

ASSESSING HUMAN SECURITY POLS 5322

Professor: Dr. David L. Richards
Office: Oak Hall 448
Office Hours:
Email: david.l.richards@uconn.edu

Used in the context of international relations, the word “security” has been long-dominated by the specters of bombers, submarines, missiles, troops, and realist geo-political strategy. Without ignoring this traditional conceptualization, we are going to look beyond it towards a broader conceptualization of security known as “human security”. In this seminar, we will be thinking critically as a group about a variety of extant conceptualizations, measures, theories, and policies relating to the concept of human security. However, in addition to being a critic, you will actually take on the role of researcher and evidence-based policymaker and you will use what you have learned to craft a professional research report on the status of human security in countries around the world.

REQUIRED BOOKS

Climate Change and National Security: A Country-Level Analysis

Daniel Moran, Ibrahim Al-Marashi and Linda J. Beck
Georgetown University Press (April 2011)
978-1589017412

Enough: Why the World's Poorest Starve in an Age of Plenty

Roger Thurow and Scott Kilman
Public Affairs; Reprint edition (June 22, 2010)
978-1586488185

Human Security and the UN: A Critical History

S. Neil MacFarlane and Yuen Foong Khong
Indiana University Press (February 13, 2006)
978-0253218391

Half the Sky: Turning Oppression into Opportunity for Women Worldwide

Nicholas D. Kristof and Sheryl WuDunn
Vintage; Reprint edition (June 1, 2010)
978-0307387097

Mismeasuring Our Lives: Why GDP Doesn't Add Up

Joseph E. Stiglitz, Amartya Sen & Jean-Paul Fitoussi
New Press, The (May 18, 2010)
978-1595585196

Reinventing Foreign Aid

William Easterly, Editor
The MIT Press (May 9, 2008)
978-0262550666

Sex Trafficking: Inside the Business of Modern Slavery

Siddharth Kara

Columbia University Press (July 1, 2010)

978-0231139618

When the Rivers Run Dry: Water--The Defining Crisis of the Twenty-first Century

Fred Pearce

Beacon Press; 1 edition (March 15, 2007)

978-0807085738

HUMAN SECURITY REPORT PROJECT (40% of Total Course Grade)

As a class, you are going to produce a human security report. This assignment forms the heart of our seminar. A lot of thought, by many smart persons, has gone into what constitutes human security and what benchmarks should be used to track its progress. However, as some of your readings will indicate, existing reports/conceptualizations/measures/analyses are imperfect. There is *always* room for further improvement. For example:

- Are existing conceptualizations of human security too broad to be useful for policymaking? Or, are they not inclusive enough to fully address what it means to be secure?
- Are there important emerging human security issues that existing reports / conceptualizations / measures do not address?
- What concerns should we have – methodological, ethical, practical, etc. – about extant quantitative benchmarks of human security? About case studies?

To complete this assignment, you (as a class) will have to come to agreement about some major issues regarding human security -- such as conceptualization, measurement, and practicality. **DOING SO WILL NOT BE EASY**, but the attempt to reach consensus is part of the learning experience, as these negotiations are a very real part of both policymaking and scholarly endeavor.

The Particulars:

(1) Conceptualization:

- a. To create a human security report, you will need to devise a comprehensive conceptualization of human security that is agreeable to the class at large (note that I do NOT say agreeable to the class *unanimously*, as that is typically impossible). Chapter One (not the introduction, but the first full chapter) of your report will deal with conceptualization of human security. It is in this section you demonstrate your knowledge of the historical lineage of the concept, relevant debates over competing conceptualizations, and your ability to think critically and create your own conceptualization on which the rest of your report will be based.

(2) Theme:

- a. As a group, you will have to decide on an over-arching conceptual theme for your report. This is the tie that will bind together the various chapters. You won't be able to pick a theme until you have agreed on a conceptualization of human security as the two have to be complementary. Experience dictates that there will be no thematic suggestion with universal support among you.

