



IR/PO 345 NEW SECURITY CHALLENGES IN A GLOBALIZED WORLD

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 posed 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 posed 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 U.S. 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: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: Previous course in International Relations is strongly recommended

METHOD OF PRESENTATION

- Lectures
- Discussions on assigned readings
- In-class workshops on empirical material
- Presentations



REQUIRED WORK AND FORM OF ASSESSMENT

- Course participation - 10%
- Policy Paper-30%
- Midterm Written Exam – 30%
- Final Exam- 30%

Course Participation (10%):

Lectures and assigned readings are designed to complement each other, so readings should be done 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 others arguments and ideas 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

I have provided below a rubric of how you are graded on participation.

Grading Rubric for Student Participation

A	<p>Excellent participation</p> <p>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.</p>
B	<p>Very good participation</p> <p>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.</p>
C	<p>Regular participation</p> <p>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.</p>
F	<p>Insufficient participation</p>



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 Paper (30%)

“Challenges Facing International Security In a Multicultural World and Possible Solutions.”

Instructions:

- 3500 words maximum, 1 and a half spaced, plus a bibliography
- 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. It must be typed and stapled with your name on it. Your work should be properly cited (footnotes or in text citations are both permissible).
- 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 10 ACADEMIC sources (articles from scientific reviews, books, working papers) or primary sources (government documents, OECD stats, international organization documents).

Grading:

Papers 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) Spelling and overall presentation

Since you will be noted on your organization, the presentation of your argument, it is necessary 1) to pay attention to your introduction and your general organization 2) Verify your spelling and syntax. Any doubt on plagiarism will be sanctioned.

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

Your exams 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). 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



ATTENDANCE POLICY

Attendance is mandatory for all IES Abroad Paris BIA courses, including internship placements, course-related trips and/or field studies. Failure to adhere to these rules will negatively impact your final grade. Any exams, quizzes, tests, presentations, or other work missed due to student absences can only be rescheduled in cases of documented illness with a doctor’s note. Medical documentation must be presented to the academic office within two days of your return to class. If not rescheduled, they will be graded as 0.

There will be no grade penalty for:

- 1 absence for courses meeting once a week (3-hour courses).
- 2 absences for courses meeting twice a week (1.5-hour courses).

If you miss class in excess of what is outlined above, your final grade will be lowered by one third of a letter grade for each additional absence. For example: If you receive a final grade of an A- in a course meeting once a week (3-hour course), 2 absences = B+, 3 absences = B, ... etc.

Punctuality is very important in all IES Abroad Paris BIA courses and being tardy to class is disruptive for the faculty members as well as your fellow classmates. Being more than 15 minutes late repeatedly (4 times) will count as an absence.

Students who miss more than 25% of class time will receive a failing grade (F). This is calculated as:

- 3 absences in a course meeting once a week (3-hour courses)
- 6 absences in a course meeting twice a week (1.5-hour courses)

CONTENT

Week	Content	Assignments
<p>Week 1</p>	<p><u>I. THEORETICAL APPROACHES AND KEY CONCEPTS</u></p> <p>Course Introduction: What do we mean by security?</p> <ul style="list-style-type: none"> • changing definitions of the concept of security • Recent conceptualizations of security issues point to cultural diversity as both the context in which security must be thought 	<ul style="list-style-type: none"> • Readings: SS Chapter 2 • Suggested Reading: CCR 1

	<p>in pluralist democracies</p> <ul style="list-style-type: none"> • positing new security challenges. 	
Week 2	<p>Classical and Critical Approaches to Security Studies</p> <ul style="list-style-type: none"> • Focus on realist theory: its main concepts and how it has dominated reflections on security in IR during the Cold War • the liberal democratic peace thesis • emphasis on the role of states in bringing about security or war. • Alternative theories... 	<ul style="list-style-type: none"> • Readings: SS Chapter 3 • Suggested Reading: CCR 2 and 4
Week 3	<p>Human Security: Content and Threats</p> <ul style="list-style-type: none"> • The broadening of the concept of security and of the scope and beneficiaries of security policies • The individual in security • Case Study on Environmental Security • Deciding on Paper Topics 	<ul style="list-style-type: none"> • Readings: SS Chapter 19 (Human Security) and CCR Chapter 12 • Come to class with topics in mind

<p>Week 4</p>	<p>Gender and Conflicts</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Readings: SS Ch. 8 • Suggested readings: CCR Chapter 13
<p>Week 5</p>	<p>Peace Operations, Peacekeeping and Peace building International Institutions and Security: The UN and NATO and the Policy responses</p> <ul style="list-style-type: none"> • International organizations, a short history of peacekeeping • Typology of peace operations and conditions for launch • How are their results being evaluated and how does peacekeeping prepare the conditions for peace • Imposition of categories elaborated in Western contexts 	<ul style="list-style-type: none"> • Film in class “shake Hands with the Devil: The journey of Romeo Dallaire – Documentary”, 2004 • Readings: S Ch 23 and 25 • 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.

