Catalogue Description: This course is required for the Global Security Track. The course synthesizes historical, cultural, environmental, economic, and political considerations to provide an overview of factors influencing security in today’s world.

Prerequisites: Junior Standing.

Course Objectives
As a result of the course, students will:

- Understand the differences between traditional and modern concepts of security and how to achieve it,
- Critically evaluate the strengths and weaknesses of various strategies for realizing security,
- Develop an in-depth understanding of at least one security strategy and be able to advocate for its merits during an in-class debate, and
- Formulate their own strategy for realizing security on a global basis

Course Overview.
The course will be a combination of lectures, simulations, discussions, video and other media. The course will center on 4 strategies for realizing global security and students will be encouraged, through lectures, exercises, discussions, and readings to evaluate which of these strategies holds the most promise as a way to realize security. The 4 strategies are:

1. Traditional military strategies, including the War on Terrorism, versus broader conceptions of security
2. Development and nation building as a security strategy
3. Institutional approaches and collective security, backed by International Law, as a security strategy
4. Peacebuilding as a security strategy

Texts and Readings. The readings for the course are on line. These are noted in the syllabus. On-line readings are available on the course D2L site.

Contact Information, Office Hours
Office hours are by appointment in my office, Garland Hall 114, x3222. My email address is robr@uwm.edu.

**Submitting Assignments.** Assignments, such as the midterm, final and debate report, should be put in the D2L course drop box. Electronic files for papers should be named using your last name and the title of the assignment (e.g. “smith midterm”). Do not use periods (”.”) in the name of a file or put any file extension on it. Files must be submitted in Word. It is your responsibility to submit papers in a readable format (Word or Word compatible). If you are unable to use either the D2L drop box or hand in a hard copy of an assignment, and you choose to email it, it is not considered handed in until you get an email confirmation from me. If an email does not make it through to my email or if it is unreadable, the paper is considered not to be submitted. In any event, students should keep either paper or electronic copies of all assignments submitted.

**Course Requirements and Evaluation Procedures**

**Assignments:** To meet course objectives, students will need to:

1. Complete required readings.

2. Constructively participate in class discussions through contributions derived from reading on topics, as well as presentations and discussions related to course assignments. (Worth up to 200 points)

3. Participate in 2 debates (worth up to 350 points). The class will be structured around 4 debates, one for each section of the first 4 sections of the course (as defined above). Students need to participate in 2 debates – one debate as a “presenter” and one debate as a “responder.”
   - **Presenters** will be assigned one side of the debate or the other and must prepare a 5 minute opening statement. Presenters may work in a team of 2 and **each presenter needs to make a 5 minute opening statement.** As such, **presenters working in a team need to coordinate their remarks with their co-presenter so as not to duplicate the points made.** Presenters should use class readings, lectures, and discussions as well as independent research on their assigned topics. **Presenters need to hand in a 3-5 page annotated outline of their remarks,** including works used as references (APA form preferred). These should be submitted through the course D2L dropbox (as indicated above). Debate outlines are due the day of your assigned debate. During the debate, presenters will be given up to 5 minutes to respond to the opening statement(s) of the opposing debaters.
   - **Grading:** Presenters will be evaluated based on the persuasiveness of their argument and response, their ability to support their points through class materials and independent
research, ability to answer student questions during the post-debate discussion, and their ability to communicate their views effectively. (Worth up to 200 out of the 350 total points for debates)

- **Responders.** There will be at least 2 responders for each debate. They need to listen to the statements of the presenters (and their responses to each other’s opening statements) and to give their reactions to what was said – areas of agreement with one or more presenters, additional/different views or facts then those presented, or ways in which to bridge the two perspectives. Responders will have up to 4 minutes to make their response. Responders will work as a panel of 2-4, but do not need to coordinate their comments with their fellow responders.
  - **Grading:** Responders will be evaluated on their ability to engage with and analyze the statements/arguments of the presenters, to present new insights/arguments, and to support their views/reactions with course materials and independent research. (Worth up to 150 out of the total of 350 points for debates)

4. **Midterm:** the midterm is an online, take-home essay test. The midterm will be posted on the D2L site by 7:00 AM the day of the midterm and must be turned in to the D2L dropbox by 10:00 pm that same day (see rules for submitting assignments above). (Worth up to 200 points)