(3) Organization / Format:

- a. The final report, sent to me as a single pdf file, will contain the following required components in the following order:
 - i. Cover Page
 - ii. List of chapters (table of contents). Make sure the authors of each chapter are identified.
 - iii. Introduction (Why does the world need to be concerned with human security? Why does the world need this report? How does this report improve on extant reports?)
Note that the Introduction is a *very important* chapter, not a formality.
 - iv. Chapter One: Conceptualizing Human Security
 - v. Other Chapters (At least three)
 - vi. Conclusion (What of importance was learned? What work remains to be done in this field of study?). Note that the Conclusion is a *very important* chapter, not an afterthought.

(4) Data:

- a. You will need a fair amount of data to create this report. No worries -- we will be covering many data resources in class, and I am available to you as a resource to find even more.
- b. Use the most recent data available, as you may not be able to find data from the same year for each chapter. You will learn much about data constraints by working on this project.
- c. Along with the final report, you (the class) will email me a copy of the master Excel spreadsheet containing all data used in the report.
 - i. This spreadsheet will be organized by having country names in the rows and indicators (variables) in the columns.
 - ii. You are to submit a single worksheet with all data gathered for, and used in, the report.
- d. Your pdf report does not need to have printed tables of data at its end, as you are turning in an Excel file containing your data.

(5) Countries:

- a. Given the fact this is a seminar project and not a funded long-term research project, you will not be able to produce a truly global report. Your report is to be based on data about a minimum of 50 countries.
 - i. Most or all of your countries should have populations of 500,000 or above. Recent population figures can be found here:
<http://esa.un.org/unpd/wpp/Excel-Data/population.htm>
- b. Your country list should be representative of all, or most all, world geographic regions. A list of countries, by region, can be found at:
<http://unstats.un.org/unsd/methods/m49/m49regin.htm>.
- c. Your country list should be representative of all, or most all, levels of economic development. A list of countries [with populations of 30,000 or above], by level of this development, can be found at: <http://siteresources.worldbank.org/DATASTATISTICS/Resources/CLASS.XLS>
- d. A historical list of countries' level of economic development over time can be found at: <http://siteresources.worldbank.org/DATASTATISTICS/Resources/OGHIST.xls>
- e. These 50 or so countries you choose are the countries for which there will be data in the master spreadsheet. It is up to you as a group to decide what countries you will include in your report, subject to instructor's approval. Your country list will be the first component you submit to me as a group.

(6) References / Parenthetical Citations / Bibliographic Entries:

- a. Each section / chapter is to have its own alphabetized bibliography in APSA format.
- b. For notations elucidating particular minor points and/or suggesting additional readings on a subject, use footnotes, not endnotes. Each chapter's footnotes are self-contained (they begin at "1").
- c. You are to use the American Political Science Association style format for parenthetical citations and bibliographic entries. The full style guide can be found at <http://www.ipsonet.org/data/files/APSASStyleManual2006.pdf>

(7) Figures / Tables

- a. Figures (graphs, maps, etc) and tables (containing statistics, lists, etc) are to be placed in the text somewhere near the text describing them.
- b. Number figures and tables as follows: item type, chapter, item type number. For example, the second figure in Chapter 3 would be "Figure 3.2", the second table in Chapter 3 would be "Table 3.2", and so forth.
- c. Tip: If a figure or chart is important enough to be included in a report, it deserves at least one full paragraph of description / analysis.

(8) Division of Labor:

- a. You will need to create a division of labor regarding the particular tasks involved in creating this report. The field of international relations often requires the ability to work with others in the context of a set of issues that can be of acute sensitivity for many participants. Like any group of graduate students, your group will be composed of persons with varying levels of talent/expertise in desktop publishing, statistics, spreadsheet usage, ability to understand/use theory, qualitative investigation, quantitative investigation and, yes ... with varying levels of motivation.

One of your challenges will be to figure out who is most capable/willing to perform those "service tasks" necessary to produce the report. Service work will count towards your grade.

