COURSE OBJECTIVES

Following the end of the Cold War and publication of the 1994 UNDP Human Development Report, human security has become a concept and paradigm which has reshaped academic and policy discourses. Human security broadens the traditional concept of security of the nation state (with its preoccupation with territorial security and sovereignty) to provide a people-centered approach to security, which claims to make up for the failure of nation states to protect their citizens. There is now a broad literature and policy agenda linking human security to discussions of poverty and development, globalization trends, environmental challenges and climate change, human rights, conflict and the “right to protect,” hunger and disease, etc. and the institutions and governance structures involved in promoting the human security agenda. To its supporters, this approach provides a much-needed focus on sustainable human development while its detractors discuss it as overly broad describing it as an “analytical kitchen sink.” The purpose of this graduate seminar in human security is to provide a broad lens through which to evaluate a wide range of literature and issues in human security as it provides a means to link theory to practice. This focus provides a broad umbrella under which each student can develop their own research and work toward completion of a research prospectus, a significant research project, or make progress on the thesis itself.

COURSE REQUIREMENTS

This is a fast-paced seminar with a lot of discussion – the success of which depends heavily on you and your class participation. During the course of the semester, we will seek — as a group — to develop an understanding of the various factors that shape human security. You will be evaluated through class participation, discussion board posts, and discussion leader roles (30%), three short review essays (30%), and a research prospectus/research project produced in various stages (40%). You will be expected to read a national or international newspaper daily before coming to class and to participate in special symposia and events with various guest speakers. Be aware that minor modifications may be made to the syllabus and course schedule as needed.

Expectations for written work: All essays should have a clear thesis and introduction that presents a clear argument. Your work should be presented professionally. Remember analysis of a problem is not simply presenting your opinion; rather, it is an opportunity for you to present
your judgment/evaluation of an argument supported with evidence/examples. Spend the appropriate time refining your argument and organizing your essay(s). All papers require clear citations of the readings you draw upon as well as a bibliography if you draw from sources outside the class readings. All citations must be in a proper and consistent format.

Course Grades and Evaluation

This course uses the following grading scale: A (93-100), A-(90-92), B+(88-89), B(83-87), B-(80-82), C+(78-79), C(73-77), C-(70-72), D+(68-69), D(63-67), D-(60-62), F (59 and below).

1. **Class participation (30%).** Participation includes active involvement in class discussions on course material, group work and critiques, discussion board posts and leading class discussions. **We start reading immediately so take a look at assignments for the first week of class (Jan 25)!!** This is a fast-paced course so don’t get behind. Be aware that the reading load may be heavier for some class meetings than for others. Try to pace yourself so that you can be sure to have enough time to complete your readings and still have time to reflect on them. Part of the participation grade is to turn in work such as research proposals, IRBs, etc., which will be discussed by the class as a whole. Attendance will affect your participation grade, and more than two absences will result in a significantly lower grade. An excused absence means you have a medical excuse or documented emergency.

2. **3 Essays as noted in the course schedule below (10% each).** All essays are due as a hard copy at the beginning of class. Papers should be 750 words in length. **Essay 1** is a critical review of Simon Dalby’s book. There are two options for **Essay 2** – either a critical review essay of David Kilcullen’s book or Phillip Gourevitch’s book. For **Essay 3**, choose an article from your research (with the professor’s approval) and do a critical analysis of it from a human security perspective. The article you choose will be part of the class reading assignment for that particular week so make sure to choose an article you consider influential to your work.

3. **Final Research Project (40%).** You will complete a full research prospectus, research paper, or significant portion of your thesis for your major writing assignment in this class. Given that each person is at a different stage, you must meet with me and we will agree on what is expected in your individual case to fulfill this assignment. You will turn in a graded rough draft for comment and a final paper.

REQUIRED TEXTS AND READINGS

Simon Dalby, *Security and Environmental Change*, 2009

Philip Gourevitch, *We Wish to Inform You that Tomorrow We Will be Killed with Our Families: Stories from Rwanda*, 1998


Additional articles, reports and shared student work posted through WyoCourses.

