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Diplomacy Syllabi

School of Diplomacy and International  
Relations

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Fall 2021

## **International Security**

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**Syllabus Fall 2021**

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**GENERAL DESCRIPTION:** This is an interdisciplinary course which seeks to answer the questions what do we- states, international institutions, groups, and individuals-want when we seek *security* and what steps can we take to accomplish security goals? A recent summary of the discipline summarizes it as follows:

**“International security, also called global security, is the measures taken by states and international organizations, such as the United Nations, European Union, and others, to ensure mutual survival and safety. These measures include military action and diplomatic agreements such as treaties and conventions. International and national security are invariably linked. International security is national security or state security**

in the global arena. With the end of World War II, a new subject of academic study focusing on international security emerged. It began as an independent field of study, but was absorbed as a sub-field of international relations. Since it took hold in the 1950s, the study of international security has been at the heart of international relations studies-It covers labels like "security studies", "strategic studies", "peace studies", and others.

The meaning of "security" is often treated as a common sense term that can be understood by "unacknowledged consensus". The content of international security has expanded over the years. Today it covers a variety of interconnected issues in the world that affect survival. It ranges from the traditional or conventional modes of military power, the causes and consequences of war between states, economic strength, to ethnic, religious and ideological conflicts, trade and economic conflicts, energy supplies, science and technology, food, as well as threats to human security and the stability of states from environmental degradation, infectious diseases, climate change and the activities of non-state actors.

While the wide perspective of international security regards everything as a security matter, the traditional approach focuses mainly or exclusively on military concerns.

The concept of an international security actor has extended in all directions since the 1990s, from nations to groups, individuals, international systems, NGOs, and local governments."

Students are required to place themselves in the shoes of policy makers, consultants, and operators in order to evaluate particular actions to determine whether these actions enhance or detract from the goals of security.

#### **REQUIRED TEXTS:**

Buzan and Hansen, *The Evolution of International Security Studies* (New York: Cambridge University Press, 2009)

Articles as assigned and referenced in Writing Assignments

#### **RECOMMENDED READING:**

[www.yale.edu/lawweb/avalon/avaln.htm](http://www.yale.edu/lawweb/avalon/avaln.htm) (historical documents)

<http://untreaty.un.org/> (UN treaty site)

[www.un.org/indx.lhtml](http://www.un.org/indx.lhtml) (UN Human Rights)

[www.amnesty.org/](http://www.amnesty.org/) (Amnesty International)

[www.iccnw.org/](http://www.iccnw.org/) (International Criminal Court)

[www.oceanlaw.org/](http://www.oceanlaw.org/) (Law of the Sea)

<http://unfccc.int/> (UN Framework Convention on Climate Change)

[www.icrc.org/](http://www.icrc.org/) (International Committee of the Red Cross, IHL)

[www.imo/home.asp](http://www.imo/home.asp) (International Maritime Organization)

Mecheline R. Ishay, ed. *The Human Rights Reader*, London: Routledge, 1997)

Scott Barrett, *Environment and Statecraft: The Strategy of Environmental Treaty-Making*. New York: Oxford University Press (2003).

David Kennedy, *The Dark Sides of Virtue*, Princeton: Princeton University Press

Jennifer Leaning. *Human Security and War*. In 'Routledge Handbook of Human Security' edited by Mary Martin and Taylor Owen. (Routledge. 2015.)

Rhonda Callaway & Julie Harrelson-Stephens. *Toward a Theory of Terrorism: Human Security as a Determinant of Terrorism*. Studies in Conflict & Terrorism

M. Neil Brown, Stuart M. Keeley, *Asking the Right Questions, A Guide to Critical Thinking (8<sup>th</sup> ed)*, (Upper Saddle River, New Jersey: Pearson, 2007).

Yuval Noah Harari, *Sapiens, A Brief History of Humankind* (New York: Harper Collins, 2015).

Daniel Jonah Goldhagan, *Worse Than War, Genocide, Eliminationism and the Ongoing Assault on Humanity*. (New York: PublicAffairs, 2009).