- i. *Everyone must* be a co-author on one or more of the three substantive chapters.
- ii. *No one* is to be left on his or her own to write a chapter.
- iii. Select *two* super-organized leaders from the class to serve as *project managers*. The project managers are tasked with coordinating activities and keeping people on schedule. You need two such persons, as experience dictates that one may either fold from the pressure, or turn out to be not as organized in actuality as they had fancied themselves being before work began. Once roles have been assigned, the project managers are to give me, via email, a list of class members and their roles. I can tell you from long experience with projects such as this: (A) Do NOT volunteer to be a project manager because you simply like to be in charge of things, this is a tough position that requires skillful diplomacy, tenacity, organization, and drive – bossy persons fail miserably; (B) Do not select two persons as leaders merely because they are initially the ones who raised their hands to volunteer, or you might find the project in a world of hurt once you start down that road. Ask volunteers why they want to do this and why they think they'd be good at it.
- iv. Select *two* persons from the class to serve as *project editors*. The project editors receive finished materials from class members and assemble the final product to be submitted for a grade. Chapter authors are responsible for their work, but the editors are responsible for final grammar/spelling-checking. This position requires the ability to set

deadlines for others and make them keep those deadlines, but without being a tyrant about it.

- v. Persons in leadership positions can be replaced, given a 67% or greater secret-ballot no-confidence vote AND my *a priori* approval of the holding of such a vote. A vote for a replacement leader must happen immediately after the removal of a leader.
- vi. Select *one* person from the class to serve as *data editor*. The data editor receives data collected by class members for their chapters and assembles the final master spreadsheet that goes to me. HINT: You may wish to put the data editor in charge of a data exchange, so different groups can exchange basic data (such as demographic data) that may be useful across chapters. Instituting a data exchange can be *very* helpful. Devices such as Google Drive, Microsoft SkyDrive, and Dropbox are very handy for this type of endeavor.
- vii. *Make deadlines and keep them!*

(9) Reading Ahead:

- a. You will likely need to begin work on an issue in your report before we cover that issue in class. Thus, you will likely need to read ahead on some issues, and use me as a helping resource for any uncertainties / questions. Having to begin work while “flying blind” is not uncommon whenever a researcher begins a new project.

(9) The MFAQ:

- a. The most-frequently-asked question I get regarding this report is “How long does it have to be?” This question might refer to a particular chapter and it might refer to the report as a whole. Either way, my answer is the same: “As long as it needs to be.” While that may appear initially unsatisfactory, there is substance to that response. What you are doing is, essentially, story-telling. Data tell stories. Qualitative anecdotes and prose tell stories. You are using both tools to tell your readers about some aspect of human security. At some point your story is incomplete and, at some point, it will be complete. You are the author, you will know. Of course, I am available to you throughout the process to discuss these matters. However, I will not set an arbitrary page number either on chapters or on the report as a whole.

(11) Grading:

- a. Many, many decisions will be made at the group level throughout the production of this report. Probability dictates that not every decision will be the outcome you desire as an individual. Do not get pouty and let that negatively affect your performance, because I promise you I will know and your final grade will be affected. At its best, democracy requires gracious losers; when it's your turn to lose, be one.
- b. You will each receive a grade between 0 and 100 for your work (hopefully not *lack of work!*) on this project. Because this is a team project, your grade will be composed of several distinct parts, as follows. I determine all final grades using both the information from the components below as well as any other substantial information I have gathered throughout the course of the semester, positive or negative.
 - i. Project Grade (60%): Every class member will receive an identical “project grade”. In this way you all sink or swim with the overall quality and timely completion of the final product.
 - ii. Chapter Grade (25%): You will get a grade for the quality of your chapter(s).
 - iii. Peer Grade (10%): You will be grading each other. Each of you will be filling out a grade form (to be distributed in a few weeks) on each of the other persons in the class with

whom you worked. The project managers will keep a list of who worked together. You will not be grading each other on knowledge of human security assessment (only I may do that) but, rather, on work ethic and willingness to be a team player and/or leader. A sample peer-evaluation sheet can be viewed at the end of this syllabus. You will fill out one of these sheets for each of the persons with whom you worked on the project. I reserve the right to ignore peer grades I determine to be in any way biased.

iv. Self-Grade (5%): You will also be grading yourself. Along with the final project, you'll be handing in a two-page (typed) paper telling me what grade (0-100) you honestly think you deserve on the project and *why* you think you deserve it. I reserve the right to ignore self-grades I do not feel are justified / backed up.

(12) Presentation

- a. At the last class, you (the class) will present the final report. The number and choice of presenters is up to you. The purpose of this presentation is to provide a capstone experience for the semester where we can discuss / process the report, the experience of constructing the report, what has been learned along the way during the semester, and what questions remain.

