

WWS 404 (5)
Human Security: The Challenges of a Globalized Security Paradigm
Monday, 7:30-10:00 PM
Spring 2019

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Office Hours: Wednesdays, 5:30-7:30pm. Please sign up for office hour appointments online using <http://wase.princeton.edu>

**Note that the time may vary based on schedule changes. Location will regularly be Frist (Outside of Café Viv), so that students will have access to food and drinks during our meeting, but this location may also vary based on schedule. Details on appointments will be posted on WASE.

Faculty Assistant: Please contact my faculty assistant, Eleni Koukourdeli (elenik@princeton.edu), for any questions regarding access to assigned readings.

Course Description

In 1994, the United Nations Development Programme first developed the concept of “human security” in its annual *Human Development Report*, spearheading a fundamental shift in the conversation on international security. But what is “human security” and how does it relate to the traditional concerns of security policy? How has this paradigm shift from an emphasis on the security of the state to the security of people influenced the assessments and actions of political decision makers – if it has changed them at all? What role does the military play in this new paradigm, and what implications does this have for intervention, arms control, and other recurring challenges of the tumultuous foreign policy stage?

This seminar will begin by exploring the development of security as a policy issue, from a focus on defense spending and the containment strategies of the Cold War to the introduction of human security in the 1980s and 1990s as the Soviet era came to an end. In light of international norms and rising nationalism, we will analyze how the growing focus on human security has impacted policy formulation and assessment. While considering what constitutes a “successful” human security strategy, we will examine the influence of international organizations, militaries, public opinion, and economic factors in shaping state decision-making and policy outcomes.

With the concept of human security touching on topics from health and human rights to military strategy and personal security, students will have the opportunity to choose their JP questions from a wide range of issue areas. They will be challenged to consider pressing puzzles of foreign policy through the lenses of multiple countries and to apply relevant qualitative and quantitative analytical methods to produce in-depth findings and policy recommendations for a more secure future.

Policy Research Seminar Structure

The seminar section of WWS 404 is meant to introduce students to readings and help them develop substantive knowledge on a particular issue area, as well as to introduce them to empirical strategies for research on the seminar’s topic. The work in the seminar makes up 60% of your final course grade for WWS 404.

Methods Lab Integration

The methods lab serves as a supplement to the substantive work in the seminar and is designed to offer further instruction on research methods needed to complete the JP (as well as skills that should be

applicable to students' senior theses in the coming year). Students in WWS 404 (5) may choose either the Qualitative or Quantitative Methods sections for the lab, depending on the type of research approach that is most appropriate for their research question. You will have to do this by the third week of class. Students should discuss their methods lab choice with Dr. Holom prior to this date.

Junior Paper

While the course grade is made up of the seminar (60%) and methods lab (40%) grades, the junior paper will be graded separately, fulfilling the WWS junior independent work requirement. Please see the [WWS Guide to Independent Work](#). The **JP draft is due on April 15th by class time and the final paper is due on May 7th by 5pm**. Extensions are only granted by approval of the Dean of the student's residential college in cases of a family or health emergency. Extensions may or may not be subject to late penalties. Submit via email to bholom@princeton.edu.

Course Requirements for WWS 404 Seminar Grade (60% of Final Course Grade):

1. Participation in seminar discussion (25%)
2. Topic proposal paragraph due by class time on February 11th (10%)
3. Research design proposal due by noon on Friday, March 1st (10%)
4. Feedback on classmate's research design proposal due by class time on March 4th (10%)
5. Research proposal presentation on March 4th (5%)
6. Presentation on a UN Trust Fund for Human Security program on March 25th (15%)
7. Oral presentation of JP research findings during final two weeks of class (25%)

Late Assignments Grading Policy

All late assignments for the seminar are subject to a penalty of 1/3 letter grade per day late unless prior approval has been received for an extension. See the "Junior Paper" section above regarding the late policy for the final JP.

Readings

There are no required textbooks for this course. All readings are available either through Blackboard under "Course Reserves" or in the physical course reserves at Stokes Library. Some books are available in their entirety through the library website.

