/2020-2021_student_code_of_conduct_0.pdf).

*Requirements for COVID-19*

As a matter of public health and safety, all members of the CU Boulder community and all visitors to campus must follow university, department and building requirements and all public health orders in place to reduce the risk of spreading infectious disease. CU Boulder currently requires COVID-19 vaccination and boosters for all faculty, staff and students. Students, faculty and staff must upload proof of vaccination and boosters or file for an exemption based on medical, ethical or moral grounds through the MyCUHealth portal.

The CU Boulder campus is currently mask-optional. However, if public health conditions change and masks are again required in classrooms, students who fail to adhere to masking requirements will be asked to leave class, and students who do not leave class when asked or who refuse to comply with these requirements will be referred to Student Conduct and Conflict Resolution. For more information, see the policy on classroom behavior and the Student Code of Conduct. If you require accommodation because a disability prevents you from fulfilling these safety measures, please follow the steps in the “Accommodation for Disabilities” statement on this syllabus.

If you feel ill and think you might have COVID-19, if you have tested positive for COVID-19, or if you are unvaccinated or partially vaccinated and have been in close contact with someone who has COVID-19, you should stay home and follow the further guidance of the Public Health Office (contacttracing@colorado.edu). If you are fully vaccinated and have been in close contact with someone who has COVID-19, you do not need to stay home; rather, you should self-monitor for symptoms and follow the further guidance of the Public Health Office (contacttracing@colorado.edu).

*Personal note: I will be wearing a mask, as I regard mask wearing as a moral obligation, and I highly you do the same. Wordlwide, COVID-19 has likely killed as many people as World War I, and about 400 Americans continues to die from COVID-19 daily. In addition, it is becoming clear that COVID-19 can create significant and lasting effects (potentially including brain damage) even in people with relatively minor symptoms. New variants that evade existing immunity are likely to continue to emerge. As an infectious disease, COVID-19 presents a classic collective action problem. This means that if we each choose our own level of risk tolerance, we will almost inevitably face higher risks than we ourselves prefer. Thus, we have a moral obligation to take greater precautions than we might otherwise take to return the level of risk to our own preferred risk tolerance. Mask wearing (especially with an N95/KN95/KF94 mask) is one of the easiest of these additional precautions to take.*

*Accommodation for Disabilities*

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed.  Disability Services determines accommodations based on documented disabilities in the academic environment.  Information on requesting accommodations is located on the [Disability Services website](https://www.colorado.edu/disabilityservices/). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance.  If you have a temporary medical condition, see [Temporary Medical Conditions](http://www.colorado.edu/disabilityservices/students/temporary-medical-conditions) on the Disability Services website.

*Preferred Student Names and Pronouns*

CU Boulder recognizes that students' legal information doesn't always align with how they identify. Students may update their preferred names and pronouns via the student portal; those preferred names and pronouns are listed on instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name.

*Honor Code*

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code (honor@colorado.edu); 303-492-5550). Students found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the [Honor Code Office website](https://www.colorado.edu/osccr/honor-code).

My policy is that I will report all suspected violations to the honor code office. If the honor code office finds that you did violate the honor code, you will receive a zero on the affected assignment. Subsequent violations will result in automatically failing the course.

*Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation*

The University of Colorado Boulder (CU Boulder) is committed to fostering an inclusive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct (harassment, exploitation, and assault), intimate partner violence (dating or domestic violence), stalking, or protected-class discrimination or harassment by or against members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or email cureport@colorado.edu. Information about OIEC, university policies, [reporting options](https://www.colorado.edu/oiec/reporting-resolutions/making-report), and the campus resources can be found on the [OIEC website](http://www.colorado.edu/institutionalequity/).

Please know that faculty and graduate instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, dating and domestic violence, stalking, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about their rights, support resources, and reporting options.

*Religious Holidays*

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, if religious observances affect any graded assignment, let me know so we can work out alternate arrangements. See the [campus policy regarding religious observances](http://www.colorado.edu/policies/observance-religious-holidays-and-absences-classes-andor-exams) for full details.