5. **Final:** the final will also be an online essay test. The final will be posted on the D2L site by 7:00 AM the day of the final and must be turned in to the D2L dropbox by 10:00 pm that same day (see rules for submitting assignments above). (Worth up to 250 points)

**Class Attendance and Participation.** As indicated earlier, EVERY student should be prepared for EVERY class session and make a contribution to our discussions. Of course, there are emergencies and illnesses that require students to miss class. When this occurs, students are required to give as much advance notice as possible, both to the instructor and to any classmates that might be affected. Course sessions will typically include some presentation of key concepts, exercises or case studies, video conference, and/or discussion. As such, attendance and participation will account up to 200 points. Points for exercises are based on the quality of your preparation for these assignments and the quality of your participation in class. Points for discussion will be based on such factors as use of the assigned readings for a particular class, relevance to the topic covered, ability to comprehend and build on contributions of other classmates, ability to effectively articulate personal experiences relevant to the discussion topic, and addition of new information or insights.

**Summary of Assignments and Points Available**
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<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points Available</th>
<th>Percent of Total</th>
</tr>
</thead>
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<tr>
<td>(1) Attendance and Participation</td>
<td>Throughout course</td>
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<tr>
<td>(2) Debates</td>
<td>As assigned</td>
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<td>35%</td>
</tr>
<tr>
<td>(3) Midterm</td>
<td>10/29/11</td>
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<td>20%</td>
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<tr>
<td>(4) Final</td>
<td>Scheduled exam day</td>
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<td>25%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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**Grading Scale**

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<td>93-100%</td>
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<tr>
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<td>87-89%</td>
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<tr>
<td>D-</td>
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<tr>
<td>F</td>
<td>&lt; 60%</td>
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</table>

**Course Outline**

**Class 1: September 10**
- COURSE OVERVIEW A FRAMEWORK FOR UNDERSTANDING SECURITY STRATEGIES
- Break
- Video: *Why We Fight*
- Discussion
- Logistics

**Readings for This Class**
- Ricigliano and Allen, *Cold War Redux*
- Mastrogiovanni, *The Business of War*
- Remarks by Sen. John McCain on the “Military-Industrial-Congressional” Complex

**Class 2: September 17**
- REALISTS, IDEALISTS AND IDEOLOGUES
- Break
- Exercise: *Peacemaker*

**Readings for This Class**
- Selections from Hart, *The Fourth Power*
- York Times, “An American Foreign Policy That Both Realists and Idealists Should Fall in Love With”
- “Between Realism and Idealism”
Background on the Israeli-Palestinian conflict go to:
http://www.merip.org/palestine-israel_primer/toc-pal-isr-primer.html

Class 3: September 24
• HUMAN SECURITY
• Break
• ALTERNATIVES TO MILITARY DEFINITIONS OF SECURITY
• Discussion

Readings for This Class
➢ Alkire, A Conceptual Framework for Human Security
➢ 3-D Security Working Papers

Class 4: October 1
• Debate 1: “A War on Terrorism is the only rational response to the threat of Terrorism” versus “Only adherence to our guiding principles will counter the threat of terrorism”
• Break
• THE UN, UN REFORM, AND SECURITY
  • Case Study: The Responsibility to Protect

Readings for This Class
➢ The Imperative for Action: An update of the report of the Taskforce on American Interests and UN Reform

Class 5: October 8
• INSTITUTIONS AND COLLECTIVE APPROACHES TO SECURITY
• Break
• Simulation: Norket-Darbek

Readings for This Class
➢ Krauthammer, American Unilateralism
➢ The Collective Security Problem (in three parts)
➢ Logan, Illusions of Collective Security
➢ Prepare for the Norket-Darbek simulations (instructions will be handed out in class and/or emailed)

Class 6: October 15
• INTERNATIONAL LAW AND SECURITY
• Break
• Case Study: International Criminal Court

Readings for This Class
Class 7: October 22
• Debate 2: “Collective Approaches, backed by international law and institutions like the UN, are necessary for dealing with modern security threats” versus “International law, the UN and other collective or institutional approaches unacceptably restrict ability the ability of the US to protect its national security”
• Break
• MILLENNIUM DEVELOPMENT GOALS