Key Due Dates

****Please consult the appropriate methods lab syllabus for lab assignment due dates**

February 11 th	Topic proposal paragraphs due via Blackboard by class time
March 1 st	Research design proposals due via Blackboard by noon
March 4 th	Brief research proposal presentation (5 minutes, in class). Feedback on paired classmate's proposal due by class time – will be discussed after their presentation.
March 11 th	Choice of UN Trust Fund for Human Security program presentation due by the end of the day
March 25 th	Brief presentation on a UN Trust Fund for Human Security program (10 minutes, in class)
April 15 th	Full JP draft due via email by class time
April 22 nd /29 th	Presentation of JP findings in class
May 7 th	Final JP due via email by 5:00pm

Course and Campus Resources for Research

A guide to suggested data sources and a document of recommended additional readings will be posted on Blackboard within the first week of class. Students can also seek assistance from the Stokes Library staff, the PUL subject librarians, [PUL Data and Statistical Services](#), the [Program for Quantitative and Analytical Political Science](#), and WWS writing adviser Steve Frakt (sfrakt@princeton.edu).

Course Schedule

Below is the list of required readings, activities, and deadlines for each week of the course. Students are highly encouraged to explore additional materials from the recommended reading list (mentioned in “Course and Campus Resources for Research” above) and are also welcome to both suggest and discuss additional relevant readings that they locate through their independent research. As human security is a constantly developing field, discussion of current events and emerging issues within the context of our analyses is also very highly encouraged.

- Readings with this arrow symbol are those dedicated to research methods. We will be discussing these readings within the context of the week’s substantive readings in order to begin thinking critically about research design.

Week 1 (February 4) What Defines “Security”?

During this week, we will be discussing the concept of “security” in policy and examine how the UNDP Human Development Report of 1994 sought to shift the security paradigm and re-focus foreign policy toward the populations of states, rather than the state structures themselves.

Mathews, Jessica Tuchman (1989). “Redefining Security.” *Foreign Affairs* 68 (2): 162-177. [16 pages]

Rothschild, Emma (1995). “What is Security?” *Daedalus* 124 (3): 53-98. [46 pages]

United Nations Development Programme (1994). “Chapter 2: New Dimensions of Human Security.” In *Human Development Report 1994*. Pages 22-45. Available online: http://hdr.undp.org/sites/default/files/reports/255/hdr_1994_en_complete_nostats.pdf [24 pages] [Note: It is beneficial to read the whole document, but only Chapter 2 is required]

- Selecting a Research Question: Booth, Wayne et al. (2008). Chapter 3 in *The Craft of Research*, 3rd ed. Pages 35-50. [16 pages]

[Page Total: 102 pages]

Week 2 (February 11) Human Security: Measurements and Definitions

This week we will discuss further what the shift in thinking about “security” in foreign policy means and what types of factors play into the concept of “human security.” Students should think critically about how these definitions and measurements have evolved from and fit with earlier concepts of state security.

Due: Topic proposal paragraph due via Blackboard by class time. Students should sign up for office hours in the following weeks to discuss.

Alkire, Sabina. (2003). Sections 2, 4, and 5 in “A Conceptual Framework for Human Security.” CRISE Working Paper. Pages 10-12, 23-40. Available online: <https://ora.ox.ac.uk/objects/uuid:d2907237-2a9f-4ce5-a403-a6254020052d> [21 pages]

King, Gary and Christopher JL Murray (2001). "Rethinking Human Security." *Political Science Quarterly* 116 (4): 585-610. [26 pages]

Paris, Roland (2001). “Human Security: Paradigm Shift or Hot Air?” *International Security* 26 (2): 87-102. [16 pages]

- Conducting a Literature Review: Johnson, Janet B., Henry T. Reynolds, and Jason D. Mycoff (2015). “Why Conduct a Literature Review?” in Chapter 3 of *Political Science Research Methods*, 8th ed. CQ Press. Pages 82-102. [21 pages]

[Page Total: 84 pages]

Week 3 (February 18) INGOs, Advocacy Networks, and Human Security

This week we will be discussing how security regimes have and have not been shaped over time by the new conceptualizations of security, as well as what role international organizations and networks play in addressing issues under changing international norms.