Yale H. Ferguson, Richard W. Mansbach, *Remapping Global Politics, History's Revenge and Future Shock* (Cambridge: Cambridge University Press, 2004).

National Research Council and National Academy of Engineering, *Emerging and Readily Available Technologies and National Security-A Framework for Addressing Ethical, Legal, and Societal Issues* (Washington D.C.: The National Academies Press, 2014).

Jared Diamond, *COLLAPSE, How Societies Choose to Fail or Succeed* (New York: Penguin Books, 2005).

[https://www.youtube.com/watch?v=wR6SFLhD32Q&list=PLJA4Jys7jTOLR-Ze9Joi2OHsC6\\_BbY-Hp](https://www.youtube.com/watch?v=wR6SFLhD32Q&list=PLJA4Jys7jTOLR-Ze9Joi2OHsC6_BbY-Hp) ; Niall Ferguson, *Civilization-BBC series*.

<https://www.forbes.com/sites/mikecollins/2015/05/06/the-pros-and-cons-of-globalization/#645004b4ccce>

Richard Langhorne, *THE COMING GLOBALIZATION, Its Evolution and Contemporary Consequences* (New York: Palgrave, 2001).

Michael Ignatieff, *BLOOD AND BELONGING, Journeys into the New Nationalism* (New York: The Noonday Press, 1995).

Pinker: <https://www.unl.edu/rhames/212/Stephen%20Pinker%20on%20the%20Decline%20of%20War.pdf>

Harari: <https://www.youtube.com/watch?v=nzj7Wg4DAbs&t=17s> [WHY HUMANS RULE THE WORLD-FLEXIBILITY IN LARGE GROUPS THROUGH FICTION, 17 min]

Harari: [https://www.youtube.com/watch?v=lgeyUd\\_piiU&t=41s](https://www.youtube.com/watch?v=lgeyUd_piiU&t=41s) [history of sapiens, 22 min]

Samuel P. Huntington, *CLASH OF CIVILIZATIONS* (New York: Simon & Schuster, 2011)

**COURSE REQUIREMENTS:** Students are required to read and answer questions regarding the texts; research and present a case study; summarize and discuss selected articles/books (5) and take a final examination. Mastery of the subject will be assessed by a combination of tests, presentations, written summaries and class participation.

Examination: 30%

Writing Assignments (5) 40%

Case Study and presentation: 30%

**GOAL:** Students will be able to

1. Identify the elements of analysis regarding specific security issues.
2. Identify how security threats intersect with past and contemporary behavior by international actors.

**ESSENTIAL LEARNING OBJECTIVES:**

1. Demonstrate ethical reasoning when faced with moral dilemmas in a variety of real-world contexts.
2. Demonstrate and utilize critical thinking skills as they apply to issues of security policy.
3. Utilize critical thinking skills in the identification of and resolution of security dilemmas.

**ATTENDANCE:** Students are required to attend **all** sessions of the class. Papers are turned in and discussed during class, presentations are made, and articles are distributed. Those who are unable to commit to attendance should find another course to take.

### **GENERAL NOTES:**

All written material submitted will be consistent with your status as university scholars. It will not be hand written, it must answer the question asked, must be footnoted where appropriate, and must be edited. **Again, poorly communicated answers will be graded accordingly. When writing, students should adhere to CORE principles; C=cite to documents, O=organize before you write, R=respond to all questions asked, E=edit! Regarding references, students should adhere to the attached footnote exemplar.**

[file:///C:/Users/romeara/Downloads/Citation%20Format%20Chicago\\_NOTES\\_BIB.pdf](file:///C:/Users/romeara/Downloads/Citation%20Format%20Chicago_NOTES_BIB.pdf)

### **Disability Services Statement**

It is the policy and practice of Seton Hall University to promote inclusive learning environments. If you have a documented disability you may be eligible for reasonable accommodations in compliance with University policy, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and/or the New Jersey Law against Discrimination. Please note, students are not permitted to negotiate accommodations directly with professors. To request accommodations or assistance, please self-identify with the Office for Disability Support Services (DSS), Duffy Hall, Room 67 at the beginning of the semester. For more information or to register for services, contact DSS at (973) 313-6003 or by e-mail at [DSS@shu.edu](mailto:DSS@shu.edu).