DISCUSSION LEADING (40% of Total Course Grade)

Discussion Leader

Each week, several students will be responsible for leading the seminar's discussion of that week's material. Assignments will be made at the second meeting of the seminar. Your main objective as discussion leader is to promote an intellectually stimulating encounter with the material, NOT to regurgitate the material. You should identify common themes and issues among that week's readings, make connections to class material from other sessions whenever appropriate, provide discussion questions, nurture and moderate discussion and debate, and be ready to provide answers and discuss questions raised by other students. Also, you will identify research questions, discuss modes of analysis and evidence, and foster and direct discussion / debate about the significance of the readings and areas in which the research is inadequate and could be further developed. *Do not miss any discussion leader dates. You will not be allowed to make them up.*

You are NOT to lecture on the readings, as the other students are responsible for reading the assigned material themselves. *You are to foster informed debate / discussion.* When you are discussion leader, you may call on other students and require them to give a response. As discussion leader, your questions to either the group or individuals carry the same weight as if they were asked by me. As far as the students in class go, you are the boss when you are leading discussion – take control of the room. Note: It is common in a group of persons doing discussion leading, that one or two will dominate while others say very little. *Do not be that latter type of discussion leader*, because your grade will be very poor due to not engaging the topic and class.

You will find me to be a thorough, vexing (well, perhaps ☺), full-time devil's advocate. I do this intentionally in order to discern how completely you have read and, more importantly, to test how well you can think critically about the material. I will push you to perform to the limit of what I see to be your capabilities.

Preparation: *One week prior to your scheduled seminar, you must meet with me and submit a typed outline of your seminar presentation.* Your outline should include 10 draft discussion questions, an outline of connections to other class materials, and draft thoughts about other issues you plan to discuss with your group. *Your final outline of discussion plans is due to me via e-mail no later than 24hrs before the seminar meets.* Think of this outline as your "game plan".

Follow-Up: You will schedule a meeting with me (in your group, not one-at-a-time), to take place soon after you have led discussion. In this meeting, we will process your performance. When you come in, I will be asking each of you what you thought you (as an individual) and the group did that was good, what didn't work, and what you might change next time. *Be honest with yourself*, as that is the clearest path to improvement and achievement. You are here to learn, so I certainly don't expect an "A"-level performance right out of the gate, but the thought and effort should be evident.

CLASS PARTICIPATION (20% of Total Course Grade)

Background:

The purpose of the assigned readings is not only to inform, but to pique and/or provoke, with the desired end to be *discussion* among members of the seminar. I have no interest in you either agreeing with the reading materials – that's up to you to decide. If you've not done your readings, you do a disservice not only to yourself, but to all the seminar's participants, as the quality of discussion will suffer. Participation in discussion is *crucially* important to the seminar format. Excellent participation is more than speaking up *often*, however. Excellence in participation requires a high *quality* of participation.

Excellent participation relies, to some extent, on being able to¹:

- Ask penetrating and thought-provoking questions to evaluate ideas
- Be a logical thinker
- Be diligent in seeking out the truth
- Be a seeker of alternative views on a topic
- Base judgments on ideas and evidence
- Evaluate and solve problems rather than merely compile a set of facts to be memorized
- Identify arguments and issues
- Reassess views when new or discordant evidence is introduced and evaluated
- Recognize errors in thought and persuasion as well as to recognize good arguments
- See connections between topics and use knowledge from other disciplines to enhance reading and learning experiences
- Take a critical stance on issues

¹ Modified from Schumm, J. S. and Post, S. A. (1997). *Executive Learning*, pg. 282.

Below, I offer a loose guideline to help you dig out important bits and formulate questions from your readings.

For Books / Journal Articles:

- a. What is the main research question and/or main point?
- b. How does this affect/address “human security”?
- c. What hypotheses are made?
- d. What evidence is marshaled / methods used to test hypotheses?
- e. What findings / conclusions are presented? What are the implications of these findings / conclusions?
- f. Describe any examples of bias or faulty reasoning / methods used by the author(s). That is, are there any questionable arguments/methods used by the authors that may have affected the findings / conclusions?
- g. What, if any, changes might be made to improve future related research?

For Datasets:

- a. What is it that these data propose to measure?
- b. What conceptualization underlies the measurement scheme?
- c. What is the measurement scheme?
- d. What alternative measures of the same concept exist? How are they better/worse than these data?
- e. For what countries/years are these data available?
- f. What stories do the data tell about human security?
- g. Who uses these data?