Readings for This Class
➢ Sewell, Poverty: Combating the Global Crisis
➢ World Bank, Millennium Development Goals
➢ In Larger Freedom, excerpt
➢ BBC, Poverty Fuelling Terrorism

Class 8: October 29
• **Midterm** (see instructions above)

Class 9: November 5
• REBUILDING FAILED STATES AS A SECURITY STRATEGY
• Break
• Case studies in addressing failed states

Readings for This Class
➢ Failed States: Intervention to Prevent
➢ USAID, Fragile States Strategy
➢ Dempsey, Fool’s Errands: America’s Recent Encounters with Nation Building
➢ Stanley Foundation, Failing States and US Strategy

Class 10: November 12
• HEALTH, ENVIRONMENT, AND SECURITY
• Break
• Debate 3: “Nation building and combating poverty is essential to security” versus “Nation building and eliminating poverty is a fool’s errand”
Readings for This Class

- Rand, *US Role in Rebuilding Failed States*, Executive Summary
- Rand, *The UN Role in Nation Building*, Executive Summary
- *Health and Human Security*
- *The Environment and Our Security*

Class 11: November 19
- PEACEBUILDING AS A SECURITY STRATEGY

Readings for This Class
- *Peacebuilding as the Link Between Security and Development*

Class 12: November 26
- THE GLOBAL PEACE INDEX AND SUCCESS STORIES

Readings for Next Class
- *Global Peace Index Discussion Paper*
- *Global Peace Index, Metrics of Global Peace*

Class 13: December 3
- A SYSTEMS APPROACH TO PEACEBUILDING
- Break
- Case Study: US Counter-Insurgency Strategy (COIN)

Readings for This Class
- Ricigliano, *Making Peace Last*, chapters 1-4

Class 14: December 10
- Simulation: Peacebuilding in the DRC
- Break
- “Peace is a subordinate goal to national security and peacebuilding practice is too imprecise to serve as a security strategy” vs. “National security is best served by achieving peace, broadly defined, and peacebuilding is the best strategy for realizing security."

Readings for This Class
- Anderson and Olson, *Confronting War*, selection
- Democratic Republic of Congo background readings

Final: December 19 (see instructions above)
Course Policies

In the event of disruption of normal classroom activities due to an H1N1 swine flu outbreak, the format for this course may be modified to enable completion of the course. In that event, you will be provided an addendum to this syllabus that will supersede this version.

**Classroom Behavior.** The instructional staff for this course have a strong commitment to the development and maintenance of an instructional climate that supports equality of opportunity and respect for differences based on gender, culture, ethnicity, class, disability, and sexual orientation. Your enrollment in this course assumes that you will treat your fellow classmates and instructional staff with respect.

**Original Work Requirement.** All work submitted for this course should be original work product produced for this course. You cannot submit for this class work for which you have or will receive credit in another course.

**Academic Misconduct.** Academic misconduct will be carefully monitored in this course. Cheating on examinations or written assignments (e.g. using someone else’s material without proper citation, unauthorized collaboration on papers, etc.) will result in immediate failure of this course. Academic misconduct will be reported to the investigating Officer of the College of Letters and Sciences and additional sanctions may be recommended.

**Drop Policy.** If you do not attend the first week of this class you may be dropped. You may drop the course with the written approval of your instructor through the date specified in the schedule of classes. After this date, drops will be permitted only for reasons of extraordinary circumstances not related to academic performance in the course. To drop this course after the specified date, you must obtain written permission from the instructor and must file a written appeal with your school/college advising office. Only if the instructor and your school/college approve will such drops be permitted.

**Incomplete.** An incomplete may be given in lieu of a final grade if you have completed the course successfully until the end of the semester/session but, because of an illness or other unusual and substantiated cause beyond your control, you cannot complete the final paper and/or final examination. You must be able to provide the instructor with written, verifiable, and acceptable proof of medical or family emergency. This proof must clearly indicate that the emergency prevented you from completing assignments.

**Disabled Students.** If you have a disability, which will affect your performance in this course, you are responsible for contacting your instructor during the first week of class regarding any need for note-taking, presentational, or test-taking accommodations.
Religious Observation. You will be allowed to complete graded assignments, examinations, and other course requirements at an alternative date and time if your participation in a religious observation prevents you from completing the assignment on the scheduled date. You are responsible for contacting your instructor during the second week of class regarding the need to reschedule the assignment dates.