Carpenter, Charli (2014). “Chapter 3: A Network Theory of Advocacy ‘Gatekeeper’ Decision Making.” In *Lost Causes: Agenda Vetting in Global Issue Networks and the Shaping of Human Security*. Ithaca: Cornell University Press. Pages 38-54. [17 pages]

Murdie, Amanda (2014). “Chapter 1: Introduction.” In *Help or Harm: The Human Security Effects of International NGOs*. Palo Alto: Stanford University Press. Pages 1-18. [18 pages]

Shawki, Noha (2010). "Political Opportunity Structures and the Outcomes of Transnational Campaigns: A Comparison of Two Transnational Advocacy Networks." *Peace & Change* 35 (3): 381-411. [31 pages]

- Designing a Research Project: Johnson, Janet B., Henry T. Reynolds, and Jason D. Mycoff (2015). Sections of Chapter 6, “Research Design: Making Causal Inferences.” In *Political Science Research Methods*, 8th ed. CQ Press. Pages 166-179, 188-209. [36 pages]

[Page Total: 102 pages]

Week 4 (February 25) The Military and Human Security

During this week, we will be discussing what role the military does play or could play within the context of the human security paradigm. Again connecting more traditional conceptualizations of security with that of human security, we will explore what this focus on populations rather than state structures means for the security realm. Students should consider the question – Has the concept of human security impacted governments’ approaches to defense?

By this week, students should begin to regularly analyze the pros and cons of possible research designs for studies by examining the week’s readings and thinking critically about the topic. We will begin including specific time for discussions of how students would design a project to answer the week’s questions.

Due: By Friday, March 1st, at noon, students should submit their research design proposals via Blackboard. We will be discussing these in the research proposal workshop the following week.

Anderson, John C. (2014). "Changing the Game: Human Security as Grand Strategy." Peacekeeping and Stability Operations Institute. Pages 1-37. [38 pages] Available Online: <http://publications.armywarcollege.edu/pubs/1263.pdf> [Note that this reading can get a bit technical and some of the graphs are not clear in the pdf – Please just read the paper enough to get the idea of what his argument is and what his main supporting evidence and statements are in making that argument]

Garcia, Denise (2015). "Humanitarian Security Regimes." *International Affairs* 91 (1): 55-75. [21 pages]

Gilmore, Jonathan (2011). "A Kinder, Gentler Counter-Terrorism: Counterinsurgency, Human Security and the War on Terror." *Security Dialogue* 42 (1): 21-37. [17 pages]

- Seth Porter (Head of Stokes Library) will present on library resources
- Data Sources: We will discuss the list of data sources provided on Blackboard, as well as strategies for finding data sources that are not already listed. We will also consider what types of data are most suitable for different types of research questions.

[Page Total: 76 pages]

Week 5 (March 4) Research Proposal Workshop

During this session, students will give 5-minute presentations on their research proposal, followed by 10 minutes of feedback and discussion of their proposal. Students will have been assigned pairings prior to class and will be expected to comment on their partner's project as part of the workshop.

Week 6 (March 11) Democracy and Human Security

This week, we will turn to the relationship between democracy and human security. We will first consider how democratic institutions affect the adoption and implementation of human security-motivated policies at the domestic level, asking: Is democracy necessary for a high level of human security? How can we best measure this? We will then discuss how democratic values drive the adoption of a human security-focused framework for foreign policy, asking: Under what conditions do democratic states pursue human security-focused policies? Are democracies more likely to pursue these policies than authoritarian states? Is "human security" a Western-based value system for policy? Or does it have greater global roots?

By the end of the day, students should have discussed either in person or via email which program from the UN Trust Fund for Human Security (<https://www.un.org/humansecurity/>) they want to cover for their short presentation on March 25th. We do not want any overlap, so the program choices will be approved on a first-come, first-serve basis.