If you are like me and have a finite memory, you will find it helpful to write notes in the margins of your readings or elsewhere. These notes might be reactions to ideas from the reading, or questions that arose from doing the reading. This way, during class you’ll have some material at your fingertips that you can discuss.

Your Participation Grade

You will be graded on both the level and quality of your participation. Here’s how:

- (A) Each time you speak in class, either voluntarily or in response to a prompt by me or discussion leader(s), I will note this on a spreadsheet. Each particular piece of participation will be graded on the following ordinal scale:

- 3 = You showed you did the reading and could critically analyze it, resulting in a statement or question demonstrating masterful comprehension and/or idea synthesis.
- 2 = You showed you did the reading and thought about it.
- 1 = Well, you said *something* somehow related to the topic and/or reading.
- 0 = You merely repeated something that’s already been said, made an off-topic comment, made a comment I couldn’t understand or to which I could not attach meaning or significance, or the like...

This will result in a participation grade for the semester that combines quality of participation with quantity of participation.

SEMESTER SCHEDULE

Human Security: Concept & Aggregate Measurement

Discussion-Leader Assignments Made

- Chandler, David. 2008. "Review Essay: Human Security: The Dog That Didn't Bark." *Security Dialogue* 39.4: 427-438. [HuskyCT]
- Christie, Ryerson. 2011. "Critical Voices and Human Security: To Endure, To Engage or to Critique?" *Security Dialogue* 41.2: 169-190. [HuskyCT]
- Hasegawa, Yuka. 2007. "Is a Human Security Approach Possible? Compatibility between the Strategies of Protection and Empowerment." *Journal of Refugee Studies* 20.1: 1-20 [HuskyCT]
- King, Gary, and Christopher L. Murray. 2001. "Rethinking Human Security" *Political Science Quarterly* 116.4: 585-610. [HuskyCT]
- MacFarlane, S. Neil and Yuen Foong Khong. 2006. *Human Security and the UN: A Critical History*. Bloomington, IN: Indiana University Press.
- Martin, Mary and Taylor Owen. 2008. "The Second Generation of Human Security: Lessons from the UN and EU Experience." *International Affairs* 86.1: 211-224. [HuskyCT]
- Newman, Edward. 2001. "Human Security and Constructivism." *International Studies Perspectives* 2.3: 239-251. [HuskyCT]
- Owen, Taylor. 2003. "Measuring Human Security: Overcoming the Paradox" *Human Security Bulletin*. 2.3.
http://www.prio.no/sptrans/1122703263/file44641_human_security_mapping.pdf
- Owen, Taylor. 2008. "The Critique That Doesn't Bite: A Response to David Chandler's 'Human Security: The Dog That Didn't Bark.'" *Security Dialogue* 39.4: 445-453. [HuskyCT]
- United Nations. 1994. *Human Development Report: New Dimensions of Human Security*. <http://hdr.undp.org/en/reports/global/hdr1994/chapters/>
 [Overview, Chpts1 & 2]

Basic Measurement Primer

Country-List Due

- Adcock, Robert, and David Collier. 2001. "Measurement Validity: A Shared Standard for Qualitative and Quantitative Research." *American Political Science Review* 95.3: 529-546. [HuskyCT]
- Guttman, Louis. 1944. "A Basis for Scaling Qualitative Data." *American Sociological Review* 9.2: 139-150. [HuskyCT]
- Jacoby, William G. 1999. "Levels of Measurement and Political Research: An Optimistic View." *American Journal of Political Science* 43.1: 271-301. [HuskyCT]
- Meijer, Rob R., and Sebie J. Oosterloo. 2008. "A Note on Measurement Scales and Statistical Testing." *Measurement: Interdisciplinary Research & Perspective* 6.3: 198-204. [HuskyCT]
- Ravallion, Martin. 2003. "The Debate on Globalization, Poverty and Inequality: Why Measurement Matters." *International Affairs* 79.4: 739-753. [HuskyCT]
- Van Schuur, Wijbrandt H. 2003. "Mokken Scale Analysis: Between the Guttman Scale and Parametric Item Response Theory." *Political Analysis* 11.2: 139-163. [Husky CT]

