



IR/PO 345
New Security Challenges: Conflict and Crisis Management
SYLLABUS
IES Abroad Paris BIA

DESCRIPTION

This seminar aims at providing an introduction to the main concepts in contemporary security studies, so as to propose a framework for understanding key aspects in crisis management. Security used to be conceptualized within the narrow frame of state security and international relations but approaches in terms of new security threats have profoundly changed these assumptions. Nowadays, issues related to threats posed by non-state actors such as terrorist groups or global challenges linked to transnational politics and economics are high on the security agenda, blurring the difference between home security and protection from external threats. Security also goes beyond approaches focusing on the menace posited by an enemy to incorporate food security and environmental security in a context marked by an increased concern for sustainable development and the interdependency of economies. Yet this extension of the concept of security has led to fierce debates within the field of security studies, leading to contrasted and conflictive accounts of what security is and what are the main threats that should be tackled by security policies – the possibility of war or more general and pervasive situations of insecurity? The dangers posited by rebellious actors or the risks associated with public policies? The course will be attentive to mapping these various positions and to showing how they contribute to the constant rejuvenation of security studies.

We will link this introduction to contemporary trends in security issues to the specific phenomena of growing cultural diversity, which resulted from the contemporary process of globalization. We live in increasingly diverse societies where global and local politics interplay in ways that multiply sources of tensions. Specific security issues, such as transnational terrorism and transnational criminal networks have been explicitly linked by some commentators to problems generated by cultural diversity or to a failure of multiculturalist policies. Yet others have noticed that increased cultural diversity creates an opportunity for better intercultural dialogue and for the rise of new security actors and tools: a more thorough understanding and recognition of cultural diversity would then lead to more efficient approaches to the concrete conditions of human security. Without taking sides, this course will aim at examining this growing connection between security and multiculturalism, either by looking at theories and practices, which effectively stretch across both, or by mainstreaming multicultural approaches into security studies. What are these new security issues linked to cultural diversity and multiculturalism? How do they materialize in situations of crises? What are the tools used by state and non-state actors to manage these crises and what are the ethical and legal issues induced by them? Far from adopting a “one-size-fits-all” approach to security studies, which tends to apply concepts and practices elaborated in the US everywhere in the world, the seminar will underline key European perspectives to security, which shall lead students to an increased awareness of intercultural issues in transnational security management.

CREDIT/CONTACT HOURS 3

INSTRUCTOR

Dr. Elizabeth Sheppard, Associate Professor, Director of the Politics and International Relations Program, Université de Tours, elizabeth.sheppard@univ-tours.fr

LANGUAGE OF INSTRUCTION

English

PREREQUISITES

As a 300 level course, students should have a previous course in International Relations. Students who have taken [an introductory course in IR] will have a slight advantage, mainly in the first section of the course. Those who want a (p)refresher in IR theory or basic military organization should consult the recommended readings listed in this syllabus. Basic familiarity with 20th century European and American history, particularly World Wars I and II, will also be helpful.



METHOD OF PRESENTATION

This class will be an interactive seminar based :

- Class lectures by the professor
- Class discussions and analyses of class readings
- Case studies
- Presentations by students of their policy papers and peer assessment
- In class videos and discussions
- Moodle forums and readings

REQUIRED WORK AND FORM OF ASSESSMENT

- Course participation - 15%
- Midterm Written Exam – 30%
- Final Policy Presentation- 25%
- Final Written Exam-30%

Seminar Participation (15%):

Lectures and assigned readings are designed to complement each other, and I recommend doing the readings for each class in advance since this will allow you to get more out of lecture. You should read each item on the list closely and come to class each week prepared to discuss them in detail. These questions may help you prepare for the discussion: (1) what outcome(s) is the author seeking to explain? (2) What is this author(s) main argument? (3) Where does this reading fit into the literature and how does it seek to contribute? (4) What is the nature of this reading's empirical research design and findings? What are paper's strengths and weaknesses? We will also discuss and analyze case studies in class for which your participation is important. Participation includes asking questions and participating in class regularly, if you do not you will not receive above a B in participation and you should be aware in advance. This class is based on discussion of materials and topics and cannot function properly without you and your ideas. Realize that all questions are good to be asked even if you are worried its stupid. All ideas are equally respected in class so long as your arguments are backed up by fact and well laid out. Respecting the arguments and ideas of others is essential to making everyone feel comfortable.