Kaldor, Mary, Mary Martin, and Sabine Selchow (2007). "Human Security: A New Strategic Narrative for Europe." *International Affairs* 83 (2): 273-288. [16 pages]

Norris, Pippa (2012). "Chapter 7: Peace" *Making Democratic Governance Work: How Regimes Shape Prosperity, Welfare, and Peace*. Cambridge University Press. Pages 164-184. [21 pages]

Piccone, Ted (2017). "Democracy and Human Security." Brookings Policy Brief. Pages 1-5. Available Online: https://www.brookings.edu/wp-content/uploads/2017/08/fp_20170905_democracy_human_security.pdf. [6 pages]

Risse-Kappen, Thomas (1991). "Public opinion, domestic structure, and foreign policy in liberal democracies." *World Politics* 43 (4): 479-512. [34 pages]

Walzer, Michael (2011). "On Humanitarianism: Is Helping Others Charity, or Duty, or Both?" *Foreign Affairs* 90 (4): 69-80. [12 pages]

[Page Total: 89 pages]

Spring Break – No Class (March 18)

Week 7 (March 25) UN Trust Fund for Human Security: Analyzing Current Programs

During this week, students will act as policy analysts and give short 10-minute presentations on one of the programs listed on the United Nations Trust Fund for Human Security website (<https://www.un.org/humansecurity/>) as if they were members of a UN team studying the impact (potential or actual) of the programs and making recommendations for future action.

The presentation should not only highlight what the program is/was and how it is/was addressing the issue of human security, but it should also place that program within the context of the country in which it is/was being conducted. Students are expected to provide a brief analysis of the strengths and weaknesses of the program, connecting it to the discussions we have had about both conceptual and methodological concerns throughout the semester. They should also provide some short recommendations on how to either improve the existing program or conduct a more "effective" program based on the methods employed or the context within which the program took or is taking place. [Note: Students should be careful to clearly define what they understand to measure "effectiveness"]

These presentations are an opportunity for students to demonstrate what they have learned both about the challenges of human security policy as an issue area, and about the standards of rigorous research methods thus far. It is a chance for them to complete and receive feedback on a smaller analysis as practice prior to completing the larger JP projects. Students may choose a program that is closely related to their JP topic if they wish, but this is not required.

Feedback and discussion will follow each presentation.

Week 8 (April 1) Health, Demographics, and Human Security

During these final weeks, we will turn to specific issue areas within human security policy. We start with an examination of health and healthcare, which has long been argued to have a strong influence over long-term development outcomes. We will consider here how the security realm, even through a traditional national security lens, can be closely connected with health and wellbeing. We will ask: Under what conditions does population health impact security? And under what conditions do security issues impact health? What values of the human security framework promote the prioritization of health and healthcare? What are the possible policy options to address health as a security threat?

Farmer, Paul (2003). "Chapter 9: Rethinking Health and Human Rights: Time for a Paradigm Shift." In *Pathologies of Power: Health, Human Rights, and the New War on the Poor*. Pages 213-246. [34 pages]

Goldstone, Jack A. (2002). "Population and Security: How Demographic Change Can Lead to Violent Conflict." *Journal of International Affairs* 56 (1): 3-21. [19 pages]

Heymann, David L., *et al* (2015). "Global Health Security: The Wider Lessons from the West African Ebola Virus Disease Epidemic." *The Lancet* 385 (9980): 1884-1901. [18 pages]

McInnes, Colin (2006). "HIV/AIDS and Security." *International Affairs* 82 (2): 315-326. [12 pages]

Petryna, Adriana (2004). "Biological Citizenship: The Science and Politics of Chernobyl-Exposed Populations." *Osiris* 19: 250-265. [16 pages]

Sands, Peter, Carmen Mundaca-Shah, and Victor J. Dzau (2016). "The Neglected Dimension of Global Security—a Framework for Countering Infectious-Disease Crises." *New England Journal of Medicine* 374 (13): 1281-1287. [7 pages]

[Page Total: 106 pages]

Week 9 (April 8) The Environment and Human Security

This week, we will be discussing the role of the environment in security policy. Continuing to consider the health topics discussed in the previous week, we will examine how the environment relates to security, and whether this relationship changes when looking through the lens of traditional national security frameworks as opposed to more recently developed human security frameworks. We will ask: Under what conditions do environmental variables impact human security? How can foreign policy influence security outcomes that are connected to environmental factors? What is the direct and indirect impact of these policies on human security in the long term?