Human Development: Concept & Measurement

- Bardhan, Kalpana and Stephan Klasen. 1999. "UNDP's Gender-Related Indices: A Critical Review." *World Development* 27.6: 985-1010. [HuskyCT]
- Beteta, Hanny Cueva. 2006. "What is Missing in Measures of Women's Empowerment?" *Journal of Human Development* 7.2: 221-241. [HuskyCT]
- Fukuda-Parr, Sakiko, Terra Lawson-Remer, and Susan Randolph. 2009. "An Index of Economic and Social Rights Fulfillment: Concept and Methodology." *Journal of Human Rights* 8.3: 195-221. [HuskyCT]
- Permaneyer, Iñaki. 2010. "The Measurement of Multidimensional Gender Inequality: Continuing the Debate." *Social Indicators Research* 95.2: 181-198. [HuskyCT]
- Stiglitz, Joseph E., Amartya Sen, and Jean-Paul Fitoussi. 2010. *Mismeasuring Our Lives: Why GDP Doesn't Add Up*. New York: The New Press.
- United Nations Development Programme. 2009. "Handbook on Planning, Monitoring and Evaluating for Development Results." [HuskyCT]
- United Nations Development Programme. 2011. "The Gender Inequality Index" <http://hdr.undp.org/en/statistics/gii/>
- United Nations Development Programme. 2011. "The Human Development Index" <http://hdr.undp.org/en/statistics/hdi/>
- United Nations Development Programme. 2011. "The Multidimensional Poverty Index" <http://hdr.undp.org/en/statistics/mpi/>

Human Rights: Concept & Measurement

- Caprioli, Mary, Valerie M. Hudson, Rose McDermott, Bonnie Ballif-Spanvill, Chad F. Emmett, and S. Matthew Stearmer. 2009. "The WomanStats Project Database: Advancing an Empirical Research Agenda." *Journal of Peace Research* 46.6: 839-851. [HuskyCT]
- Cingranelli, David L., and David L. Richards. 1999. "Measuring the Pattern, Level, and Sequence of Government Respect for Human Rights" *International Studies Quarterly* 43.4: 407-417. [HuskyCT]
- Cingranelli, David L. and David L. Richards. 2010. "The Cingranelli and Richards (CIRI) Human Rights Data Project." *Human Rights Quarterly* 32.2: 401-424. [HuskyCT]
- Clark, Ann Marie, and Kathryn Sikkink. 2011. "Information Effects and Human Rights Data: Is the Good News about Increased Human Rights Information Bad News for Human Rights Measures?" Author's Draft. [HuskyCT]
- Conrad, Courtenay R., Jillienne Haglund, and Will H. Moore. 2011. "Amnesty International's Torture Allegations: Introducing the Ill-Treatment and Torture (ITT) Country-Year Data." Author's Draft http://www.politicalscience.uncc.edu/cconra16/UNCC/Publications_files/ConHagMoolS A08Mar11.pdf
- Hafner-Burton, Emilie M. and James Ron. 2009. "Seeing Double: Human Rights Impact through Qualitative and Quantitative Eyes." *World Politics* 61.2: 360-401. [HuskyCT]
- Landman, Todd and Edzia Carvalho. 2009. *Measuring Human Rights*. Hoboken: Routledge. Chapter 4: "Measuring Human Rights" [HuskyCT]
- McCormick, James M. and Neil J. Mitchell. 1997. "Human Rights Violations, Umbrella Concepts, and Empirical Analysis" *World Politics* 49.4: 510-525. [HuskyCT]
- Wood, Reed M. and Mark Gibney. 2010. "The Political Terror Scale (PTS): A Re-introduction and a Comparison to CIRI." *Human Rights Quarterly* 32.2: 367-400. [HuskyCT]

