

T & Th 9:30-10:45am

Room Wehr Physics 212

Professor: Dr. Noelle Brigden

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Office Hours: T Th 11-12:15pm

What is human security? What happens when we label a social, economic or political problem a 'human security' issue? Notions of security now include a broader range of concerns, from the structural violence of poverty to the impact of crime, migration, disease epidemics and climate change. Thus, a hotly debated 'human security' agenda emerged in both policy and academic circles. In this course, we will engage the definitional debate that challenges traditional notions of national security. We will trace the normative, political and intellectual history of this policy lens, and we will examine its real world implications across several key issue areas. What are the conceptual and practical consequences of a concern with human security, as opposed to national security or human rights?

### **Research and Writing Component:**

This course provides students with an introduction to academic and policy debates about human security. However, students will also begin to acquire the skills necessary for independent, interdisciplinary research.

The writing component aims to: 1) facilitate the refinement of writing skills, with a particular emphasis on the need for clarity and precision in academic writing; 2) introduce intellectual tools that enable a more systematic use of evidence in writing; 3) facilitate discussion and generate interest in both the art of writing and the substantive course material; 4) help students critically evaluate and diversify the types of sources they draw upon during their research process; and 5) encourage students to develop their own opinions, arguments, writing style and method.

### **Course Aims and Objectives:**

My goals are

- To introduce students to major concepts and practices in human security;
- To encourage students to think critically and coherently about human security;
- To begin to prepare students for future research in the field of international studies.

By the end of the course, students should be able to

- Critically assess the strengths and weaknesses of the human security paradigm;
- Demonstrate knowledge of the key issue areas of human security;
- Evaluate international efforts to protect human security;
- Identify research puzzles related to human security;
- Appreciate the methodological, logistical and conceptual challenges for research on human security issues.

### **Course Requirements:**

- Film Analysis Assignment (15%)

The student must submit a one-page 'review' of one movie assignment. Students must attend *one* movie during the semester. The review will connect the film to the readings from the class. The student should either thoughtfully critique the film or use the film to critique course concepts. This is not simply a summary of the movie and its relevance to the course. To receive full points, the student must present an analysis and argument that brings the reader to a deeper understanding of course materials than presented during lectures. Students may want to read ahead to relevant readings on the syllabus, and the best papers will demonstrate independent research beyond the syllabus on these issues. **Sign up in advance. Due November 15<sup>th</sup>.**

- Current Event Reading Selection (30%)

The student must submit a five-page paper that advocates for a reading that analyzes current events not covered by the syllabus. The reading suggestion must explain 1) why the topic should be considered a 'human security' issue; 2) why the topic is important, and 3) why the specific reading selected by the student will provoke a productive controversy and thoughtful conversation in the class. Independent research beyond the syllabus is necessary for this assignment. Students should approach this as a research paper. The best three papers will be chosen to guide the last section of the course, and those students will co-teach those days. *The winning papers will earn their authors three percentage points extra credit on the overall course grade.* **A draft/outline is due on Sep 22<sup>nd</sup>. Final paper due Nov 3<sup>rd</sup>.**

- In-class Participation (15%)

Participation includes attendance, punctuality, the quality of contributions to discussions, in-class writing assignments and quizzes, and the demonstration of knowledge about current events and readings. Please be on time to class.

- Midterm and Final Exams (20% each)

The exams will consist of multiple-choice questions and an essay question. They cover readings and lecture materials.

### **Additional Requirements for Graduate Students:**

- Graduate students will be responsible for an additional readings list for their comprehensive exams, and graduate student papers will be held to a higher standard of excellence.

**Texts/Readings:**

- Martinez, Oscar. 2016. *A History of Violence: Living and Dying in Central America*, Verso Press, London.
- Nordstrom, Carolyn. 2004. *Shadows of War: Violence, Power, and International Profiteering in the Twenty-First Century*, University of California Press, Berkeley.
- Holzer, Elizabeth. 2015. *The Concerned Women of Buduburam: Refugee Activists and Humanitarian Dilemmas*, Cornell University Press, Ithaca.
- Other required readings are available through D2L or via links in syllabus.