**DISABILITY ACCOMMODATION**

If you have a physical, learning, or psychological disability and require accommodations, please let me know as soon as possible. You will need to register with, and provide documentation of your disability to, University Disability Support Services (UDSS) in SEO, room 330 Knight Hall, 766-6189, TTY: 766-3073.

**COURSE SCHEDULE**

Topic 1: Introduction to Course and the Concept of Human Security (Jan 25)
- Read: Martin and Owens, intro, chaps 1-8, pp. 1-121; Kaplan article (Wyocourses)

Topic 2: Human Security Actors and Tools (Feb 1)
- Read: Martin and Owens, chaps 12-25 & conclusion, pp. 125-335

Topic 3: Human Security and Environmental Change (Feb 8)
- Read: Dalby, all
  - *Essay I – Critical review of Dalby due at the beginning of class (all students)*
  - *GAST 1st year student proposals due – turn a copy in to me to post to Wyocourses*
  - *GAST 2nd year student IRBs & prospectus documents – turn a copy in to me to post to Wyocourses*

Topic 4: Research Proposal Discussion and Explaining How You Know What You Say You Know (Feb 15)
- Read: All 1st year student proposals, 2nd year student IRBs/prospectus documents (uploaded to Wyocourses)
- Review Prospectus guidelines posted to WyoCourses and http://govthesis.site.wesleyan.edu/what-is-research/research-proposal-and-prospectuses/
- Case study reading (Wyocourses)
  - Option - Draft IRB due for comment if you intend to turn it in for the Feb 23rd review deadline (most students should aim for March 23rd deadline)

Topic 5: Conflict and Development
- Possible guest speaker TBD
- Read: Kilcullen, pp. 1-168; Williams article(s) TBD (Wyocourses)
- Plan to attend Andy Williams evening presentation

Topic 6: Terrorism, Evolving Urban Conflicts, and Human Security (Date TBD - Tentative class date Feb 27)
- Guest speaker: Ambassador Gary Grappo
- Read: Kilcullen, pp. 169-295

- **Feb 27 – Essay II (Option 1) Kilcullen critical review essay due at the beginning of class**

Topic 7: Human Security and Human Rights (March 8)
- Read: Gourevitch, all

  - **Draft IRB due for all 1st year students by 5 p.m. March 5th – attach to weekly discussion board**
  - **March 8 - Essay II (Option 2) Gourevitch critical review essay due at the beginning of class**
  - **March 8 - Student selected article to post for the class due to Professor Garrison**

Spring Break March 13-17

Topic 8: Quest for Security in a Globalized World I (March 22)
- Read: Stiglitz and Kaldor, intro, chaps 1-6, pp. 1-156
- 2-3 articles provided by a class member who each also serves as discussion board leaders
- 2nd year students – prospectus presentations

  - **March 22 - Essay III (Option 1) – Human Security & Your Article essay due at the beginning of class**

Topic 9: Quest for Security in a Globalized World II (March 29)
- Read: Stiglitz and Kaldor, chaps 7-12, pp. 177-308
- 2-3 articles provided by a class member who each also serves as discussion board leaders

  - **March 29 - Essay III (Option 2) – Human Security & Your Article essay due at the beginning of class**

Topic 10: Quest for Security and Global Governance (April 5)
- Read: Stiglitz and Kaldor, chaps 9-15, pp. 309-380
- 3-4 articles provided by a class member who each also serves as discussion board leaders

  - **April 5 - Essay III (Option 3) – Human Security & Your Article due at the beginning of class**
  - **April 5 – Group 1 - 1st year Prospectus/Project Drafts due to Professor Garrison (electronic submission)**

Topic 11: Round I – Workshopping Prospectus Drafts (April 12)
- Read: Round I prospectus/research paper drafts

  - **April 12 – Group 2 - 1st year Prospectus/Project Drafts due to Professor Garrison (electronic submission)**

Topic 12: Round II – Workshopping Prospectus Drafts (April 19)
- Read: Round II prospectus/research paper drafts

- April 19 – 2nd Year Students Research Projects due

- Guest Speaker: Andreas Goldthau
- Read: 2nd year research projects
- Other reading TBA

Topic 14: Conflict Resolution and Transformation (May 3)
- Lederach, all
- Other reading TBA

Final Prospectus/Research Projects (All Students) – due May 10th by 5 p.m.