Violence Against Women

- BBC. 2008. "Acid attack on Afghan schoolgirls" *BBC News*. November 12.
http://news.bbc.co.uk/2/hi/south_asia/7724505.stm
- Briere, John, and Carol E. Jordan. 2004. "Violence Against Women: Outcome Complexity and Implications for Assessment and Treatment." *Journal of Interpersonal Violence* 19.11: 1252-1276. [HuskyCT]
- Butler, Christopher K., Tali Gluch, and Neil J. Mitchell. 2007. "Security Forces and Sexual Violence: A Cross-National Analysis of a Principal-Agent Argument." *Journal of Peace Research* 44.6: 669-687. [HuskyCT]
- Erdbrink, Thomas. 2008. "Woman Blinded by Spurned Man Invokes Islamic Retribution." *The Washington Post*. December 14.
<http://www.washingtonpost.com/wp-dyn/content/article/2008/12/13/AR2008121302147.html>
- Kristof, Nicholas D. and Sheryl WuDunn. 2009. *Half the Sky: Turning Oppression into Opportunity for Women Worldwide*. New York: Vintage.
- Lodhia, Sharmila. 2010. "Constructing an Imperfect Citizen-Subject: Globalization, National "Security," and Violence Against South Asian Women." *Women's Studies Quarterly* 38.1-2: 161-177. [HuskyCT]
- Richards, David L. and Jillienne Haglund. 2011. *Domestic Legal Guarantees Relating to Violence Against Women, 2007-2010*. [HuskyCT]
- United Nations Women. 2011. "Progress of the World's Women, 2011."
<http://progress.unwomen.org/pdfs/EN-Report-Progress.pdf>
- Worth, Robert F. 2010. "Crime (Sex) and Punishment (Stoning)." *The New York Times*. August 21.
<http://www.nytimes.com/2010/08/22/weekinreview/22worth.html>

Sex Trafficking

- Amar, Paul. 2009. "Operation Princess in Rio de Janeiro: Policing 'Sex Trafficking', Strengthening Worker Citizenship, and the Urban Geopolitics of Security in Brazil." *Security Dialogue* 40.4-5: 513-541. [HuskyCT]
- Hughes, Donna , Katherine Y. Chon, and Derek P. Ellerman. 2007. "Modern-Day Comfort Women: The US Military, Transnational Crime, and the Trafficking of Women" *Violence Against Women* 13.9: 901-922. [HuskyCT]
- Kara, Siddharth. 2009. *Sex Trafficking: Inside the Business of Modern Slavery*. New York: Columbia University Press.
- Sang-Hun, Choe. 2009. "Ex-Prostitutes Say South Korea and U.S. Enabled Sex Trade Near Bases" *The New York Times*.
<http://www.nytimes.com/2009/01/08/world/asia/08korea.html?emc=eta1>
- Smith, Heather M. "Sex Trafficking: Trends, Challenges, and the Limitations of International Law." *Human Rights Review* 12.3: 271-286. [HuskyCT]
- United States Department of State. 2011 "Trafficking in Persons Report 2011"
<http://www.state.gov/g/tip/rls/tiprpt/2011/index.htm>
- Victims of Trafficking and Violence Protection Act of 2000*. Public Law 106-386-Oct. 28, 2000 <http://www.state.gov/documents/organization/10492.pdf>

Food

- Chilton, Mariana, and Donald Rose. 2009. "A Rights-Based Approach to Food Insecurity in the United States." *American Journal of Public Health* 99.7: 1203-1211. [HuskyCT]
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Class Project Workshop Sessions I & II

Twice during the semester, I give you class time to meet with me and with others *to work on the project*.

Meeting One: *At this point, all or most all of your data should be gathered, and you should be starting to figure out what you are going to do with it.* This in-class session is a great time for me to help you with this. The more-prepared you come into this session, the more you will get out of it. I am not going to double-check to see if everyone has his/her data, but from experience with similar projects, I can tell you that if you do not have all or most all of your data collected by this point, you are dangerously behind in your work.

Meeting Two: *At this point you should be making the finishing touches on your report and beginning to assemble your presentation for the following week.* Since editors and project managers will likely be especially in the weeds at this point, it should probably fall on others to begin planning and creating the presentation. Don't do the final presentation as an afterthought – it's important that it allow everyone to process all the semester's materials towards the end of coming to some kind of conclusion about human security: conceptually, operationally, and politically. Thus, plan well ahead.

Class Presentation of Report

Final Report and Spreadsheet Due to Instructor

CLASS RULES:**Lateness**

Habitual lateness to class is ***tremendously rude***; it is unprofessional and disrespectful of other students and of the professor. Habitual lateness to class is disruptive. The instructor reserves the right to penalize habitual lateness via deduction of points from exam grades.