### **Academic Integrity & Dishonesty**

Plagiarism and other forms of academic dishonesty will be reported to the administration, and may result in a lowered or failing grade for the course and up to possible dismissal from the School of Diplomacy. See University and School standards for academic conduct here: <https://www.shu.edu/student-life/upload/Student-Code-of-Conduct.pdf> and <http://www.shu.edu/academics/diplomacy/academic-conduct.cfm>

**Policy on Incompletes:** will be given only in exceptional cases for emergencies. Students wishing to request a grade of Incomplete must provide documentation to support the request accompanied by a Course Adjustment Form (available from the Diplomacy Main Office) to the professor before the date of the final examination. If the incomplete request is approved, the professor reserves the right to specify the new submission date for all missing coursework. Students who fail to submit the missing course work within this time period will receive a failing grade for all missing coursework and a final grade based on all coursework assigned. Any Incomplete not resolved within one calendar year of receiving the Incomplete or by the time of graduation (whichever comes first) automatically becomes an “FI” (which is equivalent to an F). It is the responsibility of the student to make sure they have completed all course requirements within the timeframe allotted. Please be aware that Incompletes on your transcript will impact financial aid and academic standing

**GRADING :** Grading is done on a scale as follows:

A: 94-100

A-: 90-93

B+: 88-89

B: 84-87

B-: 80-83

C+: 78-79

C: 74-77

C-: 70-72

D: 65-69

F: 64 and below

**Chicago style footnotes:** See selected examples below. Students should master the format through on-line research.

[file:///C:/Users/romeara/Downloads/Citation%20Format%20Chicago NOTES BIB .pdf](file:///C:/Users/romeara/Downloads/Citation%20Format%20Chicago%20NOTES%20BIB.pdf)

Why We Use Footnotes. The style of Chicago/Turabian we use requires footnotes rather than in-text or parenthetical citations. Footnotes or endnotes acknowledge which parts of their paper reference particular sources. Generally, you want to provide the author's name, publication title, publication information, date of publication, and page number(s) if it is the first time the source is being used. Any additional usage, simply use the author's last name, publication title, and date of publication.

Footnotes should match with a superscript number at the end of the sentence referencing the source. You should begin with 1 and continue numerically throughout the paper. Do not start the order over on each page. Example:

**In the text:** Throughout the first half of the novel, Strether has grown increasingly open and at ease in Europe; this quotation demonstrates openness and ease.<sup>1</sup>

**In the footnote:**

Henry James, *The Ambassadors* (Rockville: Serenity, 2009), 34-40.

When citing a source more than once, use a shortened version of the footnote. Example: 2. James, *The Ambassadors*, 14.

## **CLASS SCHEDULE AND ASSIGNMENTS**

WEEK ONE: (SEP 1) Administration, Introductions, and some initial discussion regarding the subject.

WEEK TWO: (SEP 8) WHAT IS SECURITY? **WA#1 DUE.**

WEEK THREE: (SEP 15) WHAT IS SECURITY? [cont] [How to Stop the Violence]; Buzan, pp ix-35.

WEEK FOUR: (SEP 22) GOVERNANCE AS AN INTERNATIONAL SECURITY ISSUE. **WA#2 DUE:**

WEEK FIVE: (SEP 29) GOVERNANCE AS AN INTERNATIONAL SECURITY ISSUE [cont]. **CASE STUDY OUTLINES DUE.**

WEEK SIX: (OCT 6) THE NATURE OF CONFLICT AND THE SECURITY DILEMMA. **WA#3 DUE.**

WEEK SEVEN: (OCT 13) THE NATURE OF CONFLICT AND THE SECURITY DILEMMA (cont);

WEEK EIGHT: (OCT 20)

WEEK NINE: (OCT 27) MANAGING CONFLICT, INTERNATIONAL INSTITUTIONS AND INTERNATIONAL LAW. BUZAN pp 39-141. **CASE STUDY PAPERS DUE.**

WEEK TEN: (NOV 3) A NEW SET OF THREATS AND A NEW SET OF PLAYERS IN THE POST COLD WAR. BUZAN PP 101-184. **WA#4 DUE**

WEEK ELEVEN: (NOV 10) NEW THREATS AND NEW ACTORS IN A GLOBALIZED WORLD, BUZAN PP 226-271.