Barnett, Jon and W. Neil Adger (2007). "Climate Change, Human Security and Violent Conflict." *Political Geography* 26 (6): 639-655. [17 pages]

Dalby, Simon (2009). "Chapter 2: Securing Precisely What? Global, Environmental, and Human Security." In *Security and Environmental Change*. Polity Press. Pages 36-55. [20 pages]

Godfray, H. Charles J., *et al* (2010). "Food Security: The Challenge of Feeding 9 Billion People." *Science* 327 (5967): 812-818. [7 pages]

Levy, Marc A. (1995). "Is the Environment a National Security Issue?" *International Security* 20 (2): 35-62. [28 pages]

United Nations Security Council (2007). Press Release. "Security Council Holds First-Ever Debate on Impact of Climate Change on Peace, Security, Hearing over 50 Speakers." S/C 9000. 5663rd Meeting (AM & PM). 17 April. Available Online: <https://www.un.org/press/en/2007/sc9000.doc.htm> [approx. 26 pages] [You do not need to read this in detail – Skim through the statements to get an idea of the positions and concerns of different countries' representatives]

[Page Total: 98 pages]

Week 10 (April 15) Civil Conflict, Child Soldiers, and Human Security

This week, we have a guest speaker at a breakfast event as we discuss the topics of armed conflict and child soldiers within the human security framework. As students complete the readings and explore the resources listed below, they should consider the following: Under what conditions does civil conflict take place? Under what conditions does child soldier recruitment take place? How is this related to broader patterns of conflict and institutions? In what way can this issue be addressed through foreign policy shaped within the human security paradigm? What impact do these types of practices have on international relations? The discussion this week will continue to relate closely to those of the previous two weeks (health and the environment).

***Breakfast with Lieutenant-General (ret) Roméo A. Dallaire, former Force Commander of the United Nations Assistance Mission in Rwanda and founder of the Roméo Dallaire Child Soldiers Initiative.
Time: 9:00-10:00am Location: TBD***

Please make sure to have the below readings done before the breakfast, as they will help you develop questions and topics of conversation for our discussion with Lieutenant-General Dallaire.

JP Draft Due in Class.

[Note that class this evening will be 1 hour shorter to accommodate the breakfast earlier in the day. Therefore, it will run from 7:30-9:00pm.]

Achvarina, Vera and Simon F. Reich (2006). "No place to hide: Refugees, displaced persons, and the recruitment of child soldiers." *International Security* 31 (1): 127-164. [38 pages]

Child Soldiers International (2018). "Child Soldiers World Index." Online: <https://childsoldiersworldindex.org/> [No specific assigned reading – please just explore this resource and take note of any data that you find interesting]

Miguel, Edward, Shanker Satyanath, and Ernest Sergenti (2004). "Economic shocks and civil conflict: An instrumental variables approach." *Journal of Political Economy* 112 (4): 725-753. [29 pages]

Roméo Dallaire Child Soldiers Initiative (2018). Online: <https://www.chidsoldiers.org/> [Like the Child Soldiers Initiative assignment above, there is no specific reading – please just explore the website about what the Initiative does and what shapes their approach to change, and come prepared to both the breakfast and class with questions and talking points]

[Page Total: 67 pages]

Week 11 (April 22) Student Presentations of JP Findings.

Week 12 (April 29) Student Presentations of JP Findings.

Final Junior Paper Due May 7th at 5:00pm.