This class is based on discussion of materials and topics and cannot function properly without you and your ideas. Class participation includes:

- ✓ Asking questions and or commenting on the weekly readings and topics of the day
- ✓ Responding to questions on the readings, on class discussions
- ✓ Presentation of your personal work to the class

For your own benefit I have provided below a rubric of how you are graded on participation.

Grading Rubric for Student Participation
Developed by Sam Viroslov, IES Abroad San Jose

A	Excellent participation The student's contributions reflect an active reading of the assigned bibliography. Skillfully synthesizes the main ideas of the readings and raises questions about the applications and implications of the material. Demonstrates, through questions and comments, that he or she has been capable of relating the main ideas in the readings to the other information discussed in the course, and with his or her own life experience. The student makes informed judgments about the readings and other ideas discussed in class, providing evidence and reasons. He/she respectfully states his/her reactions about other classmates' opinions and is capable of contributing to the inquiry spiral with other questions. The student gets fully involved in the completion of the class activities.
B	Very good participation The student's contributions show that the assigned materials are usually read. Most of the time the main ideas are identified, even though sometimes it seems that applications and implications of the information read were not properly reflected upon. The student is able to construct over others' contributions, but sometimes seems to interrupt the shared construction to go over tangents. He/she is respectful of others' ideas. Regularly involved in the activities but occasionally loses concentration or energy.
C	Regular participation The participant evidences a regular reading of the bibliography, but in a superficial way. He/she tries to construct over others' ideas, but commonly provides comments that indicate lack of preparation about the material. Frequently, contributions are shallow or unarticulated with the discussion in hand.
F	Insufficient participation Consistently, the participant reads in a shallow way or does not read at all. Does not participate in an informed way, and shows lack of interest in constructing over others' ideas.

Policy Presentation (25%): “Challenges Facing International Security In a Multicultural World and Possible Solutions.”

Instructions:

- 10m per person maximum with slides
- Any citing system is appropriate so long as it is done properly. Plagiarism is unacceptable.
- Pictures, graphs, maps are appreciated
- The idea is to put you in the shoes of a policy-maker, analyzing and discussing the topic and possible solutions (imagine you are presenting it to the President!).
- Please discuss the topic with the professor (we will do it in class)
- You must have a proper bibliography included. Sources should be primary sources from institutions or secondary academic sources (Think Tanks, research papers etc). Newspapers and other types of written documents do not count towards the bibliography
- Your bibliographical sources should include at least 8 ACADEMIC sources (articles from scientific reviews, books, working papers) or primary sources (government documents, OECD stats, international organization documents).

Grading:

Presentations will be graded according to the following criteria (in order of importance):

- (1) Clarity of subject, thesis statement and success of its defense, in terms of both evidence=, examples and logic (i.e. organization of your thoughts) (ie methodology and content)
- (2) Thoroughness and accuracy of annotation
- (3) Appropriateness and quality of bibliography
- (5) Your capacity to convince and overall presentation

Mid-term exam (30%) and Final Exam (30%)

Your exam will be based both on class lectures and discussions as well as your readings. It will be in short answer format. A guide to studying for and to succeeding in the exams in this class is posted on Moodle. Please follow it carefully, you are asked to organize your ideas, and to back up your arguments (which requires using examples from class and readings). Thus, both the content and organization of your arguments (methodology) are graded. For example, a good essay question includes a strong thesis statement and a strong use of examples to back up your arguments.

LEARNING OUTCOMES

- ✓ Demonstrate an understanding of the interaction between political and economic phenomena on an international and global scale particularly institutions
- ✓ Compare and assess current policy and historical developments
- ✓ Improve skills in critical reading, thinking and writing
- ✓ Identify and analyze major issues in international economics given theoretical frameworks; leveraging theory to understand practical policy issues and world events
- ✓ Express clear and well argued analyses on these topics
- ✓ Develop confidence and clarity as a public speaker and presenter
- ✓ Apprehend a different, non-American perspective on international politics and economics