**Reading Expectations:**

This is a discussion seminar. Class discussions are cooperative endeavors, and your participation is expected. Therefore, it is vital that everyone does all required readings, research and writing assignments prior to class. You must also stay abreast of current events.

A student that reads only materials listed on the syllabus will not succeed in this class. To pass this course, students must read newspapers. Students should also regularly read other relevant periodicals, such as *Foreign Affairs*, the *Economist*, *NACLA*, etc. To earn participation points, students must come to every session ready share recent events and analyses that relate to course materials.

**Office Hours:**

Please do not be shy about visiting my office hours. I have set this time aside to get to know students and their aspirations, discuss topics in international politics that interest them, and help them understand the material covered in the course. I welcome visits.

**The Importance of Diversity:**

Diversity must be made an integral part of any learning environment. A prerequisite for critical thinking is an open mind, and exposure to a variety of different ideas. Treat all ideas and arguments with respect, even if your personal politics makes you prone to disagree. Do not critique a reading or another student's argument until you have fully absorbed the author's point and understand its merits. Ultimately, you will write more penetrating criticisms this way.

Respect of intellectual, ethnic, religious and gender/sexual orientation diversity is the ethical responsibility of every student and teacher. Respond to every individual's viewpoint with respect. Please see me immediately if you feel discriminated against in this classroom for any reason, and I will remedy the situation. I am committed to providing a supportive environment for all students.

***Technology Policy:***

No open laptops or phones will be permitted during class without special permission from the instructor. Repeated misuse of technology in the classroom will result in an additional two-page essay assignment about challenges for policymakers as they negotiate the relationship between human security and rapid technological change.

***Guidelines for the Submission of Papers:***

- All papers must be typed, using 12 point Times New Roman font.
- All papers must be double-spaced, using 1" margins.
- Number your pages.
- Do not forget to write your name, assignment, date and essay title on each assignment.
- Proofread and spell-check **all** drafts.
- Provide in-text citations and attach a works cited list.
- Staple all pages together.
- Late papers will be penalized a full letter grade for every 24 hours past deadline.
- Assignments are due at the beginning of class.
- Only hardcopies will be accepted: no emailed assignments.

***Attendance Policy:***

Attendance is a prerequisite for participation. Students are allowed a maximum of *six (6) absences* in this course (excused or unexcused). Any student exceeding the allowable number of absences may be Withdrawn for Excessive Absences (WA) by the deadline of 11/14/2014 in the fall semester, or 4/10/2015 in the spring semester. If a student exceeds the number of allowable absences after this deadline, the course final grade will be lowered 1/2 a letter grade (A to AB, etc.) per absence above the allowable number.

***Donut Policy:***

It is very important that I remember your names. Therefore, I will bring donuts to class if I forget a student's name (and you catch me) after the third week of class. To earn the donuts, it is the responsibility of the students to correct me. *Hint:* If students actively participate, thereby requiring me to call on them in class using their names, I will be more likely to err. *Disclaimer:* Mispronunciation does not count toward the donuts.

***Academic Integrity:***

Students should review the Marquette University policy on academic integrity: <http://www.marquette.edu/provost/integrity-pledge.php> Plagiarism will not be tolerated. All words and ideas must be properly cited in the text. If work is quoted, it must be bracketed by quotation marks with the author indicated. If students arrive at an idea or fact because something they read discussed it, they must include (LAST NAME: YEAR, p. #) at the end of the sentence. Furthermore, you must write original work for this course. You may not use work from another course to fulfill writing requirements. Please see me regarding any questions about proper citations prior to submitting your work. Violations of academic integrity will be pursued according to the Marquette University policy.

***Accommodations for Special Needs***

If you have a disability and require accommodations, please contact me early in the semester so that your learning needs may be appropriately met. You are required to provide documentation of your disability to the Office of Disability Services. If you are unsure of what you need to qualify for services, visit the Office of Disability Service's website <http://www.marquette.edu/disability-services/> or contact them by phone at 414-288-1645.

## **Tentative Course Schedule:**

### **PART I: INTRODUCTIONS**

Human security is a contested concept. In other words, people disagree about its meaning, and this disagreement impacts both our understanding of the issue and resource allocation. In this section of the course, we will consider the strengths and weaknesses of competing definitions, seeking to better understand the theoretical and political stakes of the definitional debate. What is human security? What questions does it raise?