WEEK TWELVE: (NOV 17) NEW THREATS AND NEW ACTORS IN A GLOBALIZED WORLD (cont). CASE STUDY PRESENTATIONS AS ASSIGNED. **WA#5 DUE**

WEEK THIRTEEN: (NOV 24) NO CLASS NEW THREATS AND NEW ACTORS IN A GLOBALIZED WORLD (cont); CASE STUDY PRESENTATIONS AS ASSIGNED.

WEEK FOURTEEN: (DEC 1) CHALLENGES IN THE 21<sup>ST</sup> CENTURY AND BEYOND. CASE STUDY PRESENTATIONS AS ASSIGNED.

WEEK FIFTEEN: (DEC 8) LAST CLASS CHALLENGES IN THE 21<sup>ST</sup> CENTURY AND BEYOND (cont). CASE STUDY PRESENTATIONS AS ASSIGNED,

WEEK SIXTEEN: WRAP-UP; PREP FOR FINAL EXAMINATION.

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WA #1 – 8 SEP DEFINITIONS MATTER

WA#2-22 GOVERNANCE, A TOOL OF SECURITY

WA#3-6 OCT MANAGING CONFLICT, INTERNATIONAL INSTITUTIONS, THE SECURITY DILEMMA

WA#4- 3 NOV INTERNATIONAL INSTITUTIONS

WA#5- 17 NOV INTERNATIONAL SECURITY THREATS AND CHALLENGES

OUTLINES OF CASE STUDIES-SEP 29

CASE STUDIES-OCT 27

**FALL 2021**  
**INTERNATIONAL SECURITY**  
**CASE STUDY AND WA#1**

**WRITTEN PRESENTATION**  
**CASE STUDIES**

**ASSIGNMENT:** Each student has been assigned a case study to research and present. Students are required to 'get smart' regarding the relationship of this topic to issues of international security, provide a **10 page** analysis regarding the topic, and provide your findings to the class in a **30 minute** presentation. Be cognizant of how you communicate. **Follow CORE principles; C=cite to documents, O=organize before you write, R=respond to questions asked, E=edit, edit, edit!**

**Guidelines for Case Study Selection:** Case studies are used to perform a deep-dive into a particular area of interest, examine the context of a particular phenomenon, determine the etiology of the phenomenon (the reasons why it occurs), and, perhaps, identify the methods which might be useful to alleviate the particular security threat. Referenced material in the syllabus will be important here but the student is expected to conduct independent research and reference the results in the study. A useful acronym for the analysis of any particular security issue is **PCRUF**; P=Problem (an objective or subjective threat?); What is the problem, for whom is it a problem, why is it a problem?; C=Context; Who is affected by the problem? What players are involved in the problem's creation and solution? How long has the problem been in existence? R=Remedies. What are the suggested and proven solutions to the problem? U=What are the unintended consequences of particular solutions? F=Future; What is the projection if problem is ignored, poorly addressed, improperly addressed? **Case studies (10 pages) are due on Oct 27. Outlines due on Sep 29.** Students will present their findings to the class on dates assigned in a 30 minute presentation.

1. Economic refugees in North Africa
2. Political Islam in the European Union
3. The Desertification of the African Continent
4. Human Trafficking in Southeast Asia
5. Drug smuggling in Central America
6. Economic refugees in the Sahel
7. Conflict refugees in Darfur
8. Climate change and the Arctic
9. Conflict refugees in the Middle East
10. Water issues in Sudan
11. Fishing depopulation in the North Atlantic
12. Terrorist organizations
13. Failed states, the inability to govern, Afghanistan
14. Nationalism and Ethnic violence
15. Plague and other ungoverned public health issues.
16. The weakness of intergovernmental security arrangements
17. Space as a new venue for competition
18. North Korea
19. Democratic Republic of Congo
20. Nigeria
21. Sudan
22. Fundamentalist/Political Islam as a global phenomenon.