	<p>upon non-Western ones</p> <ul style="list-style-type: none"> • civil society in peace-building initiatives • Case Study Rwanda 	
Week 6	<p>Midterm exam and workshop</p> <ul style="list-style-type: none"> • Midterm Exam (2h) • Workshop on policy paper • peer assessment of outlines and bibliographies • Individual feedback sessions as needed on topics 	<ul style="list-style-type: none"> • Bibliography and topic outline due for paper
Week 7	<p>II. CONTEMPORARY CHALLENGES, INSTITUTIONS AND SOLUTIONS</p> <p>Transnational Organized Crime</p> <ul style="list-style-type: none"> • “rogue” aspects of the globalization process, • smuggling and trafficking, piracy, etc. • TCO’s and conflict • The TERRORISM/TCO Newus • Case Study China and Piracy 	<ul style="list-style-type: none"> • Readings: SS chapter 33

<p>Week 8</p>	<p>Terrorism a history</p> <ul style="list-style-type: none"> • Historical examples • New v Old terrorism • Terrorism and technology 	<ul style="list-style-type: none"> • Readings: SS chapter 15
<p>Week 9</p>	<p>Combatting Terrorism</p> <ul style="list-style-type: none"> • Contemporary terrorist groups from right wing extremists to Al Qaeda and the • Case studies Salafi Djihadism • the threats both of retournees and local threats. • radicalization on line 	<ul style="list-style-type: none"> • Readings: <ul style="list-style-type: none"> ○ 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)
<p>Week 10</p>	<p>Counterterrorism measures in the US and EU</p> <ul style="list-style-type: none"> • how security policies, both within Europe and elsewhere deal with these issues • A comparative look at French/EU and US counterterrorism policy • Case Study “Stop Jihadism.fr”, on line surveillance in Israel and France 	<ul style="list-style-type: none"> • “Readings: ” <ul style="list-style-type: none"> ○ European Parliament, DG for Internal Policies (EU) “The EU’s Polices on Counterterrorism: Relevance, Coherence and Effectiveness”, pp 65 to 85. ○ SS Chapter 30 ○ 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

<p>Week 11</p>	<p>Antiterrorism Policy</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Work on Policy Paper
<p>Week 12</p>	<p>Terrorism and financing in the new security context</p> <ul style="list-style-type: none"> Technology and terrorist financing Halwa, Cash, and precious stones UN Resolution and Tracfin network Class Round table on individual projects Exam Review Individual Feedback sessions 	<ul style="list-style-type: none"> Reading: Financial Action Task Force Report “Emerging Terrorist Financing Risks” , https://www.coe.int/t/dghl/monitoring/moneyval/Publications/Emerging-Terrorist-Financing-Risks.pdf Bring to class your papers and be ready to present on them!
<p>Week 13</p>	<p>Final Exam</p>	

REQUIRED READINGS

- Paul D. Williams (ed), Security Studies: An Introduction, Routledge 2008. (Hereafter referred to as SS).
- Oliver Ramsbotham, Tom Woodhouse and Hugh Miall (ed.), Contemporary Conflict Resolution (Hereafter referred to as CCR)
- European Parliament, DG for Internal Policies (EU) “The EU’s Policies on Counterterrorism: Relevance, Coherence and Effectiveness”, pp 65 to 85.
- FATF: Financial Task Force, Emerging Terrorist Financing Risks Report, October 2015.
- US National Security Strategy 2017, p10 “Djihadi terrorist Threat”, <https://www.cfr.org/event/us-counterterrorism-strategy-next-steps-state-department>
- K. Eylem Ozkaya Lassalle; Berk Akgul, “Light Years Ahead: Differences and Similarities between Al-Qaeda and Islamic State’s Approach to the Global Jihad,” 12 Rev. Int’l L. & Pol. 41 (2016)
- Robin Simcox “The 2016 French Female Attack Cell: A Case Study “, The CTC Sentinel, West Point, June/July 2018, pp21-25.
- White House, Obama, <https://obamawhitehouse.archives.gov/blog/2011/06/29/national-strategy-counterterrorism>

RECOMMENDED READINGS

- 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.