Phones / Other Electronic Devices:

- You do not have permission to record ANY sounds or images from/during class.
- Turn off the ringer of your phone/electronic devices BEFORE class begins. You will not be in trouble for a single accident of forgetting to turn off your phone and having it ring in class -- once in a while, everyone (*including the professor*) forgets to turn off his/her phone. So, if your phone rings in class, *please have the decency to turn it off and not let it ring* and ring until the caller hangs up or voicemail kicks in.
- Chronic cases of disruption via electronic devices will be referred to the Office of Student Services & Advocacy.
- You MAY use a laptop during lectures
 - *You MAY NOT use laptops during video/film showings*, as the backlighting is distracting to other students.
 - If the professor feels too much laptop activity is being devoted to non-course activities (e.g., texting, Facebook, Youtube, etc), permission to use laptops will be revoked.
- Use of earbuds/earphones is prohibited.
- NO electronic devices of any kind are to be powered up or on during an exam/quiz. Violation of this rule will result in a zero on the exam/quiz.
- NO electronic devices of any kind are to be visible during an exam/quiz. Violation of this rule will result in a zero on the exam/quiz.
- If you are caught using any kind of electronic device during an exam, you will automatically receive a zero on the exam.

E-Mail:

Notices, important dates, reading changes, and the like will be announced via e-mail. You are responsible for checking your UCONN e-mail every day, especially before classes.

Communicating With & Making Appointments With Yours Truly

As those of you who have previously taken me for a course already know, e-mail is the single-best way to reach me. Make sure to use ADVAPP to make appointments.

Makeup Exams:

Makeup exams present severe equity problems for everyone involved in the course. Makeup exams will ONLY be scheduled for those with DOCUMENTED medical, University-sanctioned activity, or direct family member's death- associated excuses. ***There are NO exceptions to the makeup exam rule.*** For example, exams missed because of vacation, weddings, oversleeping, sickness not bad enough to get a doctor's excuse, etc, cannot be made up.

Assignment Lateness and Incompletes:

Assignments are due at the beginning of the assigned class period. The ONLY exception is for those with a documented medical excuse or documented direct family member's death. University-sanctioned events and activities are planned in advance and, accordingly, do not qualify as valid justifications for late work. For example, excuses such as "I couldn't get my file off the library computer", "I overslept," "The printer broke," "I ran out of toner," "The computer crashed", or any other, will not be accepted. Late penalties begin accruing immediately after I have collected papers from all those in attendance at the beginning of class, rounded up to the hour, at a penalty of 2 points per hour.

Academic Integrity

In this course we aim to conduct ourselves as a community of scholars, recognizing that academic study is both an intellectual and ethical enterprise. You are encouraged to build on the ideas and texts of others; that is a vital part of academic life. You are also obligated to document every occasion when you use another's ideas, language, or syntax. You are encouraged to study together, discuss readings outside of class, share your drafts during peer review and outside of class, and go to the Writing Center with your drafts. In this course, those activities are well within the bounds of academic honesty. However, when you *use* another's ideas or language—whether through direct quotation, summary, or paraphrase—you must formally acknowledge that debt by signaling it with a standard form of academic citation. Even one occasion of academic dishonesty, large or small, on *any* assignment, large or small, will result in failure for the entire course and referral to Student Judicial Affairs. For University policies on academic honesty, please see UConn's *Responsibilities of Community Life: The Student Code* and the Office of Community Standards: <http://www.community.uconn.edu>

Students With Disabilities

Students who think that they may need accommodations because of a disability are encouraged to meet with me privately early in the semester. Students should also contact the Center for Students with Disabilities as soon as possible to verify their eligibility for reasonable accommodations. For more information, please go to <http://www.csd.uconn.edu/>.

SAMPLE PEER-ASSESSMENT FORM

Your Name: _____

Name of Partner Being Evaluated: _____

Role in Project on Which Assessment is Based: _____

(1) For each of the below, give your partner a score according to the following scheme:

4 = Excellent

3 = Good

2 = Fair

1 = Poor

0 = Nonexistent / Absent

Responsiveness: _____

Initiative: _____

Responsibility: _____

Collegiality: _____

TOTAL: _____

(2) In a few sentences, comment on reasons behind the scores in the previous section.