Human security is one of many lenses through which we may view social, political and economic problems. In this class session, we will consider the differences and similarities between a human security perspective, a national security perspective and a human rights perspective. First, the rise of human security on the international agenda coincided with a call to incorporate human rights into our understanding of national security. Second, the rise of human security as a development issue has occurred in tandem with increasing wariness, on the part of many human rights advocates of the neoliberal economic paradigm. In what ways do these approaches compliment one another? Where do they diverge?

We will examine how the idea of 'human security' is a product of its times. We will trace the prominence of human security on the international agenda. How and when did the concept emerge? What factors facilitated its rise as a priority for governments, international institutions and non-governmental agencies? We will also examine general trends in international and domestic violence.

#### **Aug 30 Overview**

- Chapter 2: UNDP. Human Development Report 1994: 22-40 available online at: [http://hdr.undp.org/en/media/hdr\\_1994\\_en\\_chap2.pdf](http://hdr.undp.org/en/media/hdr_1994_en_chap2.pdf) (18 pgs)

#### **Sep 1 (no class, reading time)**

- Human Security Report. 2013. Online at: <http://www.hsrgroup.org/human-security-reports/2013/text.aspx>

#### **Sep 6 A Contested Concept and Its History**

- Chapter 7: Macfarlane, S. Neil and Yuen Foong Khong: 225-259 (34 pgs).

## **Sep 8 National Security, Human Rights, Economic Development, Human Development and Human Security**

- Howard-Hassmann, Rhoda E. 2012. 'Human Security: Undermining Human Rights?' *Human Rights Quarterly*, 34(1): 88-112. (24 pgs)
- Roth, Kenneth. 2004. 'Defending Economic, Social and Cultural Rights: Practical Issues Faced by an International Human Rights Organization' *Human Rights Quarterly*, 26(1): 63-73. (10 pgs)

### **THU Sep 8 7pm Film Screening** *The Killing Fields*

## **PART II: CASE STUDIES IN HUMAN SECURITY CATASTROPHE: THE VIEW FROM THE GROUND**

In this section of the course, we will examine case studies of extreme human insecurity through an ethnographic lens. We will pay particular attention to the local conditions that cause and complicate human security crises. As we analyze these complex local dynamics, we will ask what the human security lens brings into view, and what it might obscure. What happens when we view these situations alternatively as human rights, national security, human security or economic development issues?

### **Sep 13 A Violent Peace?**

Martinez, Oscar. 2016. 'Part One: Emptiness' *A History of Violence: Living and Dying in Central America*, Verso Press, London: 3-94 (91 pgs)  
In class: *La Vida Loca*

### **TUE Sep 13 7pm: Film Screening** *A War*

### **Sep 15 A Violent Peace?**

Martinez, Oscar. 2016. 'Part Two: Madness' *A History of Violence: Living and Dying in Central America*, Verso Press, London: 95-190 (95 pgs)

### **THU Sep 15 7pm Film Screening** *Elite Squad*

### **Sept 20 A Violent Peace?**

Martinez, Oscar. 2016. 'Part Three: Fleeing' *A History of Violence: Living and Dying in Central America*, Verso Press, London: 191-257 (66 pgs)

## **Sep 22 Preliminary Presentations, Current Events Discussion and Writing Workshop**

**DRAFT DUE**

**Sep 27 Survival in Conflict Zones**

Nordstrom, Carolyn. 2004. 'Part One: Introductions' *Shadows of War: Violence, Power, and International Profiteering in the Twenty-First Century*, University of California Press, Berkeley: 1-40. (40 pgs)

In class: <http://www.mobilitymovilidad.org/home-hogar/medellin.html>

**Sep 29 Survival in Conflict Zones**

Kaldor, Mary. 2013. "In defence of new wars" *Stability: International Journal of Security and Development*, 2(1).