CONTENT

Week & Session	Content	Assignments
<u>I. THEORETICAL APPROACHES AND KEY CONCEPTS</u> Week 1 20/22 Jan Course Introduction: What do we mean by security? Classical and Critical Approaches to Security Studies	- changing definitions of the concept of security - European Security in the midst of War in Ukraine - Recent conceptualizations of security issues point to cultural diversity as both the context in which security must be thought in pluralist democracies - positing new security challenges - Discussing changes in a world post pandemic in the midst of the War in Ukraine - Traditional and alternative theories and the perspectives they permit	- Required readings: SS chapters 1 - 4 - Suggested Reading: CCR 1, 2 and 4
Week 2 27/29 Jan The return of war in Europe, the future of NATO and collective defense	- Explore the resurgence of war in Europe, with a focus on the Ukraine conflict and its implications for regional security. - Analyze NATO's evolving role, challenges in maintaining unity, and future prospects for collective defense. - Discuss key trends and dilemmas through case studies	Reading: Heidi Hardt, " NATO after the invasion of Ukraine: how the shock changed alliance cohesion", International Politics, Oct. 2024.

	and strategic analysis	
Week 3 3/5 Feb. Human Security: Climate Change and Security	- The broadening of the concept of security and of the scope and beneficiaries of security policies - The individual in security - Case Study on Health and Public Health Crises Example of COVID 19 - Deciding on Paper Topics	- Readings: SS Chapter 15 (Human Security) and 16 (Responsibility to protect) Altman, "Human security during the Covid 19 Crisis", The Conversation, March 2020 and https://rethinkingsecurity.org.uk/2022/05/31/ukraine-and-global-human-security/, Paul Roger, 30 May, 2022. - Come to class Wed. with topics in mind/Brainstorming session on paper topics
Week 4 10/12 Feb. Gender, Conflicts and security	- Gender is a dimension, which is increasingly taken into account in conflict analysis and security theory. - A gendered analysis of violence and victimization, it also examines how gender relations can be at the root cause of deadly conflicts. - Case Study Nigeria and Boko Haram	- Readings: SS Ch. 5 and 35 - Suggested readings: CCR Chapter 13 - Video case studies in class
Week 5 17/19 Feb. Peace Operations, Peacekeeping and Peace building International Institutions and Security: The UN	- International organizations, a short history of peacekeeping - Typology of peace operations and conditions for launch - How are their results being evaluated and how does	Film in class "shake Hands with the Devil: The journey of Romeo Dallaire – Documentary", 2004 - Readings: SS CH 20-21 - Suggested readings: CCR Chapters 5 and 11 - Midterm exam review. - Students are invited to review the first chapters and sessions and come to class prepared with questions.

and NATO and the Policy responses	peacekeeping prepare the conditions for peace • Imposition of categories elaborated in Western contexts upon non-Western ones • civil society in peace-building initiatives • Case Study Rwanda	
SPRING BREAK 24-28 Feb.		
Week 6 3/5 March Organized Crime, Cybercrime and Cyberwarfare	• “rogue” aspects of the globalization process, • smuggling and trafficking, piracy, etc. • CYBERCRIME • The TERRORISM/TCO Nexus • Case Study Russia/Cybercrime/ Warfare	• Readings: SS chapter 31 and 39 (Crime and Cybersecurity), UNODC Cybercrime and Covid Threats and responses brief (Moodle) • Study for exams!
II. CONTEMPORARY CHALLENGES, INSTITUTIONS AND SOLUTIONS Week 7 Midterm exam March 10th and Policy Presentation workshop March 12th	• Midterm Exam MONDAY • Workshop on policy presentation and analysis • peer assessment and brainstorming • Individual feedback sessions as needed on topics	• Bibliography and topic due for presentations • Print it out please!