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“Students and Teachers Working Together”

At a good university, good student/teacher relationships come from mutual respect, trust, and honesty. Learning takes place when teachers and students treat each other with politeness and civility, rather than with anger, ridicule, or confrontation. Indeed, a classroom conducive to teaching and learning is the right of all University of Wyoming students and faculty, and it is the responsibility of both parties to achieve and maintain it even though specifics will vary from course to course. A document that outlines and provides support for this intellectual environment is called “Students and Teachers Working Together.” The Department of Political Science encourages all students to review this document carefully. “Students and Teachers Working Together” can be found on the University of Wyoming web page or on the Political Science web page. To access the document:

Go to the Political Science Department web page: www.uwyo.edu/pols
You will find the link to the document under Courses and/or Current Syllabi
“Students and Teachers Working Together”

Academic Dishonesty

The University of Wyoming has very strict regulations concerning academic dishonesty. In short, "academic dishonesty" involves cheating on an examination, a paper, or any other class assignments. The penalties can be severe. Each student is expected to be aware of and abide by the academic dishonesty policy, as specified in UNIREG 802, Revision 2.

UNIREG 802, Revision 2, section 3 defines academic dishonesty as "an act attempted or performed which misrepresents one's involvement in an academic task in any way, or permits another student to misrepresent the latter's involvement in an academic task by assisting in the misrepresentation." Among the misdeeds by students that the University of Wyoming considers acts of academic dishonesty are:

a. Representing as one's own work material copied or borrowed from any source, written or otherwise, public or private, without proper citation of the source.
b. Using a ghost writer, commercial or otherwise, for any type of assignment.
c. Doing a class assignment for someone else or allowing someone to copy one's assignment.
d. Submitting substantially the same work as someone else unless authorized by the instructor.
e. Using notes or prepared information in an examination unless authorized by the instructor.
f. Taking an examination for someone else or allowing someone to take an examination for oneself.
g. Copying from, or assisting, another student during an examination.

h. Stealing, or otherwise improperly obtaining, copies of an examination before or after its administration.

i. Submitting substantially the same work for more than one class without the explicit permission of all concerned instructors.

Regulations concerning plagiarism cover books, magazines, newspapers, movies, Internet sources, and any other sources of information. Proper citation of sources means identifying in the text of the paper the source of the information. Simply listing sources on a "bibliography" page at the end of the paper is not adequate for citing sources. A student with any doubts regarding proper citation of sources should consult his or her instructor.

It is important to remember that you can be charged with academic dishonesty if you assist another student in cheating. For example, if you permit a classmate to copy from your exam, both you and the student who copied are guilty of academic dishonesty. Both the ghost writer and the person who submits a paper prepared by a ghost writer have violated University policy and can be penalized.

The University's academic dishonesty policy (UNIREG 802, Revision 4, section 4) authorizes several actions against a student found to violate the policy:

a. A grade of "F" is assigned for the course in which the act of academic dishonesty was committed.

b. The student is suspended from the University for one year if he or she commits two acts of academic dishonesty at different times or for different courses.

c. Further sanctions, including loss of scholarships, may also be imposed.

Ignorance of what constitutes plagiarism, how to properly cite sources, or what is appropriate behavior on an examination is not an acceptable defense against a charge of academic dishonesty. Students who are uncertain as to whether a particular act violates the University's academic dishonesty policy should consult their instructor, the head of the department, their academic advisor, the Office of Student Life, or another appropriate University official.