Nordstrom, Carolyn. 2004. 'Part Two: War' *Shadows of War: Violence, Power, and International Profiteering in the Twenty-First Century*, University of California Press, Berkeley: 41-82. (41 pgs)

**THU Sep 29 7pm Film Screening**

*Blood Diamond*

**Oct 4 Survival in Conflict Zones**

Nordstrom, Carolyn. 2004. 'Part Three: Shadows' *Shadows of War: Violence, Power, and International Profiteering in the Twenty-First Century*, University of California Press, Berkeley: 83-138 (55 pgs)

**TUE Oct 4 7pm: Film Screening**

*Men with Guns*

**Oct 6 Survival in Conflict Zones**

Nordstrom, Carolyn. 2004. 'Part Four: Peace?' *Shadows of War: Violence, Power, and International Profiteering in the Twenty-First Century*, University of California Press, Berkeley: 139-204. (65 pgs)

**THU Oct 6 7pm Film Screening**

*District 9*

**Oct 11 Challenging Narratives of Violence**

- Fujii, Lee Ann. 2013. 'The Puzzle of Extra-Lethal Violence' *Perspectives on Politics* 11(2): 410-426. (16 pgs)
- Stathis N. Kavylas, 'The Ontology of Political Violence: Action and Identity in Civil Wars' *Perspectives on Politics*, 1,3 (2003): 475-94. (19 pgs)



### PART III: HUMAN SECURITY RESPONSES

In this section of the course, we will critically assess the international community's responses to human security crises. We will examine the dilemmas of humanitarian intervention, assessing both when the international community does not act and when it does act, but fails. Next, we will examine the dilemmas of humanitarian aid in the context of natural disaster and extreme poverty, returning to our readings on Haiti. We will pay particular attention to the role of NGOs and their (lack of) accountability to local populations. In sum, we ask: How can an in-depth understanding of local conditions improve the international community's responses to human security crises?

#### Oct 13 IN CLASS MIDTERM

#### Oct 18 Dilemmas of Humanitarian Intervention and Humanitarian Aid

- Autessere, Severine. 2015. 'Trouble in Peaceland' *Foreign Policy*, available online at: <http://www.severineautesserre.com/wp-content/uploads/2015/12/FP-Trouble-In-Peaceland.pdf> (14 pgs)
- Samantha T. Godec. 2010. 'Between Rhetoric and Reality: Exploring the Impact of Military Humanitarian Intervention upon sexual violence – post-conflict sex trafficking in Kosovo' *International Review of the Red Cross*, 92(877): 235-258. (23 pgs).
- Holzer, Elizabeth. 2015. 'Introduction: The Midnight Hour in This Refugee Crisis' *The Concerned Women of Buduburam: Refugee Activists and Humanitarian Dilemmas*, Cornell University Press, Ithaca: 1-22. (22 pgs)

#### TUE Oct 18 7pm: Film Screening

*Before the Rain*

#### Oct 20 No Class, Fall Break

#### Oct 25 Refugee Camps

- Holzer, Elizabeth. 2015. *The Concerned Women of Buduburam: Refugee Activists and Humanitarian Dilemmas*, Cornell University Press, Ithaca: 23-90. (63 pgs)

#### TUE Oct 25 7pm: Film Screening

*Hotel Rwanda*

#### Oct 27 Grassroots Responses to Human Security Crises

- Holzer, Elizabeth. 2015. *The Concerned Women of Buduburam: Refugee Activists and Humanitarian Dilemmas*, Cornell University Press, Ithaca: 91-160. (69 pgs)
- Hirschel-Burns, Danny. 2014. 'How civilians protect themselves nonviolently during mass killings' July 15 guest post on the Monkey Cage, available online at: <http://www.washingtonpost.com/blogs/monkey-cage/wp/2014/07/15/how-civilians-protect-themselves-nonviolently-during-mass-killings/> (approx.. 2 pgs)

In class: *Las Patronas*

**THU Oct 27 7pm Film Screening**  
*Beasts of No Nation*

**Nov 1 Vigilantism**

- Godoy, Angelina Snodgrass. 2002. 'Lynching and the Democratization of Terror in Postwar Guatemala: Implications for Human Rights' *Human Rights Quarterly* 24: 640-661. (21 pgs)
- Ungar, Mark. 2007. 'The Privatization of Citizen Security in Latin America: From Elite Guards to Neighborhood Vigilantes' *Social Justice* 34(3/4): 20-37. (17 pgs)
- Handy, Jim. 2004. 'Chicken Thieves, Witches and Judges: Vigilante Justice and Customary Law in Guatemala' *Journal of Latin American Studies*, 36(3): 533-561. (28 pgs).