The purpose of this exercise is to permit each student to look at the relationship between threats, actors, and remedies in the context of their particular topic and to educate the class accordingly.

NOTE: Outline should include title, preliminary research and short delusion of PCRUF.

## WA# 1

# Definitions Matter; Critical Thinking About International Security

**Definitions matter.** We will be discussing some very contested definitions throughout the course, and it is, therefore, appropriate that we come to some consensus regarding what we are talking about. Definitions come from multiple fields of study including psychology, sociology, anthropology, history, and political science amongst others. Review some of the more common definitions of the following terms (**at least two definitions for each term**) and **demonstrate their similarities and differences.**

1. Ethnicity
2. Culture
3. Globalization
4. Security threat
5. Nationalism as an ideology
6. What does it mean to be *safe*?
7. Environmental security
8. International law
9. National interest
10. Human Security

**Critical Thinking Matters.** We will be looking at multiple conflicts during our studies. It is important that we have some way to analyze how they are the same and how they are different. **Below is a short list of things to consider. Comment on why they are important and add to the list with subjects you think might be important to consider. Remember CORE principles and footnotes!**

1. Is everything that is dangerous a threat?
2. Should policy makers concern themselves with threats to individuals or groups?
3. How do groups get defined, ethically, nationally, racially, by class? Does it make a difference?

**DUE: 5 PAGES, SEP 8.**

**REFERENCE:**

Standard definitions are located on-line in multiple texts. Remember to footnote sources properly and find definitions that have at least some differences.

O'Meara, R. M. Jus Post Bellum, Reflections on the Right Way to End a War,  
<http://satsa.syr.edu/wp-content/uploads/2011/04/RichardOMeara.pdf>  
[https://satsa.syr.edu/wp-content/uploads/2011/04/JTSA\\_Vol6\\_2011.pdf](https://satsa.syr.edu/wp-content/uploads/2011/04/JTSA_Vol6_2011.pdf)  
<https://satsa.syr.edu/wp-content/uploads/2011/04/RichardOMeara.pdf>

FALL 2021

## GENERAL COURSE DESCRIPTION AND INSTRUCTOR PRECIS INTERNATIONAL SECURITY

This is an interdisciplinary course which seeks to answer the questions what do we- states, international institutions, groups, and individuals-want when we seek *security* and what steps can we take to accomplish security goals? A recent summary of the discipline summarizes it as follows:

**“International security**, also called **global security**, is the measures taken by states and international organizations, such as the United Nations, European Union, and others, to ensure mutual survival and safety. These measures include military action and diplomatic agreements such as treaties and conventions. International and national security are invariably linked. International security is national security or state security in the global arena.

With the end of World War II, a new subject of academic study focusing on international security emerged. It began as an independent field of study, but was absorbed as a sub-field of international relations. Since it took hold in the 1950s, the study of international security has been at the heart of international relations studies-It covers labels like "security studies", "strategic studies", "peace studies", and others.

The meaning of "security" is often treated as a common sense term that can be understood by "unacknowledged consensus." The content of international security has expanded over the years. Today it covers a variety of interconnected issues in the world that affect survival. It ranges from the traditional or conventional modes of military power, the causes and consequences of war between states, economic strength, to ethnic, religious and ideological conflicts, trade and economic conflicts, energy supplies, science and technology, food, as well as threats to human security and the stability of states from environmental degradation, infectious diseases, climate change and the activities of non-state actors.

While the wide perspective of international security regards everything as a security matter, the traditional approach focuses mainly or exclusively on military concerns.

Edward Kolodziej has compared international security to a Tower of Babel and Roland Paris (2004) views it as "in the eye of the beholder". Security has been widely applied to "justify suspending civil liberties, making war, and massively reallocating resources during the last fifty years".