Week 8 March 17/18 Terrorism a history	• Historical examples • New v Old terrorism • Terrorism and technology	• Readings: SS chapter 26
Week 9 March 24/26th Combatting Terrorism	• Contemporary terrorist groups from right wing extremists to Al Qaeda and the • Case studies Salafi Djihadism, Female Jihadists and their motivations • the threats both of retournees and local threats. • radicalization on line	• Readings: ○ Robin Simcox "The 2016 French Female Attack Cell: A Case Study ", The CTC Sentinel, West Point, June/July 2018, pp21-25. ○ K. Eylem Ozkaya Lassalle; Berk Akgul, Light YearsAhead: Differences and Similarities between Al-Qaeda and Islamic State's Approach to the Global Jihad, 12 Rev. Int'l L. & Pol. 41 (2016) ○ A. Klapp "Confessions of an Islamic State Fighter", The Economist, August/sept. (2019) (moodle) https://www.1843magazine.com/features/confessions-of-an-islamic-state-fighter ○ In class case studies videos (Generation Jihadi or Jihadis Next Door)
Week 10 March 31st, April 2nd Counterterrorism measures in the US and EU	• how security policies, both within Europe and elsewhere deal with these issues • A comparative look at French/EU and US counter terrorism policy • "Cyber" Jihadism and recent events in France • Case Study "Stop Jihadism.fr", on line surveillance in Israel and France	• "Readings: " ○ European Parliament, DG for Internal Policies (EU) "The EU's Polices on Counterterrorism: Relevace, Coherence and Effectiveness", pp 65 to 85. ○ SS Chapter 27 ○ Under Trump National Security Strategy 2017, p10 "Djihadi terrorist Threat", https://www.cfr.org/event/us-counterterrorism-strategy-next-steps-state-department ○ Under Obama https://obamawhitehouse.archives.gov/blog/2011/06/29/national-strategy-counterterrorism ○ FILM ZERO DARK THIRTY (We will try and carve out time to watch it together but it is available in the center and should be watched), Debate on counterterrorism measures and human rights law

Week 11 April 7 and 9 Antiterrorism Policy	- individual level reaction to terrorism (cities, universities, companies, etc) - In an era in which individual citizens are constantly faced with images and warnings of the threats of terrorism, how can we best react and approach these issues in our daily life. - what to do with returning foreign fighters, legal conundrums and human rights - In class threat assessment simulation	- NO READINGS WORK ON YOUR PAPER - Discussed in class : Perry, Walter L., Claude Berrebi, Ryan Andrew Brown, John S. Hollywood, Amber Jaycocks, Parisa Roshan, Thomas Sullivan, and Lisa Kraus, Predicting Suicide Attacks: Characteristics of Bombings in Israel. Santa Monica, CA: RAND Corporation, 2013. (moodle) https://www.rand.org/pubs/research_briefs/RB9723.html. - As needed, in class exercises and readings of papers and Individual Feedback sessions
Week 12 April 14/16 Terrorism and financing in the new security context	- Technology and terrorist financing - Halawa, Cash, and precious stones - UN Resolution and Tracfin network	- Reading: Financial Action Task Force Report “Emerging Terrorist Financing Risks” , https://www.coe.int/t/dghl/monitoring/moneyval/Publications/Emerging-Terrorist-Financing-Risks.pdf(moodle) - Beginning o Presentations in class
Week 13 April 23 Presentations and Exam Review	- Last presentations - Questions on Reading - Exam Review	- Make sure you come to class with your presentations ready - Come to class with all of your questions including on readings, we will go over themes, format etc.
Week 14 Final exam week April 28th - May 2nd	FINAL EXAM	Exact date and time TBD by IES



REQUIRED READINGS

The primary textbook to be used is :

Paul D. Williams (ed), Security Studies: An Introduction, 4th ed Routledge 2023. (Hereafter referred to as SS).

On reserve students will find the second main book: Oliver Ramsbotham, Tom Woodhouse and Hugh Miall (ed.), Contemporary Conflict Resolution (Hereafter referred to as CCR).

Additionally readings per session posted on Moodle in order of their appearance :

European Parliament, DG for Internal Policies (EU) “The EU’s Policies on Counterterrorism: Relevance, Coherence and Effectiveness”, pp 65 to 85.

US National Security Strategy 2017, p10 “Djihadi terrorist Threat”, <https://www.cfr.org/event/us-counterterrorism-strategy-next-steps-state-department>

White House, Obama, <https://obamawhitehouse.archives.gov/blog/2011/06/29/national-strategy-counterterrorism>

Robin Simcox “The 2016 French Female Attack Cell: A Case Study “, The CTC Sentinel, West Point, June/July 2018, pp21-25.

K. Eylem Ozkaya Lassalle; Berk Akgul, “Light YearsAhead: Differences and Similarities between Al-Qaedaand Islamic State's Approach to the Global Jihad,” 12 Rev. Int'l L. & Pol. 41 (2016)

FATF: Financial Task Force, Emerging Terrorist Financing Risks Report, October 2015.

RECOMMENDED READINGS

For those without an IR background

These will not substitute for the course readings, but can bring you somewhat “up to speed.”

Michael Sheehan, International Security: An Analytical Survey

Edward Kolodziej, Security and International Relations

Peter Hough, Understanding Global Security.