**PART IV: VULNERABLE POPULATIONS**

The protection of people particularly vulnerable to violence and poverty is a key goal for many international institutions and non-profit agencies. However, the recognition of some groups, but not others, as "vulnerable" is a politically contested and culturally informed process. In this segment of the class, we will discuss what it means to be 'vulnerable'.

**Nov 3 Women as a Vulnerable Population?**

- Introduction to Part I: Human Security Project Report 2012: Sexual Violence, Education and War: Beyond the Mainstream Narrative (Vancouver, Human Security Press, 2012), Available online at:  
<http://hsrgroup.org/docs/Publications/HSR2012/2012HumanSecurityReport-Part1-SexualViolenceEducationandWar.pdf> 17-37. (20 pgs)
- In class: *Treated like cattle* and other media coverage of ISIS sexual violence

**DUE: CURRENT EVENT READING SELECTION AND CLASS PROPOSAL**

**THU Nov 3 7pm Film Screening**  
*The Whistleblower*

**Nov 8 Gender and Conflict**

- Carpenter, R. Charli. 2003. 'Women and Children First': Gender, Norms and Humanitarian Evacuation in the Balkans 1991-95' *International Organization*, v. 57, n.4:661-694. (33 pgs)
- Crawford, Kerry F. *et al.* 2014. 'Wartime sexual violence is not just a weapon of war' post on the Monkey Cage, available online at:  
<http://www.washingtonpost.com/blogs/monkey-cage/wp/2014/09/24/wartime-sexual-violence-is-not-just-a-weapon-of-war/>

**Nov 10 Gender and Peacetime Violence: Femicide**

- Walsh, Shannon Drysdale and Cecilia Menjivar. 2016. 'Impunity and Multisided Violence in the Lives of Latin American Women: El Salvador in Comparative Perspective' *Current Sociology* 0(0): 1-17. (17 pgs)
- Olivera, Mercedes. 2006. 'Violencia Femicida: Violence Against Women and Mexico's Structural Crisis' *Latin American Perspectives*, 33(2): 104-114. (10 pgs)
- Sanford, Victoria. 2008. 'From Genocide to Femicide: Impunity and Human Rights in Twenty-First Century Guatemala' *Journal of Human Rights*, 7(2): 104-122 (18 pgs)
  - o *In class: Mujer Extraviada*

#### **Nov 15 Refugee Camps: Sites of Vulnerability and Agency**

- Holzer, Elizabeth. 2015. *The Concerned Women of Buduburam: Refugee Activists and Humanitarian Dilemmas*, Cornell University Press, Ithaca: 161-176. (15 pgs)

### **DUE: FILM ANALYSIS**

#### **PART V: BEYOND A PASSIVE WITNESS: RESEARCHING HUMAN SECURITY**

**Nov 17 Current Events TBD**

**Nov 22 Current Events TBD**

**Nov 24 No Class, Thanksgiving Break**

**Dec 6 Current Events TBD**

#### **Dec 8 Fieldwork on Human Security Issues**

- Holzer, Elizabeth. 2015. *The Concerned Women of Buduburam: Refugee Activists and Humanitarian Dilemmas*, Cornell University Press, Ithaca: 177-180. (3pgs)
- Nordstrom, Carolyn. 2004. 'Why Don't We Study the Shadows?' *Shadows of War: Violence, Power, and International Profiteering in the Twenty-First Century*, University of California Press, Berkeley: 225-238. (13 pgs)
- Bourgois, Philippe. 2004. 'The Continuum of Violence in War and Peace: Post-Cold War Lessons from El Salvador' *Violence in War and peace: An Anthology*, ed by Nancy Scheper-Hughes and Philippe Bourgois, Blackwell Publishing, Malden: 435-434. (9pgs)
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**Dec 10<sup>th</sup> Conclusions**

**FINAL EXAM Dec 14<sup>th</sup> 8:00-10:00am**