Walter Lippmann (1944) views security as the capability of a country to protect its core values, both in terms that a state need not sacrifice core values in avoiding war and can maintain them by winning war. David Baldwin (1997) argues that pursuing security sometimes requires sacrificing other values, including marginal values and prime values. Richard Ullman (1983) has suggested that a decrease in vulnerability is security. Arnold Wolfers (1952) argues that "security" is generally a normative term. It is applied by nations "in order to be either expedient—a rational means toward an accepted end—or moral, the best or least evil course of action".<sup>1</sup>In the same way that people are different in sensing and identifying danger and threats, Wolfers argues that different nations also have different expectations of security. Not only is there a difference between forbearance of threats, but different nations also face different levels of threats because of their unique geographical, economic, ecological, and political environment. Barry Buzan (2000) views the study of international security as more than a study of threats, but also a study of which threats can be tolerated and which require immediate action.<sup>2</sup>He sees the concept of security as not either power or peace, but something in between.

The concept of an international security actor has extended in all directions since the 1990s, from nations to groups, individuals, international systems, NGOs, and local governments."

Students are required to place themselves in the shoes of policy makers, consultants, and operators in order to evaluate particular actions to determine whether these actions enhance or detract from the goals of security.

Doctor O'Meara is a retired Brigadier General, USA, and trial attorney who previously served as the Director of the Division of Global Affairs (DGA) and as a Professor of Global and Human Security Affairs, Rutgers University. He currently teaches at the DGA at Rutgers, at the School of Diplomacy and International Relations, Seton Hall University and in the Holocaust Studies Program Stockton University and he developed and taught in the first Homeland Security Studies Program in New Jersey. He has received a PhD in Global Affairs from Rutgers University and a Juris Doctorate from Fordham University. He has also received two Masters Degrees in History and International Affairs and graduated from the US Army War College and the US Army Command and General Staff College amongst other schools. In the days and months following 9/11, O'Meara worked as an EMT and Red Cross Responder at the World Trade Center Site.

His interests are reflected in courses he has taught and developed over the years at various institutions including *War Crimes, Genocide, and International Law, Nationalism and Ethnic Conflict, Intelligence Law and Function, US Security Interests in Sub-Saharan Africa, US Security Interests in the North Pacific, Contemporary Issues in International Law, Race and Nation, Human Rights Law and Practice, Nuremberg: the Trial and It's Legacy for the International Legal Community, Human Security, International Security Issues, Global Development, Ethics and International Relations, Commerce and Ideology in the Nazi State, Evolution of the Global System, and The American Way of War.*

As an Adjunct Faculty member of the Defense Institute for International Legal Studies, O'Meara has traveled to such diverse locations as Moldova, Bosnia-Herzegovina, Ukraine, Slovenia, the Philippines, Thailand, Vietnam, Cambodia, Peru, El Salvador, Panama, Guinea, Rwanda, Chad, Sierra Leone, Lebanon, Israel, and Iraq where he has taught rule of law and governance issues to civil and military stakeholders and helped to develop programs designed to strengthen constructive relationships between members of civil and military society.

As a Fellow in the Stockdale Center for Ethical Leadership, United States Naval Academy, O'Meara worked with colleagues towards the adaption of military ethics to emerging technologies and he has written and presented widely in the area of the use of robotics and other technologies as tools of war. He continues this work as a member of CETMONS, Consortium for Emerging Technologies,



Military Operations and National Security, The International Society for Military Ethics, the International Association of Genocide Scholars and CIVIC, Campaign for Innocent Civilians in Conflict.

O'Meara is particularly interested in the development of short and long-term curricula for presentation throughout the world in order to bind various elements of developing nations into strong workable organizations capable of directing resources in constructive ways.

His recent work includes *The Times of Joy, A Diaspora Narrative* (Amazon/Kindle), *Going Home For Apples and Other Stories* (Amazon/Kindle), *Governing Military Technologies in the 21<sup>st</sup> Century, Ethics and Operations* (Palgrave/Macmillan); chapters in *Robot Ethics, The Ethics and Social Implications of Robotics* (MIT Press) and *Routledge Handbook of Ethics and War, Just War Theory in the twenty-first century* (Routledge); and articles *JUS POST BELLUM: Reflections on the Right Way to End a War, Journal on Terrorism and Security Analysis* (Syracuse University) and *International Governance of Autonomous Military Robots, Columbia Science and Technology Law Review* (Columbia University School of Law).