Barry Buzan and Lene Hansen, International Security Studies

J. Peter Burgess, ed., The Routledge Handbook of New Security Studies.

Thania Paffenholz, Civil Society and Peacebuilding: A Critical Assessment, Lynne Rienner, 2010.

Paul Battersby, Globalization and Human Security, Rowman & Littlefield Publishers, 2008.

James Mittelman, Hyperconflict: Globalization and Insecurity, Stanford Security Studies, 2010.

Kevin Avruch, Culture and Conflict Resolution, United States Institute of Peace, 1998.

King Gary, Christopher J. L. Murray, “Rethinking Human Security Rethinking Human Security”, Political Science Quarterly, Vol. 116, No. 4 (Winter, 2001-2002), pp. 585-610.

Busumtwi-Sam James, “Development and Human Security: Whose Security, and from What?”, International Journal, Vol. 57, No. 2 (Spring, 2002), pp. 253-272.

Duffield John S., Theo Farrell, Richard Price, Michael C. Desch, “Isms and Schisms: Culturalism versus Realism in Security Studies”, International Security, Vol. 24, No. 1 (Summer, 1999), pp. 156-180.

Krause Keith, Michael C. Williams, “Broadening the Agenda of Security Studies: Politics and Methods”, Mershon International Studies Review, Vol. 40, No. 2 (Oct., 1996), pp. 229-254

Thio Li-Ann, “Developing a ‘Peace and Security’ Approach Towards Minorities’ Problems”, The International and



Comparative Law Quarterly, Vol.51, N°1 (Jan., 2003), pp. 115-150.

King Charles, Neil J.Melvin, "Diaspora Politics: Ethnic Linkages, Foreign Policy and Security in Eurasia", International Security, Vol.24, N°3 (Winter 1999-2000), pp.108-138.

Goldstein Daniel M., "Towards a Critical Anthropology of Security", Current Anthropology, Vol.51, N°4 (Aug.2010), pp. 487-517.

Web Sites

Combatting terrorism Center at West Point, <https://ctc.usma.edu/>

U Maryland Global Terrorism Database, <http://www.start.umd.edu/gtd/>

UN Office on Drugs and Crime, <https://www.unodc.org/>

International Criminal Court/CPI, <https://www.icc-cpi.int/?ln=fr>

Children and Armed Conflict, <https://childrenandarmedconflict.un.org/>

INSTRUCTOR BIO

Dr. Elizabeth Sheppard holds a PhD in International Public Policy from Sciences Po Paris and a BSFS from the Edmund Walsh School of Foreign Service at Georgetown University. She is currently an Associate Professor at the University of Tours, where she has headed the politics and international relations program since 2013. She teaches seminars on international political economy, American foreign policy, and International security. Current research areas focus on cyberjihadism, terrorist financing and international security policy.

IES Paris Attendance Policy

Your academics are a priority, and regular class attendance class is mandatory, respectful, and essential to academic success. Being absent from class will prevent you from maximizing your learning and will negatively affect your participation grade.

Lateness

Please arrive on time for each class meeting. Arriving late for class is disruptive for faculty members and students alike and will prevent you from maximizing your learning.

- 0 to 15 minutes = late
- Over 15 minutes = 1 absence

If you arrive late 3 times, it will be counted as an absence.

Absences

If you must be absent, please email both your professor and the academic team as soon as possible (mfedon@iesabroad.org) and (emaines@iesabroad.org). Absences for medical reasons and/or emergencies will be considered excused, but justification will be required. In this case, we will need:

- a *certificat médical*,
- from a French doctor,
- must be submitted within 24 hours of the absence,
- or proof of upcoming medical appointment.
-

If you are absent for an exam, presentation, or other graded in-class assignment, you must provide justification for the absence, or you will receive an automatic F.

Our attendance policy allows each student to miss one 3h course and two 1.5h class sessions without it affecting the final grade of the class. Above that, your final grade will be lowered. The following example is for a 1.5h class:



Final grade: A-

1 unexcused absence: A-

2 unexcused absences: A-

3 unexcused absences: B+

4 unexcused absences: B

And so on...

Lastly, an important reminder!

For any and all absences students are required to fill out the **ABSENCE FORM**, which can be found using the following link:

<https://airtable.com/appwRSChoi8XeQUhz/shrkeAL2VXGdy1RH5>

Any documentation FOR AN EXCUSED ABSENCE must be uploaded to this platform.



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